

# The Priory Catholic Voluntary Academy

## History Progression Ladders - Key Knowledge 2020-2021

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Key Knowledge Term 1</b></p>	<p><b>All about me</b> I can <b>Identify</b> differences in myself since I was born. I can <b>describe</b> how I am different or similar to others I can <b>sequence</b> pictures of a growth cycle of humans. I can <b>say</b> who is in my family. I can <b>find out</b> what is in my local area and my local history. Find out about my families past.</p>	<p><b>Nurturing Nurses</b> (Florence Nightingale, Mary Seacole and the Modern NHS) I can <b>recognise</b> who Florence Nightingale was and how she improved nursing during the Crimean War. (1.1) I can <b>recognise</b> who Mary Seacole was and how she improved nursing during the Crimean War. (1.1) I can <b>recognise</b> at least 2 similarities and 2 differences between the lives of Florence Nightingale and Mary Seacole. (1.1) I can <b>recognise</b> at least 2 similarities and 2 differences between a hospital before and after Florence Nightingale improved them. (1.1)</p>	<p><b>The Great Fire of London</b> I can <b>describe</b> some ways in which London has changed since the Great fire of London. (2.1) I can <b>describe</b> what daily life was like in 1666. (2.1) I can <b>describe</b> how daily life today, is similar/different to how daily life in 1666 (giving at least two similarities/ differences). (2.1) I can <b>describe</b> how the Great Fire started and <b>give reasons</b> why it spread across London so quickly. (2.1) I can <b>describe</b> how London was rebuilt after the Great Fire. (2.1)</p>	<p><b>A Local History Study</b> <b>The History of Eastwood</b> I can <b>describe</b> what the town of Eastwood was like 100 years ago. (3.1) I can <b>compare</b> what Eastwood was like 100 years ago to what it is like today (giving at least 3 similarities and 3 differences). (3.1) I can <b>identify</b> when the Industrial Revolution happened and <b>give a reason</b> why it happened. (3.1) I can <b>identify</b> how the Industrial Revolution impacted on the town of Eastwood (focusing on the coal industry and why/how the town rapidly expanded). (3.1)</p>	<p><b>The History of Nottingham</b> I can <b>use evidence to explain</b> what the city of Nottingham was like 200 years ago. (4.1) I can <b>compare</b> what Nottingham was like 200 years ago to what it is like today (giving at least 4 similarities and 4 differences). (4.1) I can <b>use evidence to explain</b> how the Industrial Revolution impacted on the layout of the city of Nottingham (focusing on the lace industry). (4.1) I can <b>use evidence to explain</b> that Nottingham was the main centre in Britain for the manufacture of lace by machine in 1820. (4.1) I can <b>use evidence to explain</b> how low</p>	<p><b>The Roman Empire and its Impact on Britain</b> I can <b>explain</b> when and how the Roman Empire began. (5.1) I can <b>explain and evaluate</b> Julius Caesar's attempted invasion in 55-54BC. (5.1) I can <b>study and evaluate</b> where the Roman Empire was by AD42 and the power of its army. (5.1) I can <b>study</b> the invasion and conquest by Claudius and <b>evaluate</b> why they were successful. (5.1) I can <b>explain</b> the size and structure of Hadrian's Wall as it was when it was first built. (5.1)</p>	<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England (to the time of Edward the Confessor)</b> I can <b>discover and explain</b> where the Vikings came from. (6.1) I can <b>discover and explain</b> how and why the Vikings invaded Britain. (6.1) I can <b>explain</b> how some kings in Britain dealt with the Viking invaders (resistance by Alfred the Great and Athelstan, first King of England). (6.1) I can <b>discover and explain</b> how Vikings lived and worked (including houses, clothes and food.) (6.1)</p>

		<p>I can <b>recognise</b> what a modern hospital ward is like. (1.1) I can <b>recognise</b> at least 2 similarities and 2 differences between medical care/hospitals at the time of Florence Nightingale/Mary Seacole and the modern NHS.</p> <p><b>The Gunpowder Plot (short topic)</b> I can <b>recognise</b> how the Gunpowder plot started. (1.1) I can <b>retell</b> the main events of the Gunpowder plot. (1.1) I can <b>recognise</b> how the Gunpowder plot is remembered and celebrated today.(1.1)</p>	<p>I can <b>describe</b> the sources I have used to find out about the Great Fire of London. (2.1)</p>	<p>I can identify where coal mining took place in Eastwood <b>and give reasons</b> why. (3.1) I can <b>describe</b> what life was like for the miners working in the Eastwood coal mines. (3.1)</p>	<p>wages and harsh living conditions for factory workers led to riots in Nottingham. (4.1) I can <b>use evidence to explain</b> what effects overcrowded housing (without baths, toilets or running water) had on people's health in Nottingham. (4.1) I can <b>use evidence to explain</b> how Nottingham City Corporation improved housing from the 1960s through slum clearance. (4.1) I can <b>use evidence to explain</b> that street names have historical significance and tell us about Nottingham's history. (4.1)</p>	<p>I can <b>study and evaluate</b> the British Resistance to Roman Invasion e.g. Boudicca. (5.1) I can <b>study and evaluate</b> the impact of technology, culture and beliefs - Roman Mosaics - Roman Roads - Roman Gods (5.1) I can <b>study and evaluate</b> the impact of the Romans on lives today. (5.1)</p>	<p>I can <b>discover and explain</b> what happened during the Viking invasions and <b>know what</b> Viking warriors were like. (6.1) I can <b>name</b> some Viking gods and what they represented. (6.1) I can <b>explain</b> Anglo-Saxon law and justice. (6.1) I can <b>explain</b> how Edward the Confessor died in 1066. (6.1)</p>
<p><b>Key Knowledge Term 2</b></p>	<p><b>How are you feeling? - People who help us.</b> I can <b>identify</b> people who are special to me. I can <b>identify</b> the roles of people in society.</p>	<p><b>History of Toys</b> I can <b>name and recognise</b> 5-6 toys children play with today. (1.2) I can <b>name and recognise</b> 3 toys my parents or</p>	<p><b>Robin Hood and Castles</b> I can <b>describe</b> Robin Hood as an outlaw - someone who had broken the law. (2.2) I can <b>describe</b> the place where</p>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b> I can <b>explain</b> when the Stone Age was. (3.2) I can <b>identify</b> how tools changed during</p>	<p><b>Ancient Greece</b> (A study of Greek life and achievements and their influence on the western world.) I can <b>explain</b> where and when the Ancient Greek civilization</p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b> I can <b>explain</b> why the Romans withdrew from Britain in c. AD 410 and the fall of</p>	<p><b>A Local History Study Beauvale Priory</b> I can <b>discover and explain</b> when and where Beauvale Priory was built. (6.2)</p>

<p>I can <b>explain</b> the roles of people in society.</p>	<p>grandparents played with. (1.2)  I can <b>recognise</b> at least 2 similarities and 2 differences between a Victorian toy and a modern day toy. (1.2)  I can <b>ask and answer questions</b> about toys in the past. (1.2)  I can <b>recognise</b> how toys have changed over time and suggest reasons for the differences. (1.2)  I can <b>use</b> words and phrases relating to the passing of time. (1.2)</p>	<p>Robin Hood and his men lived (Sherwood Forest). (2.2)  I <b>know that</b> King Richard 1 ruled England at the time of Robin Hood. (2.2)  I can <b>name</b> at least 5 of Robin Hood's men. (2.2)  I can <b>retell</b> a story about Robin Hood and his men. (2.2)  I can <b>describe</b> how Nottingham Castle was built at the request of William the Conquer. (2.2)  I can <b>describe</b> why Nottingham Castle was built in its position. (2.2)</p>	<p>the Stone Age to make hunting more successful. (3.2)  I can <b>explain</b> what people ate during the Stone Age and <b>give reasons</b> for how/why their diet changed. (3.2)  I can <b>identify</b> what and where Skara Brae was and how it was discovered. (3.2)  I can <b>compare</b> Stone Age houses at Skara Brae with modern houses, identifying at least 3 similarities/3 differences and <b>give reasons</b> for these. (3.2)  I can <b>give reasons</b> why children worked in copper mines and the names of some of the jobs that copper miners did. (3.2)  I can <b>identify</b> why Stonehenge was built and how it changed from the Stone Age onwards. (3.2)</p>	<p>existed and <b>construct</b> a timeline. (4.2)  I can use <b>evidence to explain</b> how and where Greek towns were built. (4.2)  I can use <b>evidence to explain</b> what daily life was like in Ancient Greece. (4.2)  I can use <b>evidence to explain</b> how and why the Ancient Greek empire grew. (4.2)  I can use <b>evidence to explain</b> the religious beliefs of the Ancient Greeks and name some Ancient Greek gods and goddesses. (4.2)  I can <b>use evidence to explain</b> what happened during the Trojan War. (4.2)  I can <b>identify</b> Greek myths. (4.2)</p>	<p>the western Roman Empire. (5.2)  I can <b>evaluate</b> why, where and when the Scots and Anglo-Saxons invaded Britain. (5.2)  I can <b>explain</b> what the seven Anglo-Saxon kingdoms were. (5.2)  I can <b>explain</b> what a typical Anglo-Saxon village was like and explain what jobs the people did. (5.2)  I can <b>explain</b> the religious beliefs and practices of the early Anglo-Saxon people and can describe some of the gods they worshipped. (5.2)  I can <b>evaluate</b> the work of some of the people who were influential in converting the Anglo-Saxons to Christianity. (5.2)  I <b>know</b> about some of the important Christian buildings</p>	<p>I can <b>discover and explain</b> what daily life was like for the monks at Beauvale Priory. (6.2)  I can <b>explain</b> why Henry V111 wanted a divorce from Catherine of Aragon. (6.2)  I can <b>discover and explain why</b> Henry V111 made himself head of the Church in England. (6.2)  I can <b>discover and explain</b> how the Reformation led to the closure of Beauvale Priory. (6.2)  I can <b>explain</b> why Robert Lawrence and John Houghton became the first martyrs of the Reformation. (6.2)  I can <b>evaluate</b> the impact of the Reformation on the local area. (6.2)</p>
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<p><b>Key Knowledge Term 3</b></p>	<p><b>Far Far Away</b> I can <b>recognise</b> the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>Victorian Seaside Holidays</b> I can <b>name and recognise</b> some of the seaside resorts found in the UK. (1.3) I <b>recognise</b> that Scarborough was the first British seaside town. (1.3) I <b>recognise</b> where Victorians went on holiday in the UK and why. (1.3) I <b>recognise</b> that Victorians travelled on holiday to the seaside by train. (1.3) I can <b>recognise</b> some of the features of a Victorian seaside resort. (1.3)</p>	<p><b>'Grace Darling' 'Sir William Hillary and the founding of the RNLI'</b> I can <b>describe</b> when and where Grace Darling lived during her early/late life. (2.3) I can <b>describe</b> how Grace and her father rescued survivors during a storm. (2.3) I can <b>describe</b> how Grace became famous after rescuing the survivors. (2.3) I can <b>describe</b> how and why Sir</p>	<p><b>Ancient Egypt</b> I can <b>identify</b> where Egypt on a map/globe. (3.3) I can <b>explain</b> where and when the Ancient Egyptians lived. (3.3) I can <b>explain</b> what daily life was like for many Ancient Egyptian people. (3.3) I can <b>explain</b> the importance of the River Nile for the Ancient Egyptians. (3.3) I can <b>explain</b> the mummification process used by the Ancient Egyptians. (3.3)</p>	<p><b>Ancient Greece</b> <b>The legacy of Greek culture on later periods of British history, including the present day</b>  I can use <b>evidence to explain</b> how the political system worked in Ancient Greece. (4.3) I can use <b>evidence to explain</b> that a major legacy left by classical Greece was a government based on direct democracy. (4.3) I can use <b>evidence to explain</b> the impact of Ancient</p>	<p><b>The Early Islamic Civilization</b> I can <b>explain</b> who Muhammad was and how he founded Islam. (5.3) I can <b>explain</b> why Muslims split into two separate groups after the death of Muhammad and describe some of the beliefs of these 2 groups. (5.3) I can <b>describe</b> the cultural and economic significance of Baghdad and explain how its</p>	

		<p>I <b>recognise</b> activities Victorians did on holiday at the seaside (including sea bathing, Punch and Judy shows). (1.3)</p> <p>I <b>know</b> what a bathing machine was. (1.3)</p> <p>I can <b>recognise</b> at least 2 similarities and 2 differences between a Victorian seaside holiday and a modern seaside holiday in the UK. (1.3)</p>	<p>William Hillary wanted to set up the life boat service in 1824. (2.3)</p> <p>I <b>know that</b> the lifeboat service became known as the RNLI in 1854. (2.3)</p> <p>I can <b>describe</b> the importance of the invention of the cork lifejacket. (2.3)</p> <p>I can <b>compare</b> the 1<sup>st</sup> life jacket invented to the ones worn today by the RNLI. (2.3)</p> <p>I can <b>describe</b> how life boats have changed since the lifeboat service started. (2.3)</p>	<p>I can <b>explain</b> the importance of the discovery of the tomb of Tutankhamun. (3.3)</p> <p>I can <b>compare</b> ancient Egyptian writing systems with our own. (3.3)</p> <p>I can <b>compare</b> the powers of different Egyptian gods. (3.3)</p> <p>I can <b>explain</b> the impact of Ancient Egypt on lives today. (3.3)</p>	<p>Greece on lives today. (4.3)</p> <p>I can <b>recall</b> facts about the Battle of Marathon. (4.3)</p> <p>I can use <b>evidence to identify</b> how the Olympic Games have changed over time but how some features have remained the same. (4.3)</p> <p>I can use <b>evidence to explain</b> how the Greeks invented the western drama where written work is performed by actors. (4.3)</p> <p>I can use <b>evidence to explain</b> how Greek theatre influenced art throughout Europe including plays such as those written by William Shakespeare. (4.3)</p>	<p>geographical location was important. (5.3)</p> <p>I can <b>study and evaluate</b> the impact of early Islamic inventions and discoveries made on the wider world. (5.3)</p> <p>I can <b>explain</b> what the House of Wisdom is and know some key individuals who studied there. (5.3)</p> <p>I can <b>study and evaluate</b> how the work of the early Islamic doctors impacted on modern medicine. (5.3)</p> <p>I can <b>explain</b> the role of the caliphate and <b>understand the differences</b> between Sunni and Shia Muslims, making links and comparisons to issues today. (5.3)</p>	
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