

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

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

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

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