

The Priory Catholic Voluntary Academy History Progression Ladders - Key Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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**All About Me**  
I can **talk** about how I have changed since being born. (0.1)  
I can use the words **past and present** in relation to myself. (0.1)

**Understanding the World- Past and Present**  
- *Begin to draw on own experiences to talk about past and present (Advent).*  
- *Begin to talk about lives of people around them (Advent).*

**The Gunpowder Plot**  
I can **recognise** how the Gunpowder plot started **and can retell** the main events of the Gunpowder plot. (1.1)  
I can **describe** how the Gunpowder plot is remembered and celebrated today. (1.1)  
**'Our School and Its Local Community'**  
I know when, how and why my school was built, can identify similarities and differences between my school today and schools in the time of my parents/ grandparents, using vocabulary to distinguish between 'within' and 'beyond' living memory. (1.1)  
I can use different historical sources to recognise distinctive features about my school and draw conclusions about schools and school life 100 years ago. (1.1)

**The Great Fire of London**  
I can explain why the 'Great Fire' spread so quickly across London, why it lasted for 5 days and why it was so difficult to put out. (2.1)  
I can describe how London changed after the Great fire of London, including why it was rebuilt differently and how it has impacted on our lives today. (2.1)  
I know who Samuel Pepys is, what his role was during the fire and how/why his diary is a source of evidence. (2.1)

**The History of Eastwood**  
I can compare what Eastwood was like 100 years ago to what it is like today, giving reasons for the similarities and differences identified. (3.1)  
I can give a simple explanation of why the Industrial Revolution happened and identify the impact it had on the town of Eastwood (focusing on the coal industry) explaining how and why the town rapidly expanded. (3.1)  
I can explain where coal mining took place in Eastwood and why, describe what life was like for the miners working in the Eastwood coal mines and the effect it had on their everyday lives. (3.1)

**The History of Nottingham**  
I can identify similarities and differences between Nottingham 200 years ago and Nottingham today and can explain the impact the Industrial Revolution had on the layout of the city of Nottingham as it became the centre in Britain for the manufacture of lace in 1820. (4.1)  
I can explain how and why low wages and harsh living conditions for factory workers led to riots in Nottingham in 1831. (4.1)  
I can explain the effects overcrowded housing (without baths, toilets or running water) had on people's health in Nottingham and use evidence to explain how Nottingham City Corporation improved housing through slum clearance. (4.1)

**The Roman Empire and its Impact on Britain**  
I can explain why Julius Caesar wanted to invade Britain, what he would have found there and why his attempted invasions in 55-54BC failed. (5.1)  
I can explain the size of the Roman Empire by AD42, why its army were so powerful, why the invasion and conquest of Britain by Emperor Claudius was successful, giving examples of British resistance to invasion, including how and why Boudicca stood up to them. (5.1)  
I can explain 'Romanisation' of Britain: describing what life was like from a study of a fort such as Caerwent and the impact of Roman technology, culture and beliefs on people living in Britain, including Early Christianity. (5.1)

**The Viking and Anglo-Saxon struggle for the Kingdom of England (to the time of Edward the Confessor)**  
I can explain where the Vikings came from and why they invaded Britain, how Viking warriors gained their reputations and how Britain dealt with the Viking invaders (including resistance by Alfred the Great and Athelstan, first King of England). (6.1)  
I can explain how Vikings lived and worked (including houses, clothes, food and religion), how the legal system worked in Anglo-Saxon and Viking Britain, comparing and contrasting their justice systems with the modern British justice system. (6.1)  
I can explain how Edward the Confessor died in 1066, leaving no

		I can identify an event that affected my own school in the past and give simple reasons why it was affected by the event. (1.1)					direct heir to the throne and what happened because of this. (6.1)
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<p><b>Our Heroes</b> I can begin to talk about people who help us in society (farmer, police, nurse, doctor, firefighters, vet, doctors etc). (0.1)</p> <p><u><a href="#">Understanding the World- Past and Present</a></u> - Draw on own experiences to talk about past and present (Lent). - Begins to know some similarities and differences between things in the past and now (Lent). - Begin to talk about lives of people in society and their roles (Lent). - Begin to show understanding of the past using books and stories (Lent).</p>	<p><b>History of Toys</b> I can identify similarities and differences between Victorian toys and modern-day toys. (1.2) I can describe the toys my grandparents and parents played with when they were little and why. (1.2) I can say how toys have changed over time and can suggest reasons for the differences. (1.2)</p>	<p><b>Explorers and the Moon Landing</b> I can describe significant events and achievements in Ibn Battuta's life and talk about different historical sources of information that tell us about him. (2.2) I can recall stories about people whom Ibn Battuta met, use pictures and maps to describe some of the places which Ibn Battuta visited and begin to explain why there were differences in the lifestyles of the people whom he met. (2.2) I can describe when, how and why the first astronauts landed on the moon, problems they encountered landing, what they did whilst on the moon and how they were able to get home safely. (2.2)</p>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b> I can describe some of the challenges of survival for early man during the Stone Age (including aspects of daily life), explain how tools changed during the Stone Age to make hunting become more successful and how Skara Brae is evidence that Stone Age people were beginning to change how they lived. (3.2) I can identify the most significant aspects of Bronze Age, including religion, technology and travel (for example, why Stonehenge was built and how it changed from the Stone Age onwards). (3.2) I can explain what life was like in an Iron Age hill fort (including tribal kingdoms, farming, art and culture). (3.2)</p>	<p><b>Ancient Greece</b> (A study of Greek life and achievements and their influence on the western world.) I can explain what a civilization is, where and when the Ancient Greek empire was established, how the Ancient Greek empire expanded and the impact it had on the wider world. (4.2) I can describe how enslavement was central to life in Ancient Greece and what daily life was like for the Ancient Greeks. (4.2) I can explain some of the religious beliefs held by the Ancient Greeks, including Gods they worshipped and their influence on religion today. (4.2)</p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b> I can explain why the Romans withdrew from Britain in c. AD 410 and what caused the fall of the western Roman Empire. (5.2) I can explain when, where and why the Scots and Anglo-Saxons invaded Britain, comparing it with the reasons for the Roman invasion. (5.2) I can explain where the Anglo-Saxons settled, describe what a typical Anglo-Saxon village was like, describe the effects of Saxon art and culture on Britain and describe the religious beliefs and practices of the early Anglo-Saxon people. (5.2)</p>	<p><b>A Local History Study Beauvale Priory</b> I can explain when, where and why Beauvale Priory was built and what daily life was like for the monks living at Beauvale Priory. (6.2) I can explain why Henry V111 wanted a divorce from Catherine of Aragon, how this led to him becoming the head of the Church in England and how the English Reformation led to the closure of priories, including Beauvale Priory and a change in religion for the country. (6.2) I can explain why Robert Lawrence and John Houghton became the first martyrs of the Reformation and the effect the Reformation had on the local area of Beauvale. (6.2)</p>
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	<p><b>Seaside</b> I can <b>discuss</b> the differences between what people used to do at the seaside and what they do now - (Punch and Judy Puppets). (0.3)</p> <p><u><a href="#">Understanding the World- Past and Present</a></u> - Talk about the lives of the people around them (Pentecost/ELG). - Knows some similarities and differences between things in the past and now (Pentecost/ELG). - Understand the past through settings, characters and events (Pentecost/ELG).</p>	<p><b>Nurturing Nurses</b> (Florence Nightingale, Mary Seacole and the Modern NHS) I can explain what Florence Nightingale did to improve the lives of the soldiers in hospitals when she arrived in the Crimea and explain the differing attitudes people had towards her. (1.3) I can explain what Mary Seacole did to improve the lives of soldiers during the Crimean War and explain how she was helped when she fell on hard times. (1.3) I can make comparisons between medical care and hospitals at the time of Florence Nightingale/Mary Seacole and the modern NHS. (1.3)</p>	<p><b>'Grace Darling'</b> <b>'Sir William Hillary and the founding of the RNLI'</b> I know who Grace Darling was and I can explain what daily life was like for her and her family whilst living in the lighthouse. (2.3) I can describe why Grace Darling became famous after Grace and her father rescued survivors during a storm. (2.3) I can explain the significance of Sir William Hillary setting up the first lifeboat service in the UK and describe how and why lifeboats have changed since the lifeboat service begin. (2.3)</p>	<p><b>Ancient Egypt</b> I can explain the importance of the River Nile to where the Ancient Egyptians lived and explain what daily life was like for the Ancient Egyptian people using different artefacts. (3.3) I can explain the significance of the ritual of mummification used by the Ancient Egyptians and understand the importance of the discovery of the tomb of Tutankhamun. (3.3) I can explain the significance of the Ancient Egyptian writing script as an accurate and reliable way to record and communicate information connected with religion, government and record-keeping. (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 explain how the political system worked in Ancient Greece and understand how the principles behind their democratic system of government are still in use today, can make comparisons between life in ancient Athens and ancient Sparta, focusing on how democracy worked and has influenced the world today. (4.3) I understand the purpose of the Ancient Olympic Games, can explain how Olympic values characterised the Greek civilization and understand how the Ancient Olympic Games shaped the modern Olympic Games. (4.3) I can explain how the Greeks invented western drama where written work is performed by actors</p>	<p><b>The Early Islamic Civilization</b> I can describe how Muhammad founded Islam, why Muslims split into two separate groups after his death due to their beliefs, explain the role of the caliphate and understand the differences between Sunni and Shia Muslims, making links and comparisons to issues today. (5.3) I can describe the cultural and economic significance of Baghdad, explain how its geographical location was important and what it was like during the Golden Age. (5.3) I can evaluate the impact of early Islamic inventions and discoveries made on the wider world, including how the work of the early Islamic doctors impacted on modern medicine. (5.3)</p>	No topic
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					and how <i>Greek</i> theatre influenced art throughout Europe including plays such as those written by William Shakespeare. (4.3)		
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