

## History Key concepts and enquiry questions – Progression document



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Enquiry question (Big question to answer – Linked to Catholic Social teaching)</b>							
<b>Autumn</b>	<b>Marvellous Me</b> What is my favourite thing that God created in me?	<b>Toys old and new</b> Can you have too many toys?	<b>History and the telephone and communication</b> Did the invention of the telephone improve the outcomes for everyone?	<b>Stone Age to Iron Age</b> Did the developments from Stone Age to Iron Age benefit everyone?	<b>The Roman Empire</b> How did the Romans impact modern society?	<b>The Maya Civilisation</b> Was justice more likely for people who lived in cities than in the country?	<b>The Atlantic slave trade</b> How did it happen that slavery was ever seen as good?
<b>Spring</b>	<b>Animals in action</b> Is it ok for animals to eat each other?	<b>Great Fire of London</b> Was it the Bakers fault?	<b>History of Hospitals</b> Was Mary Seacole treated with the same dignity as Florence Nightingale?	<b>Ancient Egypt</b> Did the developments within Ancient Egypt benefit everyone?	<b>Anglo Saxons and Scots</b> Is justice the same for everyone?	<b>Victorian Britain</b> Do you have to be an adult to be treated with justice?	<b>The Windrush</b> Was the Windrush community decision made for the common good?
<b>Summer</b>	<b>Medieval madness</b> Do Heroes and heroines need help to win?	<b>Grace Darling and the RNLI</b> Does light always lead to good?	<b>Queens of England</b> Should you be able to pay for justice?	<b>Ancient Greece</b> How did the Greeks impact modern society?	<b>Viking Britain</b> Is peace always the same for everyone?	<b>Crime and punishment</b> Are you more likely to be a criminal if you are poor?	<b>The Indus Valley Civilisation</b> How does the environment affect people's way of living?

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### **By the end of the year the children will know...**

<p>The difference between the past and present and use a range of sources to describe things that happened within their family. Children will be able to say what is the same and different about their lives to that of people in the past.</p>	<p>how to describe the past and how things, like toys, have changed over time, using real life artefacts to draw conclusions.</p> <p>the chronology and key events of the great fire of London and state simple causes and consequences.</p> <p>why lighthouses were significant in the past, especially for the Isle of Wight and how Grace Darling had an impact on how people stay safe at sea today.</p>	<p>key events from the lives of 7 significant people (Alexander Graham Bell, Florence Nightingale, Mary Seacole, Queen Elizabeth 1st, Queen Victoria and Queen Elizabeth 2nd) and why they are significant people in History.</p> <p>how the telephone and communication has changed over time using real sources of evidence and artefacts to show how national life has changed.</p> <p>how hospitals have changed over time and the impact this has had on modern day nurses.</p> <p>how Carisbrooke Castle has changed over time and the key events that happened there in the past.</p>	<p>the chronology and key events that occurred during the Stone Age to Iron Age period and how changes in living allowed people to evolve and advance over time.</p> <p>the concurrence between the Stone Age and the Ancient Egyptians in terms of advancement in living and technology and the impact that is still felt today in Britain.</p> <p>how democracy has developed since the Ancient Greek times and the chronology of key events that happened during this time.</p>	<p>why the Roman army invaded Britain and the lasting effects this had using a range of sources for information.</p> <p>the chronology of events that led to the Roman army retreating from Britain and how the Anglo-Saxons in Britain progressed after this and built kingdoms.</p> <p>the details of the Anglo-Saxon and Viking struggle for power in Britain and how Alfred the Great supported Britain during this time.</p>	<p>the contrast between the History of the early civilisation of the Maya and that of British History and how society has developed over time.</p> <p>the key events of Queen Victoria's life and the political changes that were made that affected the British empire and the monarchy.</p> <p>how crime and punishment has changed and evolved over time in Britain and how children's punishments and how society views them have developed to have a lasting impact.</p>	<p>how social norms have changed over time, with a particular focus on the slave trade and how this came to be accepted then abolished in Britain.</p> <p>the key events and chronology of the Windrush and how the Windrush generation had an impact on Britain that is still felt today.</p> <p>how the study of artefact can tell us about a period of time, with a focus on the Indus valley and trying to find out how this civilisation probably ended.</p>
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### Substantive knowledge

Historical facts that show cultural, economic, military, political, religious and social History and taught through specific linked abstract concepts of empire, civilisation, parliament, peasantry

<b>Autumn</b>	Social and cultural History	Economic and social History	Economic and social History	Cultural and social History	Military, political and religious History	Cultural, religious and social History	Cultural, economic and social History
<b>Abstract Concept</b>	Civilisation	Peasantry		Civilisation	Empire Parliament Peasantry	Civilisation	Parliament Peasantry
<b>Spring</b>		Social History	Military, political and social History	Cultural, economic, religious and social History	Cultural, economic and social History	Political, religious and social History	Economic, political and social History
<b>Abstract Concept</b>		Civilisation	Parliament and peasantry	Empire Parliament	Empire Peasantry	Parliament Peasantry	Parliament Peasantry
<b>Summer</b>	Military History	Cultural History	Military and political History	Cultural, economic, religious and social History	Military, political and religious History	Economic, political and social History	Cultural, religious and social History
<b>Abstract Concept</b>	Empire		Empire Parliament	Empire Parliament	Empire Parliament Peasantry	Parliament Peasantry	Civilisation

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<b>Disciplinary Knowledge</b> how to make use of the facts taught through the specific concepts of chronological understanding, cause and consequence, significance of event, people and places, similarity and difference							
<b>Chronological understanding</b>							
	To talk about past and present events in their own lives and in the lives of family members.	Use words and phrases like old, new and a long time ago.	Use words and phrases like before, after, past, present, then and now.	Use a timeline within a specific period of history to set out the order that things may have happened.  Use my mathematical knowledge to work out how long ago events happened.	Plot events on a timeline using centuries (The Romans and settlements on the Isle of Wight and beyond)  Use my mathematical skills to round up time differences into centuries and decades.	Draw a timeline with different historical periods showing key historical events or lives of significant people.	Place features of historical events & people from the past societies & periods in a chronological framework.  Identify and explain differences, similarities & changes between different periods of history.
<b>Cause and consequence</b>							
	Question why things happen	Recognise why people did	Recognise why people did	Identify and give reasons for the causes of the	Identify and give reasons for the rise and fall of	Analyse / explain reasons For the development and end of the Maya civilisation.	Analyse / explain reasons For slavery in the past and

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	and give explanations	things, why events happened and what happened as a result	things, why events happened and what happened as a result	development of the Iron age and the consequences that impact modern Britain.  Identify and give reasons for the rapid change brought about by the Ancient Egyptians and Greeks and the impact felt today.	the Roman army, The development of the power within the Anglo-Saxons and the success and failures of the Vikings within Britain	Analyse the cause and consequence of crime over time, with a focus on Victorian Britain and the impact felt today.	how this shaped society.
<b>Significant event/people/places</b>							
	Know the name of a significant event (birthday, bonfire night, Christmas, Eid, Divali etc)	Know information about the great fire of London and why it was such a significant event in British History.	Know information about Alexander, Graham Bell, Florence Nightingale, Mary Seacole, Queen Elizabeth 1st, Queen Victoria and Queen Elizabeth 2nd and explain	Know some important information about the Stone Age, the Iron Age, the Ancient Egyptians and the Ancient Greeks and why these periods in time were so significant and	Know some important information about the Roman empire, the struggle between the Anglo-Saxons and Scots and the Viking invasion and their impact on modern Britain.	Know, make links & draw comparisons between early civilisations such as the Maya and later significant time periods such as the Victorians and their society.	Know, make links & draw comparisons between early civilisations such as the Indus Valley and the later time periods of the slave trade and the Windrush.

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			why they are famous	are still having an impact today.			
<b>Similarity and difference</b>							
	<p>To know about similarities and differences in relation to places, objects, materials and living things.</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Spot old and new things in a picture.</p> <p>I can say when something is the same and when they are different.</p>	<p>Give examples of things that were the same and different to when my grandparents were children – did they live on the Isle of Wight? What was it like? Did they have a telephone? Did they visit the hospital?</p>	<p>Research in order to find similarities and differences between two or more periods of History.</p>	<p>Explain how the lives of wealthy people were the same and how they were different from the lives of poorer people</p>	<p>Compare 2 or more historical periods; explaining things which changed and things which stayed the same – with a focus on life on the Isle of Wight.</p>	<p>Summarise how the UK and the Isle of Wight has been affected by changes within British history.</p> <p>Summarise how Britain has had a major influence on the world and how we have learnt from other countries &amp; civilizations.</p>
<b>How we carry out Historical enquiry</b>							
	Use photographs	Use historical artefacts,	Use historical artefacts,	Use a range of sources of	Use a range of sources of	Recognise some sources may be more reliable	Recognise some sources

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	to talk about their family's past  Know that photographs tell stories about our past	photographs and visits to museums etc to find out about the past.	photographs and visits to museums etc to answer simple questions about life in the past.	evidence: (archives, visits, internet, photographs, museum visits etc.)  Ask and answer questions to find out about the past.	evidence: (archives, visits, internet, photographs, museum visits etc.)  Ask and answer questions to find out about the past. Know what is a primary /secondary source and give examples.	than others Use sources to answer a question independently.	may be more reliable than others and reasons for bias. Use sources to formulate a question and investigate the answers independently.
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### Texts used to support Historical understanding

	The Knight who wouldn't fight  The Journey	Toby and the Great fire of London  Old Bear	Florence Nightingale  Mary Seacole  Little people, big dreams - Amelia Earhart  Great women who changed the world  Castles	Stone age boy  Ug  The secrets of Stonehenge  Egyptology  Egyptian Cinderella  Pharaohs fate	Escape from Pompeii  Great women who change the world  Celebrating Black History  Arthur and the Golden Rope	Investigating Mayan civilisation  Middleworld  Street child  Shackleton's journey	Windrush child  Refugees and migrants
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Vocabulary taught							
	Now, next, then, before, after, younger, older, a long time ago, yesterday, tomorrow, today, change	History, New, Before, After Time, Past, Old, Object, change, cause,	History, Old, New, change, cause, Object, Before After, Time, Past Present, Date, Royal, Chronological, Significant, Event , kingdom, ruler, royal, monarchy,	Ruler, Chronological, Significant, Event Age, Era, Culture Ancient, Settlement , Artefact, civilization, peasant, archaeology, century, conquest, Gods, Goddesses, Hunter-gatherer, parliament,	Society, Laws Ruler, Raid, Civilization Empire, Monarch, Trade, Invasion Army, Ruler Empire, legacy, laws, society, Laws, Invasion, Army, Ruler, calendar, century, conquest, crusade, rebellion,	Economy Trade, Age, Era Culture, Ancient Artefact, Society Laws, Invasion, Army, Ruler, Raid, Civilization, peasant, archaeology, democracy, parliament,	Age, Era, Culture Ancient, Artefact Society, Laws, Ruler, Raid, Civilization Empire, Monarch, Invasion, Army, Ruler, Raid, archaeology, immigrant, migration,

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