Disciplinary Skill Progression St George’s Catholic School 2023



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| Disciplinary Knowledge Year 1 | | | |
| Chronologicalknowledge /understanding(includingcharacteristicfeatures ofperiods). | Place self and parents on a timeline.  Place Victorians on a time line. | Continuity andchange in andbetween periods | Compare Minehead and Weston then and now. |
| Historical terms eg empire, peasant | Now, then, past , era, Victorian | Cause andconsequence | Think about why Minehead has changed. |
| Historicalenquiry -Using evidence /Communicatingideas | Use Primary sources – look at toys from the past first hand.  Examine photographs of seaside locations form the past.  Communicate findings. | Similarity /Difference within a period/situation (diversity) | Difference between Grandparents or Victorian toys and own toys.  Look at difference between a photograph of Minehead or Weston in Victorian times and now. |
| Interpretationsof history | Decide whether rich or poor children would have been able to have afforded which toys. | Significance ofevents / people |  |

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| Disciplinary Knowledge Year 2 | | | |
| Chronologicalknowledge /understanding(includingcharacteristicfeatures ofperiods). | Place 1666 on a timeline. Place Brunel, Florence Nightingale and Rosa Parks on the line. Place the opening of Clifton Suspension Bridge and the first voyage of the SS Great Britain. Place WWI and WWII on the timeline. | Continuity andchange in andbetween periods | How did homes in London change after the fire?  How did hospital conditions change after Florence Nightingale’s reports? How did life change following segregation reforms? |
| Historical terms eg empire, peasant | Era , Victorian, Significant, famous, pioneer, reform. | Cause andconsequence | What was the cause of Rosa Parks needing to protest and what was the consequence?  Repeat for Florence Nightingale and Brunel.  What was the cause and consequence of the Great Fire of London? |
| Historicalenquiry -Using evidence /Communicatingideas | Visit to SS Great Britain and Clifton Suspension Bridge. | Similarity /Difference within a period/situation (diversity) | How were Rosa Parks and Florence Nightingale similar / different? |
| Interpretationsof history | Why was it unfair that one person was punished for the Great Fire of London? | Significance ofevents / people | Why were Rosa Parks  Florence Nightingale and Brunel significant ? |

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| Disciplinary Knowledge Year 3 | | | |
| Chronologicalknowledge /understanding(includingcharacteristicfeatures ofperiods). | Place events studied within school up to this point on a timeline. To know that Ancient civilisations existed at the same time and in quite close proximity and there are overlaps between civilisations because of their extended periods. | Continuity andchange in andbetween periods | To understand the change that occurred in religious beliefs in Ancient Egypt due to invasions (polytheism, Christianity, Islam). |
| Historical terms eg empire, peasant | Empire, civilisation , ancient , Pharaoh, priest, hieroglyph , papyrus, afterlife, amulet, ankh, atef, tomb , antechamber, mummification, embalming, Canopic jar, sarcophagus, scarab, scribe , pyramid, sphinx.  Mosaic, amphitheatre, numerals, chariot, gladiator, centurion, emperor, villa, aqueduct, toga. | Cause andconsequence | Why did the Ancient Egyptian civilisation settle where it did? |
| Historicalenquiry -Using evidence /Communicatingideas | How do we know so much about the Egyptians -writing, mummification, tombs, and good environment for preservation? | Similarity /Difference within a period/situation (diversity) | Why was Rome an Empire and Egypt a civilisation? What are the similarities and differences between them? |
| Interpretationsof history | Why did only soldiers settle in Britain? What impact did the Romans have on Britain? | Significance ofevents / people | What was the significance of invasions on the Egyptian civilisation? |

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| Disciplinary Knowledge Year 4 | | | |
| Chronologicalknowledge /understanding(includingcharacteristicfeatures ofperiods). | Place events studied within school up to this point on a timeline . | Continuity andchange in andbetween periods | To identify changes in power and leadership in Britain during the two periods studied. |
| Historical terms eg empire, peasant | Rebellion , invaders, raiders, settlers, rebels Lord, Exile, Barred (not allowed to enter) the country. Branding. Wergild  Pagan and Paganism Paganism Britons Picts and Scots  Jutes Angles Saxons  Danelaw  Dane , Danegeld, axe, archer, jarl. Monastery , norse, longhouse, longship, outlaw, rune, pillage, raid, saga, Valhalla. | Cause andconsequence | To understand the cause of a rebellion.  To understand the cause and consequence of invasion in Britain. |
| Historicalenquiry -Using evidence /Communicatingideas | To know that tertiary sources can lead to inaccuracy as they are open to interpretation. To be able to corroborate information from multiple sources and to increase reliability through this. | Similarity /Difference within a period/situation (diversity) | To identify similarities and differences between Roman, Egyptian and Anglo Saxon settlements/ homes. |
| Interpretationsof history | To be able to explain why there were successful and poor Anglo Saxon kings and how this can be measured. | Significance ofevents / people | To understand the significance of the Battle of Hastings as a turning point in British History and the Significance of Alfred the Great. |

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| Disciplinary Knowledge Year 5 | | | |
| Chronologicalknowledge /understanding(includingcharacteristicfeatures ofperiods). | Place events studied within school up to this point on a timeline . | Continuity andchange in andbetween periods | To be able to compare the Maya to The Vikings.  To be able to track change in society from the Stone Age to The Iron Age. |
| Historical terms eg empire, peasant | Hunter gatherer ,hill fort , nomadic , Neolithic, pelt, antler, hammerstone, glyphs , codices Chichen Itza, cacao, ahau or ahaw, batab, Itzamna, huipil, Kin, Kukulcan , Uinal | Cause andconsequence | What was the consequence of farming and animal domestication – more resources = more power |
| Historicalenquiry -Using evidence /Communicatingideas | To understand that sources may be scarce due to unfavourable preservation conditions and inaccessibility such as in Meso America.  To know that very little evidence may be found for The Stone Age due to the nature of the era, the way they lived and the time frame. | Similarity /Difference within a period/situation (diversity) | To identify similarities and differences between Roman, Egyptian and Anglo Saxon, Stone Age, Bronze , Iron Age and Mayan settlements/ homes.  To compare Mayan religion with Viking belief. |
| Interpretationsof history | To be able to decide whether they would rather live in a Mayan or Viking home and why?  To know who achieved more, the Vikings or the Maya. | Significance ofevents / people | To understand the significance of the domestication of animals and the invention of farming. |

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| Disciplinary Knowledge Year 6 | | | |
| Chronologicalknowledge /understanding(includingcharacteristicfeatures ofperiods). | Independently place all topics studied on a time line. | Continuity andchange in andbetween periods | To be able to analyse and track change or continuity across times periods studied throughout the curriculum. |
| Historical terms eg empire, peasant | To understand the terms propaganda and coercion and their influence on sources of evidence and on actions within history  Treaty, antisemitism, democracy, Acropolis, Parthenon, city state , Mount Olympus , temple, theatre , tragedy and comedy , Sparta , Athens , Hoplites , Slaves , Alexander the Great , column , democracy , myths , pottery , , siege , Marathon , demi-gods , Zeus, gods. | Cause andconsequence | To understand the causes of World War II and the consequences of events leading up to it. |
| Historicalenquiry -Using evidence /Communicatingideas | To be able to create and answer own enquiry questions .  To be able to analyse a range of primary sources.  To be able to find sources of evidence on line independently.  To understand limitations of sources.  To understand the differing presentation of events. | Similarity /Difference within a period/situation (diversity) | To be able to compare and evaluate if the Ancient Greek achievements were more or less important than those of The Ancient Egyptians, The Victorians or the Romans. |
| Interpretationsof history | To be able to interpret if the Victorians were cruel or not. To interpret whether punishment evolved into something more fair over time using acquired substantive knowledge from previous topics.  To be able to interpret feelings of those living in a period of history from a range of sources. | Significance ofevents / people | To understand the significance of The Treaty of Versailles and The Poor Laws.  To understand the significance of Alexander the Great and to be able to compare him to Alfred the Great. |