



Vision statement: Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.
Our Christian ethos is upheld by respecting humanity fostered through our community that is welcoming, inclusive and forgiving.
Together we flourish through courageous learning, friendships and generosity. TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS



History progression of knowledge and skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">– Children can talk about past and present events in their own lives.– Children can start to organise images into a plausible chronological order, identifying changes between them as a baby and them now.– Identifying similarities and differences between the toys I have now and old toys.	<ul style="list-style-type: none">– Children can create simple chronological timelines.– Children can talk about significant individuals (Rosa Parks, Martin Luther King and Mary Anning) and their contributions to the wider world.– Children know the timeline of significant king and queens in Britain (Henry V111 and Elizabeth 1 and 11).– Children are familiar with local castles (Deal and Walmer castles commissioned by Henry V111) and the changes in their defence systems over time.	<ul style="list-style-type: none">– Children can create chronological timelines.– Children can talk and write about significant individuals (Ranulph Fiennes, Amelia Earhart, Amy Johnson, Christopher Columbus, Neil Armstrong and Captain Robert Scott). They understand and relate to some of the qualities it takes to be an explorer.– Children start to understand the significance of WW1 and can talk about when it started and finished. They understand how animals were used during the war along with the changes between communications – telegrams to telephone.– Children start to understand the impact that the war had on children.– Children start to use historical inference skills to discover Pompeii. They begin to understand the difference between first and secondary sources.– Children know that Mount Vesuvius erupted in 79 AD and preserved lifestyle artefacts and gave insight into Roman living.– Year 2 have a local history study of how pirates used Deal beaches for trade and docking.	<ul style="list-style-type: none">– Changes in Britain from the Stone Age to the Iron Age.– Covering the changes in:<ul style="list-style-type: none">* Materials used to make weapons changed from stone to metal.* How life styles changed from nomadic to settlements.– Stone Age, Bronze Age and Iron Age can be placed on a timeline.– Children can talk and write about significant individuals (Lady Paviland, Amesbury Archer, Iron Age Warrior).– Children know how travel changed through the ages due to being able to source different materials (linked to local history).– Children know that people were buried with important items such as weapons, jewellery and money.– Children can talk and write about a local history study on how Deal’s economic development was highly dependent on its location.	<ul style="list-style-type: none">– Children understand the Roman Empire and its impact on Britain.– Children know that Emperor Claudius was the first Roman to invade Britain (Local history study, as the Romans landed in Deal – there is a plaque on the seafront for this).– Children know that the Battle between the Celts and the Romans (Boudicca) started and ended during AD59 and won by the Romans.– Children know that the Romans built stone houses and straight roads (Hadrian’s Wall & Stone Street from Ashford to Canterbury).– Know that the Anglo-Saxons were made up of the Angles, Jutes and Saxons who invaded Britain.– Know that during this time people began to convert to Christianity following Ethelbert and Augustine in 598AD (Canterbury St Augustine’s Abbey).– Children know that Sutton Hoo is an important burial site which tells us about the Anglo-Saxon world.– Children know that the Vikings arrived in Britain on their longboats on 8th June 793AD (Pegwell Bay, Ramsgate).– Children can discuss their knowledge of how longboats varied in size but were powered by wind and men.– Children know that the Vikings invaded so they could farm on flat land.– Children know that the Vikings struggled to take over Britain until the arrival of Edward the Confessor.	<ul style="list-style-type: none">– Children know that Britain built an empire to :<ul style="list-style-type: none">* strengthen their army* develop trade in slaves and goods* spread Christianity and the British way of life– Children know that Britain’s Empire reduced in size because countries wanted their own independence.– Children know that in 1982, the Falklands were invaded by Argentina to take control away from Britain.– Children learn about a non-European society that provides contrasts with British history. They know that:<ul style="list-style-type: none">* The Maya lived in Mesoamerica between 900 – 1300 AD.* They know that the ruins of Chichenitza show how the Maya worshipped many Gods and spent their time.* Children understand that it is not known why the cities of Maya were abandoned but there are many theories.– Children learn about and understand the achievements of the earliest civilizations.– Children are able to place Shang Dynasty, Indus Valley and Ancient Sumer on a timeline.– Children know that the Shang Dynasty was in Ancient China around 1600BC.– Children are able to explain the difference in the reigns of King Cheng Tang and King Di Xin.	<ul style="list-style-type: none">– Children learn about the assassination of Archduke Franz Ferdinand and how it was the main contributing factor to the start of WW1.– Children know the countries that made up the Triple Entente (Britain, France & Russia) fought against The Triple Alliance (Germany, Austria-Hungary and Italy).– Children understand how trenches were used to both attack the enemy and defend their own ground.– Children learn about Ancient Greece and their influence on the western world– Children can retell the story of the Trojan horse including key facts such as:<ul style="list-style-type: none">* When it happened in 1250BC* It was between the Trojans and the Greeks* Queen Helen of Sparta being kidnapped started the war* The Trojan war lasted 10 years* The Greeks won by hiding their soldiers in a large wooden horse.– Children learn about World War II and link this to a local study.– Children know that WW2 started as Hitler broke the terms of the Treaty of Versailles.– Children can use their prior knowledge of WW1 to compare how warfare had changed (e.g. tanks, air raids, The Blitz, weapons).– Children know the role of Dover Castle in the war (underground hospital, Churchill’s War Room, telephone exchange).