



St Michael's CE Aided School
History Curriculum Map
Progression of Knowledge and Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the World</p> <p>Comment on images of familiar situations in the past (emergency vehicles and people who help us). Begin to make sense of their own life stories and family histories (photos, memories, retell what parents have told them) Recognise that time passes and some things happened in their lifetime and some things were a long time ago. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Children will be learning about How am I making History? What was the same and what was different about the great fires of London and Aldbourne? How have explorers changed the world?</p> <p>Chronological Awareness Order events from personal experience on a timeline. Use the terms 'before' and 'after' when discussing timelines. Plot 3 events on a timeline, e.g. Great Fire of London, Great Fire of Aldbourne, Present Day. Know that the Great Fire of London occurred in 1666 and the Great Fire of Aldbourne occurred in 1777.</p> <p>Disciplinary Concepts Recall information about past and present information. Explain why memories are special and name four events that they celebrate throughout the year. Talk about three memories. Use key vocabulary to compare the present, past and possible changes in the future. Know a difference and a similarity between children past and present. Select the most important events in a historical story.</p> <p>Historical Enquiry Describe what can be seen in a photograph. Using vocabulary such as - old, new, long time ago. Ask a visitor one question about childhood in the past. Describe how explorers impacted events or people's ideas. Name 2 of these explorers. Know that we can find out about the past by asking people who experienced it. Predict what a person in a photograph could be saying.</p>	<p>Children will be learning about How was school different in the past? How did we learn to fly? What is a monarch?</p> <p>Chronological Awareness Sequence castles on a timeline. Identify that the monarchy has changed over time. Order five events relating to the history of flight on a timeline. Correctly date and order four photographs on a timeline and some dates.</p> <p>Substantive (Abstract) Concepts Know that a monarch in the UK is a king or queen. Know that in the past, monarchs could make decisions alone but they do not have the power to do so anymore. William the Conqueror became king of England in 1066 and used castles to keep control of England. Know that the Wright Brothers invented the first engine-powered aeroplane.</p> <p>Disciplinary Concepts Compare the similarities and differences between Norman castles. Identify the features of Norman castles and explain how castles have changed over time. Recognise that we still have castles today. Make comparisons between past and present monarchy. Know some similarities and differences between flight in the time of the Wright Brothers and flight today. Identify important events surrounding the history of flight. Know that 'historically significant' people are those who changed many people's lives. Make one comparison between schools in the past and present. Identify three features of a classroom 100 years ago and compare with a modern-day classroom. State whether they would have preferred to go to school in the past or not and explain why.</p> <p>Historical Enquiry Use sources to explain how William the Conqueror became King of England. Use a source to write three things about Bessie Coleman. Ask three questions about why the moon landing was significant. Ask questions about school in the</p>	<p>Children will be learning about Would you prefer to live in the Stone Age, Bronze Age or Iron Age? Why did the Romans settle in Britain? What did the ancient Egyptians believe?</p> <p>Chronological Awareness Know that Ancient Egypt was organised into key periods of History: the Old, Middle and New Kingdoms. Ancient Egyptian history ended with the arrival of the Romans. Know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. Understand the chronology of the Roman invasion of Britain. Know that prehistory was a long time ago. Accurately place AD and BC on a timeline.</p> <p>Substantive (Abstract) Concepts The Roman army was responsible for the expansion of the Empire. The Romans invaded Britain to allow Emperor Claudius to show off his power and for natural resources. Britons reacted to the invasion via rebellion led by Boudicca. The Ancient Egyptians worshipped over 1,500 gods and goddesses, responsible for all aspects of daily life. Pyramids were large, stone tombs for the Pharaohs (rulers of Egypt). Mummification prepared the person's body for the journey to the afterlife. In the Neolithic period, people started to live together in communities. By the Iron Age, people lived in communities called tribes led by a chief or king, based around hill forts. Goods like cooper and bronze were exchanged across Europe during the Iron Age, using bartering and coins to exchange goods.</p> <p>Disciplinary Concepts Name the sources that can be used to find out about ancient Egyptian beliefs. Explain the links between ancient Egyptian beliefs and mummification. Explain the meaning of legacy, identifying how the Romans changed Britain and order legacies by their significance. Identify the consequences of the Roman invasion of Britain. Explain the meaning of empire and invasion.</p>	<p>Children will be learning about How have children's lives changed? How hard was it to invade and settle in Britain (Anglo-Saxons)? Were the Vikings raiders, traders or settlers?</p> <p>Chronological Awareness Vikings raided, then invaded, Britain from 793AD, starting when Lindisfarne Monastery was attacked. The Romans left Britain in 410AD. The Anglo-Saxons invaded Britain from 410AD and divided the kingdom into five kingdoms: Northumbria, Mercia, Wessex, East Anglia and Kent.</p> <p>Substantive (Abstract) Concepts Using longboats, the Vikings established trade routes across Europe and as far as America, Iraq and Jerusalem. The Viking settled in a part of Britain called Danelaw. Know that Lord Shaftesbury encouraged the establishment of schools to give working children an education. Tudor and Victorian children (Mostly boys) left home to become apprentices in trades such as blacksmiths, cobblers, farmers, shipmakers and publishers. Many children did not live to adulthood in Tudor and Victorian England due to rapidly spreading diseases such as cholera, smallpox and the plague.</p> <p>Disciplinary Concepts Make inferences from sources and explain how they can be biased. Explain whether the Vikings were raiders or traders, providing supporting evidence. Suggest changes to lives of children from the Tudor to the Victorian period. Identify the jobs Tudor and Victorian children had, making observations and inferences about them. Identify Viking trading routes. Identify important events in the Anglo-Saxon and Viking struggle for Britain. Explain how the Britons felt when the Romans left Britain. Suggest reasons for the Anglo-Saxon invasion of Britain. Name the key features of Anglo-Saxon settlements. Identify changes and continuities in settlements from prehistoric Britain. Explain how missionaries spread Christianity, describing how Anglo-Saxon beliefs changed.</p>	<p>Children will be learning about Were the Vikings raiders, traders or something else? How did the Mayan civilization compare with the Anglo-Saxons? What does the census tell us about our local area?</p> <p>Chronological Awareness Vikings raided, then invaded, Britain from 793AD, starting when Lindisfarne Monastery was attacked. The Romans left Britain in 410AD. The Anglo-Saxons invaded Britain from 410AD and divided the kingdom into five kingdoms: Northumbria, Mercia, Wessex, East Anglia and Kent. The census is collected every 10 years, collecting information from every household in the country.</p> <p>Substantive (Abstract) Concepts Using longboats, the Vikings established trade routes across Europe and as far as America, Iraq and Jerusalem. The Viking settled in a part of Britain called Danelaw. Maya cities such as Tikal thrived in the Classical period and historians have learned about these through archaeological discovery. The Maya lived in houses called Nah. The Mayans faced many challenges settling in the rainforest and developed numerous ways of settling these. The census can be used to focus on a specific person or to identify change in a particular household over time. The census contains information such as names, ages, occupations, place of birth, relationships to the head of the household and number of rooms in a dwelling.</p> <p>Disciplinary Concepts Explain whether the Vikings were raiders or traders, providing supporting evidence. Explain and evaluate reasons for the decline of Mayan civilization. Use the census to make inferences about people from the past, providing evidence for their statements.</p> <p>Historical Enquiry Make inferences about artefacts. Identify similarities between the Maya civilization and Anglo-Saxons. Extract information from the census and decide whether a family was rich or poor, describing change to their circumstances over time. Extract information from the census</p>	<p>Children will be learning about What was the impact of World War 2 on Britain? What did the Greeks ever do for us? Unheard Histories: Who should feature on the £10 note?</p> <p>Chronological Awareness The Battle of Britain was fought in July-October 1940 between the RAF and the Luftwaffe in four phases.</p> <p>Substantive (Abstract) Concepts The Blitz started when German bombers targeted British cities and industrial sites. 1.5 million children were sent to live in safer places in the country. Women had to play a greater role in society due to the absence of many men. Athenian democracy, like that which we have in Britain, was one of the first in the world but only men could vote in Ancient Greece. Ancient Greeks believed in 12 gods and goddesses. Philosophy means "love of wisdom" and famous philosophers such as Pythagoras, Socrates, Plato and Aristotle continue to influence our thinking today. Many words in the English language originated from Greek and the Greek alphabet contributed 10 letters to the English alphabet. Know the parts of a bank note and the significance of people included on a banknote. Have an understanding of the lives of the following people: Alfred the Great, Ellen Wilkinson, Betty Boothroyd, Lily Parr and Betty Snowball. Understand the contribution of the Windrush generation.</p> <p>Disciplinary Concepts Identify the causes of World War 2. Identify the different phases of the Battle of Britain. Evaluate the accuracy and reliability of sources. Identify the key periods of Greek history. Understand different types of democracy and explain how Athenian democracy worked. Explain the significance of historical figures and explain what makes a person significant.</p> <p>Historical Enquiry Make inferences and deductions about a photograph. Describe how children may have felt when evacuated. Describe the impact WW2 had on</p>



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		<p>past. Use sources to research and develop an understanding of what schools were like 100 years ago.</p>	<p>Explain why the Romans needed a powerful army. Explain that bronze was better than stone and how it transformed farming. Explain how trade increased during the Iron Age and why coins were needed.</p> <p>Historical Enquiry Create an interpretation of Boudicca using sources. Make observations about Roman artefacts. Explain the limitations of archaeological evidence and use this evidence to make deductions about the Amesbury Archer.</p>	<p>Explain the threat the Vikings posed to the Anglo-Saxons. Identify the qualities of a monarch in 1066.</p> <p>Historical Enquiry Use sources to identify leisure activities and compare them over time. Evaluate the impact of Lord Shaftesbury's work to change children's lives. Discuss how effective treatments were for diseases in Tudor and Victorian England. Make inferences about artefacts.</p>	<p>to recreate the lives of people who lived in a household in the local area. Name the features and make deductions about Mayan cities.</p>	<p>women's lives. Compare Athens and Sparta. Make inferences about a person using a banknote. Identify the achievements of Greek philosophers. Identify the legacy of ancient Greece and their impact. A person's legacy can be tested using the 5Rs: remembered, revealed, remarked, resonated, resulted. Research important aspects of a person's life.</p>
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