



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>Chronology and Time 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.</p> <p>Monarchy and Power Talk about why we wear poppies and why Remembrance Day is important.</p> <p>Daily Life and Society Explain why memories are special and name four events that they celebrate throughout the year. Know a difference and a similarity between children past and present.</p> <p>Historical Enquiry and Evidence Describe what can be seen in a photograph. Ask a visitor one question about childhood in the past. Predict what a person in a photograph could be saying.</p>	<p>Chronology and Time 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>Monarchy and Power 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. Make comparisons between past and present monarchy.</p> <p>Daily Life and Society 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>Invasion and Conflict Use sources to explain how William the Conqueror became King of England.</p> <p>Historical Enquiry and Evidence Use sources to research and develop an understanding of what schools were like 100 years ago. Ask three questions about why the moon landing was significant.</p> <p>Significant Individuals Know that 'historically significant' people are those who changed many people's lives. Use a source to write three things about Bessie Coleman.</p>	<p>Chronology and Time Describe when and where the early civilizations appeared and develop questioning skills using sources about ancient civilizations. 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. Accurately place AD and BC on a timeline.</p> <p>Monarchy and Power 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.</p> <p>Legacy Explain the meaning of legacy, identifying how the Romans changed Britain and order legacies by their significance.</p> <p>Daily Life and Society 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.</p> <p>Invasion and Conflict Explain the meaning of empire and invasion. Britons reacted to the invasion via rebellion led by Boudicca.</p> <p>Beliefs and Religion The Ancient Egyptians worshipped over 1,500 gods and goddesses, responsible for all aspects of daily life. Evaluate the importance of ancient Egyptian hieroglyphics. Investigate beliefs about the afterlife in ancient Egypt.</p> <p>Historical Enquiry and Evidence Create an interpretation of Boudicca using sources.</p>	<p>Chronology and Time 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. Sequence the key periods of the Ancient Mayan civilization and identify periods that were happening in Britain at the same time.</p> <p>Monarchy and Power Name the key features of Anglo-Saxon settlements. Identify the qualities of a monarch in 1066.</p> <p>Legacy Suggest changes to lives of children from the Tudor to the Victorian period. Identify changes and continuities in settlements from prehistoric Britain.</p> <p>Daily Life and Society 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>Invasion and Conflict Explain how the Britons felt when the Romans left Britain. Suggest reasons for the Anglo-Saxon invasion of Britain.</p> <p>Beliefs and Religion Explain how missionaries spread Christianity, describing how Anglo-Saxon beliefs changed. Describe Mayan beliefs.</p> <p>Historical Enquiry and Evidence Make inferences from sources and explain how they can be biased.</p>	<p>Chronology and Time The census is collected every 10 years, collecting information from every household in the country. Sequence the key periods of the Ancient Mayan civilization and identify periods that were happening in Britain at the same time.</p> <p>Legacy Evaluate the reasons for the decline of the Mayan civilization.</p> <p>Daily Life and Society 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. Extract information from the census to recreate the lives of people who lived in a household in the local area.</p> <p>Beliefs and Religion Describe Mayan beliefs.</p> <p>Historical Enquiry and Evidence Use the census to make inferences about people from the past, providing evidence for their statements. Make inferences about artefacts.</p>	<p>Chronology and Time The Battle of Britain was fought in July-October 1940 between the RAF and the Luftwaffe in four phases. Identify the key periods in ancient Greek civilization.</p> <p>Monarchy and Power Know that Athenian democracy was the first in the world. It was a direct democracy in which citizens themselves voted, compared to representative democracy as found in the UK, where representatives vote on citizens' behalf. Understand the different types of democracy.</p> <p>Legacy Identify the ancient Greeks' legacies and their impact. A person's legacy can be tested using the 5Rs: remembered, revealed, remarked, resonated, resulted.</p> <p>Daily Life and Society 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. Understand the contribution of the Windrush generation.</p> <p>Invasion and Conflict Identify the causes of World War 2. Identify the different phases of the Battle of Britain.</p> <p>Beliefs and Religion Research and make inferences about Greek gods. Explain how Athenian democracy worked. Explain what philosophy is and identify the achievements of Greek philosophers.</p> <p>Historical Enquiry and Evidence Evaluate the accuracy and reliability of sources.</p>



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			<p>Explain the limitations of archaeological evidence and use this evidence to make deductions about the Amesbury Archer.</p>	<p>Evaluate the impact of Lord Shaftesbury's work to change children's lives.</p> <p>Significant Individuals Evaluate the impact of Lord Shaftesbury's work.</p>		<p>Make inferences and deductions about a photograph. Identify the legacy of ancient Greece and their impact. Make inferences about a person using a banknote.</p> <p>Significant Individuals Have an understanding of the lives of the following people: Alfred the Great, Ellen Wilkinson, Betty Boothroyd, Lily Parr and Betty Snowball. Explain the significance of historical figures and explain what makes a person significant. A person's legacy can be tested using the 5Rs. Research important aspects of a person's life.</p>
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