St Mary's Roman Catholic Primary School

History- Skills and Knowledge Progression Map

	Autumn	Spring	Summer
Rec & KS1 Year B	**Toys in the Past**	**Mary Seacole and Florence Nightingale**	**Seaside holidays in the Past**
Critical Knowledge	Pupils will be able to identify modern and old toys and suggest reasons why. They will be able to place toys on a timeline of oldest to newest. They will be able to talk about some games and toys that their grandparents or parents played with when they were children. They will know that rich children and poor children may have played with different toys. They will be able to talk about how teddy bears have changed over time. They will identify some toys that have always been popular over time.	Pupils will have a general overview of what happens in a hospital and who works there in the present. They will know that before our school was built there was a hospital on the same site. They will know that photographs can tell us about the past but they cannot tell us everything. They will know that we can use books and the internet to find out about the past. They will be able to talk about the lives of Mary Seacole and Florence Nightingale. They will be able to compare the role of a nurse now with the role of a nurse in the past.	Pupils will have an understanding that the Victorian times were over 100 years ago and that this is beyond living memory. They will know that Queen Victoria was queen for over 70 years and know that planes had not been invented then. They will be able to compare seaside beach trips in Victorian times with today, identifying what is the same, different and similar (beachwear, entertainment, food etc.) They will identify some of the ways we can find out about the past.
Vocabulary	A long time ago, when my grandparents/parents were children, in the past, years ago, modern, old, older, oldest, new, newer, newest, before, after, long ago, similar, same, different, first, next, then, finally, old fashioned, better/worse	A long time ago,in the past, years ago, before, after, long ago, similar, same, different, first, next, then, finally, over 100 years ago, site, sources of information,	A long time ago, over 100 years ago, in the past, modern, old, older, oldest, new, newer, newest, before, after, long ago, similar, same, different, first, next, then, finally, old fashioned, Victorian times, nowadays
Rec & KS1 Year A	**The Gunpowder Plot**	**Castles**	**Benjamin Britten**
Critical Knowledge	Pupils will know that the Gunpowder Plot was the conspiracy to blow up the houses of parliament on 5th November 1605. They will know that this is over 400 years ago and that this is beyond living memory. They will know that this is before the Victorian times (studied in Y1) and that there are no photographs as cameras had not been invented. They will know that we can find out about the past through paintings and written accounts. They will know that Guy Fawkes and his accomplices tried to blow up the Houses of Parliament to kill King James I. They will be able to place the events of the plot on a timeline and know what happened to Guy Fawkes and his accomplices afterwards. They will know how November 5th is celebrated in the present.	Pupils will know and understand the history of the castles in Britain and when these were built. Pupils will learn and be able to use historical keywords related to castles accurately, e.g. moat, drawbridge, Portcullis, battlements etc. Pupils will develop an understanding of historical enquiry through responding to questions. Pupils will gain an understanding of what it was like to live in a castle.	Pupils will know that BB was born in Lowestoft and became a famous composer, conductor and pianist. He founded the Aldeburgh festival and the Snape Maltings Concert Hall. Pupils will know the key events in Benjamin Britten's life and be able to place them in order on a timeline. They will know what school life was like for BB and compare it to today. Children will know what Lowestoft was like in the 1920s. They will know what our school area looked like in the 1920s. (This links to their hospital topic in Y1). Pupils will know how people traveled, what they wore and what they did for fun in the 1920s.

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Vocabulary	Accomplices, plot, conspiracy, Guy Fawkes, King James I, Houses of Parliament, Catholic, Protestant, celebration. Timeline, events, sources of information, over 400 years ago, invented, present, nowadays.	Moat, drawbridge, portcullis, keep, battlement, turret, curtain wall, arrow slits, knight, King, Queen, Lord, servants, scullians, Motte and Bailey, fortress	Composer, conductor, pianist, 1920s, childhood, 100 years ago, similar, different, compare
Year 3	**How did home life change from the Stone Age to the Iron Age?**		**What can Archaeology tell us about Ancient Egypt?**
Critical Knowledge	Pupils will be able to place the Stone Age, Bronze Age and Iron Age in order on a timeline. Pupils will know that Prehistory means a period of time before written records. Pupils will know what it was like to live in a cave and be a hunter gatherer. They will know what the first homes made out of wood were like. They will know about Skara Brae, StoneHenge and the Amesbury Archer and know that archeological sites and artefacts can teach us about the past. They will know that new inventions were made in the bronze age which meant changes for people. They will know what wattle and daub round houses were like. They will know that life changed when iron was introduced and can talk about some of these changes. They will be able to compare home life from the Stone Age through to the Iron Age.		Pupils will know that archaeology is the study of human history through digging up human remains and artefacts. They will know who Howard Carter was and that he discovered the tomb of Tutankhamun in 1922. They will know that Ancient Egyptian Civilisation started around 5000 years ago and lasted for around 3000 years. They will know that in Britain at that time it was the Bronze Age and Iron Age. They will know that Archaeology has taught us about the pyramids, pharaohs, hierarchy and farming.
Vocabulary	Prehistory, period of time, Stone Age, Bronze Age, Iron Age, hunter gatherer, archaeological sites, artefacts, wattle and daub round houses.		Ancient, BC, BCE, AD, civilisation, hierarchy, artefacts, Archaeology, archeologist, BC, BCE, pharaohs, hieroglyphics, tomb,

Year 4	**How did the Romans influence Britain?**	**How have the Ancient Greeks influenced the world?**
Critical Knowledge	Pupils will know where the Romans fit on a timeline including Ancient Greece, Stone Age to Iron Age and Ancient Egypt. Pupils will know that it lasted from 700 BC to AD476. They will know the legend of Romulus and Remus. They will know that the Roman Empire stretched from Britain to the Middle East. They will know what it was like to be a Roman soldier and that many Britons became Roman soldiers. They will know that the Romans built 10,000 miles of roads, Hadrian's wall, bridges, baths, towns and that some still exist today. They will know that the Romans introduced Latin to Britain which our alphabet is based upon. They will know what the family structure looked like and Roman villas.	Pupils will know that the Ancient Greek period was around 2500 years ago. They will know that this was at the same time as Ancient Egypt and the Iron Age in Britain. They will have an understanding of Ancient Greek daily life including clothes, homes and toys. They will be able to compare Ancient Greek democracy with democracy in the modern world. They will know that the Ancient Greeks made important discoveries about geometry (Pythagoras Theorem), astronomy (the Earth orbits the Sun), classifying animals and the Hippocratic Oath (still taken by doctors today). They will know that the English alphabet is influenced by the Ancient Greek alphabet. They will know that Socrates and Plato were philosophers and have an understanding of what philosophy is. They will know how Alexander the Great was a successful leader who spread the Greek way of life and that this was carried on by the Romans.
Vocabulary	Romans, Roman Empire, influence, Britons, Romulus and Remus, Hadrian's Wall, Latin, villas.	Philosophy, influenced, BC, BCE, democratic, democracy, Hippocratic Oath, geometry, Pythagoras Theorem, astronomy,
Year 5	**What was life like in an Anglo Saxon village?**	**Were the Vikings more successful warriors than the Anglo Saxons?**
Critical Knowledge	Pupils will know that the Anglo Saxons were in Britain from around AD410- 1066. They will know that they came after the Romans and that they were tribes from Denmark, Germany and the Netherlands. They will know that they were separate tribes (Angles, Saxons and Jutes) who sometimes fought each other but today we group the two largest tribes together and call them the Anglo Saxons. They will know what life was like on an Anglo Saxon farm. They will know what life was like for Anglo Saxon boys and girls.	Pupils will know that the Vikings were from around AD 700-1100. They will know that they came from Scandinavia and that they lived alongside the Anglo-Saxons. They will know that some Vikings came to settle as farmers and to trade and that others came to raid the Anglo Saxons. They will know what Viking society looked like and the laws that they had (see vocab below). They will know that the Vikings believed in many gods and told many myths and legends about their gods.

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	They will know about Sutton Hoo and what it tells us about Anglo Saxon daily life. They will know about Anglo Saxon homes, food, clothes and entertainment. They will know that the Anglo Saxons were pagans with their own gods and rituals but that over time many of them converted to Christianity.	They believed that if they died bravely in battle they would be chosen by Odin to go to the great feasting hall, Valhalla, in the afterlife. They believed that being brave/victorious in battle meant they were chosen by the gods. They will know that they were not Christians so did not feel bad about raiding monasteries. They will know how the Vikings fought (on foot, to the death, bear skins, shield walls). They will be able to compare this to how the Anglo Saxons fought. They will know about some of the Anglo Saxon and Viking rulers and the battles that were fought.
Vocabulary	Pagans, converted, AD and CE, settlements, tribes, century, superstitions, beliefs, Angles, Jutes, Saxons,	Kings, **Jarls** (nobles), **Karls** (everyday people like farmers and craft workers) **Thralls** (enslaved people), **longhouse**, **longboat**, long swords, mail coats, **berserkers** (wore wolf or bear skins, not armor, as they believed Odin the god of war gave them superhuman powers, **shield-wall**, A **'Thing'**- a meeting where they would gather to solve problems and disputes **outlaws**- if they broke a law they had to live in the wilderness and anyone could hunt them down and kills them. **law-speaker** (like a judge) **Holmgang**- a duel to settle the disputes. Whoever won was seen as chosen by the gods.

Year 6	Why do we still talk about the Tudors today?	Would you have wanted to stay in Lowestoft or to be evacuated in June 1940?
Critical Knowledge	Pupils will know about the reign of both Henry VII and Henry VIII and the main changes to British rule and society during the Tudor period. They will be able to place The Tudors within the wider timeline of British and world history. They will have knowledge of the Battle of Bosworth and War of the Roses, The Reformation, Rise in power to parliament, the Mary Rose and exploration of America.	Pupils will know that the second world war was from 1939-1945. They will have a general overview of WW2 as appropriate for their age. This will include (but not limited to) the rise of the Nazis, what happened after WW1, the allies and axis powers, how they fought and how it ended. They will know that Lowestoft was seen as a target due to its being the most Easterly point, having a port and harbour and the Navy stationed here. They will know what life was like here for a child using Michael Foreman's childhood account and other sources. (If possible, you could have a guest speaker who was a child at that time). They will know that on 2nd June 1940, 3000 Lowestoft children were evacuated to Glossop in Derbyshire. They will use first hand accounts of Lowestoft evacuees to find out what life was like for them.
Vocabulary	Anglican, annul, Catholic, Church of England, circumnavigate, heir, monarch/monarchy, monasteries, Protestant, reformation, reign, sovereign, treason.	Air raid shelter, Allies, Axis, Black out, Blitz, Censorship, Evacuee, Home guard, Luftwaffe, Military, Nazi, Propaganda, Rationing, Telegram, gas mask.
Critical Knowledge	**Ancient Maya Civilisation** **(Pupils have an Ancient Maya week in the Summer Term)** Pupils will know who the Ancient Maya were, what they did and where they lived. They will know what was happening in Britain in the same historical period. They will know what their homes were like, what food they ate, what clothes they wore and what games they played. They will understand how the Ancient Maya farmed and what they invented. They will learn about Ancient Maya beliefs. They will learn about Pakal the Great and some of the possible causes of the decline of the Ancient Maya civilisation.	
Vocabulary	Maya, Mayan, civilisation, Pakak the Great, jade, Mesoamerica, Golden Age, Classic Period, Chichén Itzá.	

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