



St Anselm's History Knowledge and Skills Progression Map 2022-23



Intent

The History curriculum at St Anselm's Catholic Primary School is carefully planned and structured to ensure it is inclusive of all pupils and that current learning is linked to previous learning.

Our History curriculum is guided by the National Curriculum and considers the background and interest of our children as well as the context of our local area. In line with the national curriculum 2014, the curriculum at Pinner Wood aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The curriculum hopes to inspire curiosity in pupils and through our teaching of History they will have the opportunity to gain knowledge and understanding of Britain in the past and that of the wider the world.

History enables pupils to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values.

Children will develop the art of being inquisitive through questioning, thinking critically and trying to analyse and evaluate events, people and sources.

It is a curriculum that allows for high quality education encapsulated by rich experiences, creative thinking, growth mindset, cultural knowledge and a wide breath of topics.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	All about me – family background	Celebrations – where they come from / cultures	People who help us - transport			
Year 1	Flight		King and Queens		Toys from the past	
Year 2	Significant People in History Great Fire of London		The swinging 60s		Florence Nightingale Mary Seacole	
Year 3	Stone Age		Iron Age and Bronze Age		Ancient Egypt	
Year 4	Romans		Tudors & Spanish Armada		The Victorians	
Year 5	WW1		Anglo Saxons / Vikings		Ancient Greece	
Year 6	WW2		Harrow (past and present)		The Mayan Civilisation	



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Reception				
Historical skills				
Chronological understanding	Range and depth of historical knowledge	Interpretations of history	Historical enquiry	Organisation and communication
<ul style="list-style-type: none"> Sequence events in their life Sequence 1 or 2 artefacts from distinctly different periods of time Match objects to people of different ages 	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> Ask questions about the past. Find answers to simple questions about the past from sources of information e.g. artefacts, 	Communicate their knowledge through: discussion, drawing pictures, drama/role play, making models, writing, using ICT...
	Autumn 1	Autumn 2	Spring 1	
Topic:	All about me	Celebrations	People who help us	
Intent	History is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year. We use planned topics and capture unplanned moments that present themselves to talk about artefacts and significant events to develop a conceptual understanding of the passing of time			
Vocabulary	Family, mother, father, cousins, grandparents, parents, memories, photographs	events, celebrations, order, next, now, past, present, earliest, latest, change, months, year	Transport, homes, schools past, artefacts, comparing, similarities, differences, old, new, time	
Prior Knowledge	Nursery – Children will have looked at their own key life experiences and those of their families. The children should be able to identify members of their family.	Nursery – Children will have been apart of different family celebrations and what was involved.	Nursery - Children will have developed positive relationships with community workers such as fireman who visit the school.	
Knowledge	I know.... <ul style="list-style-type: none"> My place in history There is a past before I was born Things were different in the past to how they are now About significant events in my life	I know.... <ul style="list-style-type: none"> Time is measured in units Time has a pattern e.g. days of the week, months of the year About annual events e.g. birthday, Christmas 	I know.... <ul style="list-style-type: none"> How to use information to find out about events and people in the past About significant events and people in the past Historical events and people have a significant place in our history	



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		<ul style="list-style-type: none"> • How time and events can be sequenced in chronological order from earliest to latest • Things were different in the past • The vocabulary that describes time 	
Suggestions for implementation	<ul style="list-style-type: none"> • Draw pictures of their family • Partner work – ask and answer questions about their family • Draw self-portraits • Compare baby pictures to pictures of their first day at school • Talk about family trees and people who live with us • Answer questions about their family 	<ul style="list-style-type: none"> • Sequence different events across the year. • Include vocabulary in sentences such as earliest, latest etc. • Matching Task, children to match celebrations to what they are. • Children to talk about their own experiences and what happens during their celebrations 	<ul style="list-style-type: none"> • Children to role play different community roles. • Children could interview members of the community who help them. Or complete a Hot seating activity. • Matching Task, children match the member of the community to the work they do.
Questions to measure impact	<ul style="list-style-type: none"> • Who is in your family? • What makes a family? • What are siblings? • Do you look the same now as you did when you were a baby? • Were your parents always a grown up? • Do your parents have parents? 	<ul style="list-style-type: none"> • What day is it? • When is your birthday? • What day is Christmas day? • How old are you? 	<ul style="list-style-type: none"> • Can you remember a time when someone from the community has helped you? • Who would help you if you were feeling unwell?
Suggestions for the development of greater depth	<ul style="list-style-type: none"> • Use an increasing range of common words and phrases relating to the passing of time • Place events on a timeline, developing their understanding of chronology • Make comparisons between aspects of the past and now 		
Enrichment/ curriculum links Diversity BTK	<ul style="list-style-type: none"> • Bring in baby pictures and pictures of their family 	<ul style="list-style-type: none"> • Go to the Church during a festive period • Celebrate the children's birthdays. 	<ul style="list-style-type: none"> • Visit the forestation, invite different people to come in and talk to the children



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Year 1				
Historical skills				
Chronological understanding <ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	Range and depth of historical knowledge <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past 	Interpretations of history <ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? 	Historical enquiry <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, 	Organisation and communication <ul style="list-style-type: none"> Communicate their knowledge through: discussion, drawing pictures, drama/role play, making models, writing, using ICT...
	Autumn 1	Spring 1	Summer 1	
Topic:	Flight – Super Heroes	Kings and Queens	Toys past and present	
Intent	For the children to know how the past impacts our future	For children to know about significant historical events, people and places.	For children to draw comparisons with the past through the study of Victorian toys.	
Vocabulary	Yesterday Today Tomorrow Same Different Change	Queen, Queen Elizabeth, Elizabethans, Queen Victoria, Victorians, Reign, Monarch, Royal, United Kingdom, Prince Albert, Achievements, Changes, Contributions, Succeed/succession heir, monarch, Queen, King, Calendar	Present, similar, different, invention	
Prior Knowledge	If children have experienced travel and flying.	Children know about similarities and differences between themselves and others, and among families, communities and traditions.	Children will know what toys are and that different children enjoy playing with different toys	
Knowledge	<ul style="list-style-type: none"> To place known events and objects in chronological order. To sequence events and recount changes within living memory. 	<ul style="list-style-type: none"> To understand what a monarch is and the qualities needed to be a good monarch. To find out about some important British monarchs. 	<ul style="list-style-type: none"> To know what materials Victorian toys are made from To know what toys are made from today 	



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	<ul style="list-style-type: none"> To use common words and phrases relating to the passing of time To find answers to some simple questions about the past from simple sources of information. To describe some simple similarities and differences between artefacts. To sort artefacts from then and now. To ask and answer relevant basic questions about the past To talk, draw or write about aspects of the past. To relate his/her own account of an event and understand that others may give a different version To recognise the difference between past and present in their own and others' lives. To know and recount episodes from stories about the past. 	<ul style="list-style-type: none"> To find out how the title of king or queen is inherited. To find out about how family history, such as Queen Victoria's and my own family, can be represented. To understand how we know about the life and death of Richard III. To find out about some key facts about the life of Richard III. To find out about what kings and queens ate during medieval banquets. To find out about and compare the lives of Elizabeth I and Queen Victoria. 	<ul style="list-style-type: none"> To know that toys from the Victorian era are different to toys today To know how toys have changed over time To spot toys from the past and modern toys in a picture To use features to sort toys from the past and modern toys To describe the features of toys from the past and modern toys To explain who would play with the toys To explain what is the same and what is different between toys from the past and modern toys
Suggestions for implementation	<ul style="list-style-type: none"> Discuss how was life different when the class' parents / grandparents were young. Identify and sort things that did and didn't exist. Imagine how the world would be different without modern inventions, and use this to begin imagining what it would have been like to live in the past. Focus on the first aeroplane flight - consider why people had been 	<ul style="list-style-type: none"> Children to where people and events studied fit within a chronological framework. Children can identify similarities and differences between ways of life in different periods in the context of finding out about the role of monarchs in British history and understanding their connection with present-day society. 	<ul style="list-style-type: none"> Children can play with a selection of Victorian toys and guess their purpose Children should identify their favourite toy and explain why it is important to them Children order some toys in chronological order from old to new an explain their decisions Children to sort modern and Victorian toys in 'then' and 'now'



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	<p>trying to fly (& risking their lives) for so long. How would life have been different before aeroplanes?</p> <ul style="list-style-type: none"> • Understand the basic history / dates / facts of the Wright Brothers first aircraft and their first flight. • Look at photos and use these as an historical source - what can we learn about their aircraft / lives from these images? • Begin to explore the spread of flight around the world - key first flights in Britain, across the Channel, across the Atlantic etc. and plot timelines. 	<ul style="list-style-type: none"> • Children to place onto a timeline, some significant British monarchs since 1066. • Children to learn about how the history of a royal family and their own family history can be represented in a family tree. • Children to learn about the life and death of Richard III and the ways in which historians know about it. • Children to explore what medieval kings and queens ate at banquets and comparing this to present day habits. • Children to find out about and compare the lives of Elizabeth I and Queen Victoria. 	<ul style="list-style-type: none"> • Children can explain why they sorted the toys this way using key vocabulary • Children to explore toys from the Victorian era, ask questions about them and compare them with modern toys • Children will compare and contrast toys from the Victorian era with toys from now (differences and similarities)
<p>Questions to measure impact</p>	<ul style="list-style-type: none"> • How do people travel now? • How did people travel in the past? • Who are the Wright brothers? • Why are the Wright brothers famous? 	<ul style="list-style-type: none"> • Can you name any King or Queen that ruled this country a long time ago? • Who is the Queen of England now? • What are the names of the other members of the royal family? • What is the role of the Queen? • Where does the Queen they live? • Who is next in line to the in throne? • What is Trooping the Colours and why is it celebrated? 	<ul style="list-style-type: none"> • Can you describe the toy? • When do you think it was made? • What did children pay with in the past? • Can you name and describe a modern toy? • Can you name and describe a toy from the past? • How are toys that we have now different to the past? • Why do you think toys are different today? • Which toys are better? why?



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Suggestions for the development of greater depth	<ul style="list-style-type: none">• Place up to 5 events/objects in chronological order• Use words and phrases like- very old, ancient, when my mummy, daddy, granny and grandad were little• Discuss events that took place in the past• Explain why certain objects were different in the past e.g. TV, music systems, iron, washing machines• Talk about an important historical event that happened in the past• Explain differences between past and present in their life and that of other children from a different time in history• Ask and answer questions using a range of artefacts/photographs• Find out more about a famous person from the past and carry out research on him/her		
Enrichment/ curriculum links Diversity BTK	<ul style="list-style-type: none">• Explore the local area – walks to Harrow School, St Mary's Church and Northwick Park Hospital	<ul style="list-style-type: none">• Visit London and famous landmarks - see Buckingham Palace, Trafalgar Square	<ul style="list-style-type: none">• Harrow Museum, Grandparent talk/visit,• Bethnal Green toy museum• Victoria and Albert museum.• 'Lost in the toy Museum' book- English link



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Year 2				
Historical skills				
Chronological understanding	Range and depth of historical knowledge	Interpretations of history	Historical enquiry	Organisation and communication
<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	Communicate their knowledge through: discussion, drawing pictures, drama/role play, making models, writing, using ICT...
	Autumn 1	Spring 1	Summer 1	
Topic:	Fire! Fire! The Great Fire of London	Swinging Sixties	Lady of the Lamp Florence Nightingale	
Intent	For children to investigate and learn about a specific, significant event in British History. Considering the causes and consequences of this event.	For children to understand the 60s decade, inducing sport, music, science and fashion.	For children to know about significant people and what important roles they play in society.	
Vocabulary	Sources, cathedral, eyewitness, primary evidence, secondary evidence	Past Present Future Important Event Era Artefacts Time Order	Change, Monument, significance, Artefact, important,	
Prior Knowledge	The children will have explored the concept of chronology through Reception topic of 'All about me' Autumn 1 when discussing past events in their lives and the lives of their families. In Year 1 they will have looked at historical landmarks in the local area.	Children would have looked at toys from the 60s in Year 1 and jobs from previous decades in reception. They would have also looked at family such as grandparents who may have been born in the 1960s.	Children looked at different groups/ individuals in the community that help them and talked about a time when someone helped them in reception.	
Knowledge	<ul style="list-style-type: none"> To understand where and when 'The Great Fire of London started'. 	<ul style="list-style-type: none"> To identify similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> To show an awareness of the past, using common words and phrases relating to the passing of time 	



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	<ul style="list-style-type: none">• To know who Thomas Farriner was and his role in the fire.• To know that houses and streets were built differently in 1666• To know that the fire destroyed a quarter of London• To recall the events of the Great Fire of London• To know at least four reasons of why the fire spread so quickly and stayed alight for so long• To know that Thomas Bloodworth was the Mayor of London at that time• To know that there were no emergency services at that time• To know different firefighting methods at the time• To recall actions that individuals took at the time to stop the fire• To know who took most of the blame for the fire• To know about Samuel Pepys and his diary• To know 3 major problems about the fire• To link to fires today and consequences of such events e.g. Grenfell	<ul style="list-style-type: none">• To ask and answer questions, choosing and using sources to show they understand key features.• To understand some ways in which we find out about the past and identify different ways in which it is represented.• To know where people and events fit within a chronological framework.• To create structured accounts about different events using a range of media.• To recognise that there are reasons why people in the past acted as they did.• To describe events beyond living memory that are significant nationally or globally• To speak about how I have found out about the past• To use a wide vocabulary of everyday historical terms• To point out some similarities and differences between aspects of life at different times in the past.	<ul style="list-style-type: none">• To describe where people, events, objects and themes fit within a timeline and identify similarities and differences between ways of life in different periods• To include some details when I talk or write about features, events, people and themes from the past.• To use some “historical period” terms including: century, decade, BC (BCE) and AD (CE).• To discuss the lives of significant individuals in the past who have contributed to national and international achievements• To describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying.• To pick out some reasons for and results of people’s actions and events.• To describe changes within living memory and aspects of change in national life• To describe significant historical events, people and places in his/her own locality• To show understanding of the ways in which we find out about the past and identify different ways in which it is represented
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			<ul style="list-style-type: none"> To record what I have learned by making labelled drawings, tables, write sentences, speak, use drama and use ICT to show my ideas
Suggestions for implementation	<ul style="list-style-type: none"> Look at similarities and differences between London today and London in 1666 How can we work out how the fire started – detective task: give the children a variety of sources and they need to work out how the fire began and who might be to blame Watch the Great Fire of London live stream/video – how the fire started and how it got so bad Create a storytelling washing line – strong visual summary to refer to during the unit Children sequence main events and describe change over time using time conjunctions How do we know about the fire? – play ‘which source tell us’ Post it note challenge – how did the fire start? Use sources to slowly reveal possible reasons Take a look at newspaper sources for reasons identified at the time Children look at and mime a range of firefighting methods for the time, identifying their limitations 	<ul style="list-style-type: none"> Compare fashion across different decades and identify characteristic features of 1960s. Watch videos of images. Stop at points to look at light/pose/background. Look at other images – are there any characteristic poses? What sort of people was Bailey photographing? What is a celebrity photographer? Why might they still be important? Listen to a hairdresser talk about different styles. Listen to different artists particularly the Beatles – look at images and memorabilia. Watch videos of dancing. How is it the same or different to now? Ask older people in to talk about the music of period. What did they like and why? Sort events and images of those events into categories depending on whether they think they made the world happy or sad. Talk about result. 	<ul style="list-style-type: none"> Make medicine - (Hook Lesson) Look at slow reveal pictures of Florence and try to work out what she did based on the clues. Working through more obscure clues to obvious. Watch re-enactment of Florence’s life (The life and work of Florence Nightingale (dramatisation) History - True Stories - YouTube). Sequence the events of Florence Nightingale’s life E.g. story mapping. Sequence the events of Mary Seacole’s life E.g. story mapping. Role play (hot seating) Florence Nightingale and Mary Seacole – as a class come up with questions first Compare pictures of hospitals during the Crimean war and hospitals today. Consider push/pull factors that led Florence Nightingale to travel to the Crimea using sources Look at a map to understand how far the nurses had to travel.



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	<ul style="list-style-type: none"> • Who did what? Children have options of different key individuals at the time to blame and what they did to stop the fire. Guess who is being referred to in each sentence and discuss who was to blame • Create a plan of how best to rebuild London – The king has offered a prize for the best plan that would rebuild London and make it safe from any fires • Game fireoflondon.org.uk/game 		<ul style="list-style-type: none"> • Write a diary entry as a nurse from the hospital in Scutari to explain what the conditions were like and how they improved them. (Cross curricular write) • Monument pitch - children to create a pitch for a monument to be either put up or taken down. They could also design the monument
<p>Questions to measure impact</p>	<ul style="list-style-type: none"> • Where did the great fire take place? • When did it take place? • How did the great fire start? • How much of London was destroyed by the fire? • How did the fire end? • Explain some of the reasons why the fire spread so quickly? • Explain why the fire went on for so long? • How do we know about the Great Fire of London? • What is an eyewitness account? • Can you explain why Samuel Pepys was so important in history during the Great Fire of London 	<ul style="list-style-type: none"> • Can the children identify features that relate to fashion in the 1960s? • Can the children take photos in the style of David Bailey? • Can the children record what they think is significant from the talk by the hairdresser? • Can the children recognise styles of music and dance from the period? • Can the children explain why they think that the 60s was or was not a good time to live? 	<ul style="list-style-type: none"> • Can they identify some ways that people have impact upon our lives? • Can they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? • Can they recognise why significant individuals did things, why events happened and what happened as a result? • Can they identify similarities and differences between ways of life at different times? • Can they recount personal history and events or changes that have happened? • Can they begin to identify objects from the past and the main differences between old and new objects?



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Suggestions for the development of greater depth	<ul style="list-style-type: none">• To answer questions with growing complexity• To develop a sense of curiosity to promote self-study and further research• To consider the reliability of sources of evidence• Use an increasing range of common words and phrases relating to the passing of time		
Enrichment/ curriculum links Diversity BTK	<ul style="list-style-type: none">• Museum of London's live stream events• Visit to Headstone Museum to see Great Fire London Exhibit and its impact on London	<ul style="list-style-type: none">• Dance (PE)• Include grandparents in visits.	<ul style="list-style-type: none">• Victorian Day• Black History Month



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Year 3			
Historical skills			
Chronological understanding <ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	Range and depth of historical knowledge <ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	Interpretations of history <ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc 	Historical enquiry <ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research
	Autumn 1	Spring 1	Summer 1
Topic:	Stone Age	Iron Age and Bronze Age	Ancient Egyptians
Intent	For children to understand what life would have been like in the Stone Age and how they could survive	For children to understand how people lived in the Iron Age and Bronze Age including materials used in everyday life.	For children to know about the daily life of the Ancient Egyptians, considering hierarchy, food, jobs, religion and the afterlife
Vocabulary	chronology, sources, connections, contrasts, time periods, prehistoric artefact, BC, AD, Prehistoric, Palaeolithic, Mesolithic, Neolithic, homosapiens, hunter gatherers, thatched roof, Skara Brae, spears, flint, fur pelt, archaeologists, tribe, sinew, Stone Age, hunter gatherers, mammoth, weapons, tools, spears, flint, caves, cave paintings, fine bone needle,	Chronological Significant Power Development Compare Contrast Influence BC and AD Ancient Civilisation, Bronze Age, Iron Age, farming, metals	Gods/goddesses, slave, ancient civilisations, museum, hierarchy, Ancient Egypt, Egyptian, pyramid, sphinx, pharaoh, Giza, Great Pyramid, obelisk, mummy, papyrus, sarcophagus, scarab, Temple, tomb, Red Sea, Nile, River, Sahara Desert, Silt, Thebes, Valley of the Kings, Hieroglyph, linen, Mediterranean Sea, Oasis, archaeologist,



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			artefact, Cairo, Cleopatra, Ramses the Great, Tutankhamun
Prior Knowledge	Children will have looked at a significant jump back in time (chronology) In Reception children study celebrations where time is measured in units and has a place.	Children will have looked at a significant jump back in time (chronology). In Year 1, children have looked at Toys in the past and present considering Change and continuity.	Year 3 Autumn 1, children will have looked at continuity and change within an era and what daily life was like. Year 2, Summer 1 children will have looked at significant figures and considered why they are famous.
Knowledge	<ul style="list-style-type: none"> • To know that our knowledge of the past is constructed from a range of sources. • To begin to explain some connections and contrasts between different time periods. • To have a chronologically secure knowledge and understanding of the different time periods within the Stone Age. • To know that the Stone Age is the name given to the earliest period of human culture. • To know that there were different periods in the Stone Age— Palaeolithic, Mesolithic and Neolithic. • To know that prehistoric means the time before recorded history. • To know that stone tools were first used in this period, and shelters were developed. 	<ul style="list-style-type: none"> • To describe memories of key events in his/her life using historical vocabulary. • To use an increasing range of common words and phrases relating to the passing of time • To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. • To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. • To know that the Bronze Age and Iron Age followed the Stone Age and that these periods were characterised by the introduction of new materials and tools being used in Britain. 	<ul style="list-style-type: none"> • To know when and where the Ancient Egyptians existed • To understand the importance of the river Nile and annual floods to Ancient Egypt • To know there was a distinct hierarchy in Ancient Egypt • To know the differences between rich and poor houses, education and health care • To name and explain jobs from Ancient Egypt • To know what food was eaten in Ancient Egypt • To know that Ancient Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society • To know why the pyramids were built • To understand the importance of afterlife



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	<ul style="list-style-type: none"> To know about the daily life of people in the Stone Age (e.g. diet, jobs, weapons, housing). 	<ul style="list-style-type: none"> To know some of the changes that took place in Britain during the Bronze Age Understand why actions were taken e.g. power safety food 	<ul style="list-style-type: none"> To name some of the gods and goddesses and know there were more than 2000 of them To know facts about Tutankhamun's like and why he was so famous
Suggestions for implementation	<ul style="list-style-type: none"> Sequence events and consider placement on a timeline (link to BCE). Use dates / language linked to passing of time. Find out about everyday lives of Ancient and Neolithic people Make comparisons to our current life and empathise Distinguish between different sources and evaluate their usefulness. Begin to research and use this to ask and answer questions, draw pictures, write diaries, recounts, information texts and poetry, enact themed days, Children think about what daily life is and come up with what they could investigate e.g. food, tools & Houses. Look at the story of the discovery of Skara Brae and consider what the evidence found there tells us about houses during the period 	<ul style="list-style-type: none"> Sequence events or artefacts (linked to Ancient Egyptians and Stone Age/ Bronze Age / Iron Age peoples) Explore a variety and range of evidence eg artefacts, ancient monuments, archaeology Look at representations of the period e.g. Butser Ancient farm, artefacts, experts visiting. Explore the skill of evaluating usefulness of sources. Use a range of sources to find out about a period but be aware of inherent bias Observe details in sources. Communicate knowledge and understanding in a variety of ways.eg drama, art, informative writing Stone, Iron and bronze age houses comparison activity looking at continuity and change. Spectrum task – Children sort farming and food cards into 'big 	<ul style="list-style-type: none"> Place Ancient Egypt on a timeline Investigate Egyptian artefacts, consider their uses and what they tell us about Ancient Egypt Research what food was eaten in Ancient Egypt Activity about who were the most important gods and goddesses Create a fact file on Tutankhamun Reconstruction relay – children travel down a tunnel of tables to see pictures of the inside of Tut's tomb. They should concentrate on memorising what they see as the gases inside the tomb and allow 10 secs before they can rust back and draw what they have seen Crimewatch Ancient Egypt: Tomb robbers working against the clock, pupils have to return the goods to the correct tomb



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	<ul style="list-style-type: none">• Ask children - If you were to meet a family from 7,000 years ago, what would you want to ask them? Make a list of questions.• Investigate Stone age artefacts, consider their uses and what they tell us about the era - https://finds.org.uk/bronzeage• Create a living timeline from beginning of Stone age up to coming of Romans	<p>changes', 'small changes' and 'carried on as before'.</p> <ul style="list-style-type: none">• Dragons Den – Children look at different tools and weapons from each of the three periods. They have to choose two tools from each era that they feel were most important. Then consider how the tools changed. Pupils discuss, research, advocate and decide.	
Questions to measure impact	<ul style="list-style-type: none">• Do children know what the term 'prehistory' means?• Do children know the names of the three periods of prehistory?• Can children describe how we can find out about the prehistoric past?• What was the impact of bronze and iron tools on the way people in Britain lived?• How are our ideas about life in the Stone Age changing?• How big a change was it from hunter gatherers to farming?• Who lived in Britain in the 'old' Stone Age? How did they survive? How do we know?	<ul style="list-style-type: none">• Do children know what the term 'prehistory' means?• Do children know the names of the three periods of prehistory?• Can children describe how we can find out about the prehistoric past?• When do you think it was better to live – Stone Age, Bronze Age or Iron Age? Which had the biggest impact, bronze or iron?	<ul style="list-style-type: none">• How do we learn about periods of history that were a long time ago?• What was happening in Britain at the start of the Ancient Egyptian civilisation?• What is archaeology?• What did Howard Carter discover?• Why are the discoveries that archaeologists make important to history?• What was daily life like in Egypt?• What jobs might people have had?• Who was Tutankhamun? Why was he so famous?• What is the process of mummification?• What sources did you find out about life in Ancient Egypt?• How was life different in Ancient Egypt compared to the Stone Age?



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Suggestions for the development of greater depth	<ul style="list-style-type: none">• Ask questions with growing complexity• To talk and write about periods of history from different perspectives• To critically review sources for reliability• To conduct independent research using a range of sources		
Enrichment/ curriculum links Diversity BTK	<ul style="list-style-type: none">• Headstone Manor• Stone Age Day• Stone Age Boy (English)• How to wash a woolly mammoth (English)	<ul style="list-style-type: none">• Museum of London prehistory puppet show• UCL prehistory workshop in school<ul style="list-style-type: none">• Stone Age Day	<ul style="list-style-type: none">• Dress up Egyptian day• British museum• Mummify a tomato• Mummification workshop



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Year 4			
Historical skills			
Chronological understanding <ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events <ul style="list-style-type: none"> Understand more complex terms e.g. BC/AD 	Range and depth of historical knowledge <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events 	Interpretations of history <ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	Historical enquiry <ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions <ul style="list-style-type: none"> Use the library and internet for research
	Autumn 1	Spring 1	Summer 1
Topic:	Romans	Tudors and Spanish Armada	The Victorians
Intent	For children to consider why the Romans invaded Britain, the impact they had on us and why/how Boudicca stood up to the Romans.	For children to name key individuals in the Tudor era, considering the significance of their actions and the reasons behind their actions, for example, the influence of religion	For children to understand what life was like during the Victorian Era, making comparisons to their own lives and other topics they have studied
Vocabulary	Rome, Empire, Achievement, Invasion, Rise, Fall, Julius Caesar, Coliseum, Barbarian, Emperor, Chariot, Gladiator, Ager, Aqueduct, Londinium, Hadrian's Wall, Boudica	Innovation, Legacy, Conquer, Consequence, Invasion, Monarchy, Social Structure, Tudor, Tudor Dynasty, Tudor Rose Emblem, House of Lancaster, House of York, Catholic Church, Church of England Reformation, Catholic, Protestant, War of the Roses, Battle of Bosworth	emigrant, immigrant, revolution, era, upper-class, lower-class, middle-class, diets, industrial, crime, punishment, law, Britain, etiquette



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Prior Knowledge	In Year 3, children would have studied Roman numerals in maths lessons.	In Year 1, children will have studied the Queen, royal family and castles. Also, Britain's current monarch.	Children have looked at what life was like for children from different eras, for example the swinging sixties in Year 2.
Knowledge	<ul style="list-style-type: none"> • To continue to develop a chronologically secure knowledge and understanding of the changes in Britain from the late Celtic period /Iron Age, focusing on the impact made by the Roman Empire and its legacy. • To understand how Britain became part of the Roman Empire • To use primary and secondary sources to investigate Boudicca and her rebellion against the Roman Empire • To investigate some of the changes the Romans made to British life • To understand how archaeological investigations help us to deduce what life was like in Roman Britain • To consider the legacy the Romans left in Britain • To know the significance of Hadrian's wall and why it was built • To know reasons why the Roman army was so powerful • To know ways in which the Roman way of life contrasted with the Celtic lifestyle they found when they arrived • To recall the impact of the Romans on Britain and how they influenced/changed the way of life 	<ul style="list-style-type: none"> • To know that there were six Tudor monarchs • To know that the Tudors became the royal family when Henry Tudor defeated Richard III at the Battle of Bosworth • To know why the Tudor Rose was created and its significance • To recall the events at The Battle of Bosworth • To understand that religion was important during the Tudor Era, everyone had to attend the same church as the monarch. • To know why Henry broke away from the Catholic church • To understand the differences and similarities in the beliefs of Catholics and Protestants • To know that Edward VI became king when he was nine and why he was called 'The Puppet King'. • To understand that before Edward died, he drew up plans to stop the country becoming Catholic again • To know why Mary I had the title 'Bloody Mary' 	<ul style="list-style-type: none"> • To know who Queen Victoria was and why she was important • To recall important events from Queen Victoria's life • To understand how these events impacted Queen Victoria's personality • To know what Queen Victoria was like as a person • To know what the industrial revolution was • To know how the industrial revolution had an impact on the population • To know the importance of the industrial revolution • To recall the positive and negative impacts of the industrial revolution • To recall important inventions from the Victorian Era • To recall the names of inventors from the Victorian Era • To know what medical care was like before the Victorian Era • To recall ways that medical care was improved during the Era (For example direct result of Boer War, moment of realisation).



St Anselm's History Knowledge and Skills Progression Map 2022-23



	<ul style="list-style-type: none">To recall and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc.To understand that the Romans must have been ahead of their time for ideas to have lasted 2,000 years		<ul style="list-style-type: none">To name key individuals who made improvements to medicine during the Victorian EraTo understand what it was like in a Victorian schoolTo know why there was an increase in leisure time available to people from the mid-1800s.To recall leisure activities enjoyed during the Victorian Era
Suggestions for implementation	<ul style="list-style-type: none">Place events from periods studied on timeline; use terms related to the period and begin to date events; understand more complex terms e.g. BC/ADUse evidence to reconstruct life in time studied; identify key features and events in time studied; look for links and effects in time studied; offer a reasonable explanation for some eventsEnquire and explore how we know what we know about the Roman and Ancient Greek Empires; collect information from primary sources (historical sites and artefacts) and books; ask questions and begin to evaluate the usefulness of different sources.Sort information to help them understand the consequences of the impact of the Romans in Britain	<ul style="list-style-type: none">Create a Tudor Family treeSequence the events of The Battle of BosworthDraw a story map to represent the events which led to the Tudors ruling EnglandSort different statements into Catholic and Protestant beliefsCompare and contrast the beliefs of Protestants and Catholics'When I was nine' activity – what are your likes, dislikes and responsibilities? Then, compare those to Edward VI'sCompare Edward VI's advisors and decide who was best for Edward and who was best for England.Compare the country's reaction to Mary I's coronation and the reaction to her death.'War on Heresy' freeze frame of a heretic being executed	<ul style="list-style-type: none">Discuss who the Victorians were and create a family treeChildren compare their own lives to those of children in workhousesResearch daily workhouse activitiesSorting statements – positive and negative impact of industrial revolutionSolve riddles to identify the Victorian inventionDesign an inventions timelineWhat was life like for a Victorian Child? Compare with the present day.School/ daily life- compare with daily life of Tudors. Debate.Research how key significant event (industrial revolution) affected life in Britain. Project opportunity.Compare modern schools to Victorian schools



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	<p>and compare to prior learning; use evidence to build up a picture of a past event; choose relevant material to present an aspect of life in the time studied; ask a variety of questions; use the library and internet for research.</p> <ul style="list-style-type: none"> Recall, select and organise historical information; draw contingent conclusions about a range of aspects of Romanisation; make a judgement about the most important/enduring ways the Roman Conquest of Britain changed society and changed the then known world; communicate their knowledge and understanding. 	<ul style="list-style-type: none"> Discuss whether Mary deserved the nickname 'Bloody Mary' - Line of uncertainty task Significance snakes and ladders – Events from the Tudor Era. 	
<p>Questions to measure impact</p>	<ul style="list-style-type: none"> When did the Romans invade Britain? Why they invaded Britain? What impact did it have? Who was Boudicca? Who was Julius Caesar? What are the similarities and differences between the Ancient Greek soldiers and the Ancient Roman Soldiers? What impact did the Roman invasion have on Britain today? 	<ul style="list-style-type: none"> How did the Tudors come to reign? What can we tell by looking at Tudor portraits? How reliable is a painting as a source in history? Why was there a reformation of the Church? How did that impact on people's lives then? Who did Henry break away from the church to marry? Why was Edward called 'The Puppet King'? Did Mary I deserve the nickname 'Bloody Mary'. 	<ul style="list-style-type: none"> Where does the Victorian Era fit on our timeline? Who was the significant figure at the time? Why was she important? How did the Victorian era help us today? How does life compare to now? What were the major achievements of the Victorian times? What was lifelike for the poor? Where does this era fit on our timeline?



St Anselm's History Knowledge and Skills Progression Map 2022-23



Suggestions for the development of greater depth	<ul style="list-style-type: none">• Ask questions with growing complexity• To talk and write about periods of history from different perspectives• To critically review sources for reliability• To conduct independent research using a range of sources		
Enrichment/ curriculum links Diversity BTK	<ul style="list-style-type: none">• Create a Roman mosaic (Art)• Visit Verulamium (Roman baths)• British Museum Roman workshop• 'The Drama Hut' workshop	<ul style="list-style-type: none">• Headstone Manor• Dance (PE)• Hampton Court Palace• Westminster Abbey	<ul style="list-style-type: none">• Victorian Day• Gunnersbury School• Museum of London• Museum of London Docklands• St Paul's Cathedral



St Anselm's History Knowledge and Skills Progression Map 2022-23



Year 5			
Historical skills			
Chronological understanding <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	Range and depth of historical knowledge <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women <ul style="list-style-type: none"> Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	Interpretations of history <ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events 	Historical enquiry <ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information <ul style="list-style-type: none"> Use the library and internet for research with increasing confidence
	Autumn 1	Spring 1	Summer 1
Topic:	World War 1	Anglo Saxons and Vikings	Ancient Greece
Intent	For children to understand what happened in World War 1 and why it was so significant.	For children to understand what happened when the Roman's left Britain, why the Saxons invaded and how they were able to see off the Viking threat.	For children to know how the Ancient Greeks changed the world and the impact/influence they had on our lives today.
Vocabulary	Rise and Fall, Exploration, Hierarchy, Bias, Prejudice, Oppression, Empire, Rebellion, Retreat, Continuity,	Anglo Saxons, Vikings, Normans, invade, empire, pillage, raid, chronological, timeline, culture, civilisation, artefacts, armies, weapons, sword, shield, helmet, tapestry, long ship, Jutes, Tribes, Sutton	Democracy, Olympic games, Philosopher, Sparta, Greece, Spartans, Athens, Athenians, Persia, Alpha, Beta, Gamma, Delta, Alexander the Great, Empire, Achievement, Gods (Zeus, Apollo etc)



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		Hoo, Norse, thatched, Lindisfarne, settlement, Norway, Sweden, Denmark, Scandinavia, conquest, voyage, conquest, warrior, outlaws	
Prior Knowledge	In Year 4 during the Romans, children would have learnt about different wars and conflicts and the impact they had.	Year 4 - Children know what happened when the Romans invaded Britain and the impact they had. Year 3 - Pre-history looking at what life was like in Britain	Year 3 - Children have looked at Ancient Egyptian daily life, religion & gods
Knowledge	<ul style="list-style-type: none"> To place key events in chronological order. To use primary and secondary sources of evidence To understand what Britain was like in the war To understand when World War I started and why. To understand which countries were involved in WW1 To understand how people protected themselves. To research the experiences of soldiers, children and women. To understand the effect of war on everyday life. To learn about the end of World War I. To understand how life changed after the war. 	<ul style="list-style-type: none"> To know that our knowledge of the past is constructed from a range of sources. To know where the Anglo Saxons and Vikings came from and why they invaded Britain. To can explain connections, contrasts and trends throughout Britain's history of invasion and develop the use of historical terms (e.g. reasons for Anglo Saxon and Viking invasion comparing to the reasons the Romans invaded Britain, reactions to invasion). To have a chronologically secure knowledge and understanding of the Roman, Anglo-Saxon, Viking and Norman invasions of Britain and the impact they had. To know about some Anglo Saxon and Viking settlements and the areas of Britain that they inhabited. 	<ul style="list-style-type: none"> To understand who the Ancient Greek people were, when they lived and where and how they were able to establish their empire To learn how the political system worked in Ancient Greece, investigate the legacy of Athenian Democracy and compare it with the political systems we have today. To collect information, using original sources and artefacts, and use it to compare and contrast the modern-day Olympics with the Ancient Greek events and use their mathematical skills to present their findings in the form of a Venn diagram. To learn about and order events from the Battle of Marathon and write in role to present the events from a specific viewpoint.



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		<ul style="list-style-type: none"> To know about Anglo-Saxons lifestyle and achievements and understand the impact they had on Britain (e.g. impact on Roman buildings, rebuilding of communities, impact on language, religion, art). To know about Viking raids and their invasion of Britain including the resistance of Alfred the Great. To know about the lifestyle of the Vikings and their and achievements and understand the impact they had on Britain (e.g. trade networks, place/road names, development of communities, development of transport- long ships, skilled craftsmanship including development of tools and use of different materials and processes- leather, dying, weaving, sewing). 	<ul style="list-style-type: none"> To learn about Ancient Greek religion, research information about a variety of Greek gods and write their own Greek myth. To use historical evidence to find out about the Trojan War and use the information to write and re-enact scenes from it.
Suggestions for implementation	<ul style="list-style-type: none"> Make your own WWI trench models. Use fact cards to research the war. Can you create quiz questions based on them? Explore the role of soldiers from ethnic minorities in WW1 with these amazing cross curricular resources from Trench Brothers. Make a WW1 timeline of important events. 	<ul style="list-style-type: none"> Investigate who the Vikings were, where they came from and why they invaded (recognising that lack of farmland pushed them towards raiding.) Explore Viking raids and the invasion of Britain. Examine Viking tactics and weapons, discovering why long ships were so effective. Understand what it was like to live and grow-up in Viking settlements, 	<ul style="list-style-type: none"> Place events from the period studied on a time line (understanding that the Ancient Greeks preceded and overlapped the Romans) including geographical boundaries of the Ancient Greek empire; use terms related to the period and begin to date events e.g. battles, first Olympics; understand more complex terms e.g. BC/AD



St Anselm's History Knowledge and Skills Progression Map 2022-23



	<ul style="list-style-type: none">• Make a fact file about the weapons used during the war• Watch an animation from the BBC to introduce your children to the topic• Try marching to military band music. Can you keep in formation?• Write a diary entry for a soldier in the trenches, or a nurse working on the frontline.• Write a newspaper report about the Battle of the Somme or the sinking of the Lusitania.• Write a biography of someone taking part in the war.	<p>looking at houses, clothes, families, food, Norse mythology etc.</p> <ul style="list-style-type: none">• Study the resistance led by Alfred the Great (leading to the division between England and the Danelaw); the English reconquest (the defeat of Eric Bloodaxe in 954 and the establishment of a single Kingdom of 'England '.); Ethelred, the Danegeld and the invasion of King Canute.• Plot all of the above on an annotated timeline	<ul style="list-style-type: none">• Use evidence e.g. pottery and artefacts, to reconstruct Ancient Greek life; identify key features and events e.g. introduction of democracy, importance of the Olympics; look for links and effects e.g. comparison to modern Olympics; offer a reasonable explanation for some effects e.g. how Athenian democracy worked and transferred to our current political system.• Look at evidence available; begin to evaluate usefulness of different sources; use text books and historical knowledge e.g. use Ancient Greek writing and art to explore their religion• Use evidence to build up a picture of a past event e.g. the Battle of Marathon; choose relevant material to present a picture of one aspect of life in times past e.g. own account of a participant in the battle; ask a variety of questions Athenian vs Spartan; use books library internet for research• Recall, select and organise historical information and communicate knowledge and understanding e.g. Fact file/art/diary entry.
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St Anselm's History Knowledge and Skills Progression Map 2022-23



Questions to measure impact	<ul style="list-style-type: none">• What was the main cause of World War I?• What countries fought in World War I?• How was trench warfare used in World War I?• Why was the Lusitania important?• Who won World War I?• What was the significance of World War I?• What is Remembrance Day?	<ul style="list-style-type: none">• What happened to Britain when the Romans left?• How well did the Saxons and Vikings get on with each other?• Was life better in Anglo-Saxon or Roman Britain?• What did the Anglo Saxons and Vikings leave behind?• How do soldiers/ warriors compare from the Ancient Greeks to Romans to Anglo-Saxons?• Who was Alfred the Great and why was he a significant figure in this period?	<ul style="list-style-type: none">• Was Ancient Greece all one country?• How did the Olympic games begin?• What did the city states share?• What have the Ancient Greeks given us that we still enjoy today?• How were the Spartans different to the Athenians?• Would you prefer to have lived in Athens or Sparta?• What was life as a Greek warrior like?• What was it like to live life in Ancient Greece and compare it to life in Ancient Egypt and the Stone age?• What is meant by the word 'Spartan' today?• Would you have liked to have been a Spartan?• What are the similarities and differences between gods in Ancient Egypt and Gods in Ancient Greece?• How has the Ancient Greeks influenced Britain?
Suggestions for the development of greater depth	<ul style="list-style-type: none">• Ask questions with growing complexity• To talk and write about periods of history from different perspectives• To critically review sources for reliability		



St Anselm's History Knowledge and Skills Progression Map 2022-23



	<ul style="list-style-type: none">To conduct independent research using a range of sources		
Enrichment/ curriculum links Diversity BTK	<ul style="list-style-type: none">Local War MemorialRemembrance Sunday Parade	<ul style="list-style-type: none">Museum of London visit to schoolStaffordshire Hoard – Explore	<ul style="list-style-type: none">British Museum exhibitions and workshopsGreek daySports day /Olympics



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Year 6			
Historical skills			
Chronological understanding <ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line 	Range and depth of historical knowledge <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied <ul style="list-style-type: none"> Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied 	Interpretations of history <ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at <ul style="list-style-type: none"> Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research 	Historical enquiry <ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past <ul style="list-style-type: none"> Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
	Autumn 1	Spring 1	Summer 1
Topic:	World War 2	Local History Study	Mayan Civilisation
Intent	For children to understand what life was like for children during the second world war.	For children to begin to understand the history of their local area through enquiry and to know about history of their school.	The children will explore the world of the Maya and debate whether they should continue to be remembered today as a significant culture.



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Vocabulary	Axis, Allies, Nazi, Evacuation, Evacuee, Power, Blitz, Holocaust, Luftwaffe, Refugees, Kindertransport, Economic, Cultural, Religious, Persecution	Historical importance, Local, church, chronological, century, decade	Mesoamerica, pyramid, pok-ta-pok, Lithography, logogram, syllabogram, Hieroglyphs, copan, Vigesimal, codices, Astronomy, priest, stelae, calendar, Maize, god, warrior, corn, chilli, cacao beans, temple, gods
Prior Knowledge	Year 4 - Roman invasion of Britain – causes and consequences.	Reception Children will have looked at people who help them in the local community. Year 2 - Children will have looked at a significant event in London's history.	In Year 3, Ancient Egypt civilisation. In Year 4 Roman Britain Civilisation. In Year 5 Ancient Greece civilisation.
Knowledge	<ul style="list-style-type: none"> • To place key events in chronological order. • To use primary and secondary sources of evidence • To understand what Britain was like in the 1930s • To understand when World War II started and why. • To understand which countries were involved in WW2 • To understand who Hitler was and his rise to power leading to WW2 • To learn about bombing raid in Britain (Blitz). • To understand how people protected themselves. • To research the experiences of evacuees. • To understand the need for evacuation. 	<ul style="list-style-type: none"> • To know who Winston Churchill was. • To be able to recall a few famous people who have lived in Harrow e.g., prime minister Clement Atlee, Anthony Horowitz & Matt Lucas • To know the history of the school • To know the history of the Church next to the school • To recall places of historical significance in Harrow e.g. St Mary's Church, Harrow Boys School. • To recall similarities and differences between Harrow in the past and present • To research Harrow Boys School and the famous people who went there. 	<ul style="list-style-type: none"> • To explain what an ancient civilisation is and give some examples. • To know that our knowledge of the past is constructed from a range of sources. • To explain connections and contrasts over time including comparing some ancient civilisations. • To understand aspects of life in the Mayan Civilisation, including their achievements and their influence on the western world. • To compare and contrast life in Roman Britain to the Mayan civilisation. • Use specific dates to order events and place events



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	<ul style="list-style-type: none"> • To understand the effect of war on everyday life. • To learn about the end of World War II. • To understand how life changed after 1945 		<ul style="list-style-type: none"> • Compare sources of information to study different periods and make comparisons between the period studied and present day. • Understand that we have more information on some periods of history than others, so this affects what we know. We need to check the usefulness of a source to make sure we get an accurate picture
<p>Suggestions for implementation</p>	<ul style="list-style-type: none"> • Know and sequence key events e.g. start/end of WW2, Battle of Britain, VE Day, using relevant terms and period labels e.g. Appeasement, Home Front; make comparisons between different times in the past (ref. WW1 and reasons for Appeasement) • Study different aspects of different people e.g. different evacuation experiences, different VE Day celebrations and personal meanings; examine causes and events of outbreak and Declaration of War and subsequent impact on British people • Compare accounts of events from different sources, fact or fiction e.g. gov. propaganda re evacuation, and offer some reasons for differing versions of events e.g. morale boosting 	<ul style="list-style-type: none"> • To compare past and present using pictures • Research and create a timeline placing events that happened in Harrow in chronological order • Use different sources to research the history of buildings and places in Harrow (e.g., parks) • To create a fact file on a famous Harrovian • To be able to comment on differences and similarities between Harrow in the past and present • In groups, create a poster about St Anselm's Catholic Primary School and the history of the grounds. • Children write a report on one of the famous people from Harrow • Understanding that history is a matter of interpretation passed down, resultant from choices 	<ul style="list-style-type: none"> • Place Mayan civilisation on a timeline, and position it in relation to other historical periods and civilisations that have been studied across KS1 & KS2. • Understand what it was like to live in Mayan society, comparing their homes, schools, clothes, food and warriors with other historical civilisations that have been studied across KS2. • Describe what life was like for different people living at the same point in history (e.g. men / women, rich / poor, military / priests / civilians etc). • Explore Mayan Gods and religion, comparing their beliefs and customs with those of other cultures (e.g. comparing Mayan and Egyptian pyramids).



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	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources e.g. contemporary diary entries/photos vs text book accounts/Wikipedia; use evidence to build up a picture of a past event e.g. newspaper recounts, museum artefacts, and select relevant sections of information e.g. class museum, research Home Front, PBL. • Recall, select and organise historical information to communicate knowledge and understanding e.g. 'parliamentary debate', artwork e.g. posters, recreation of VE Day street party, diary entry, PBL 	made, either deliberately or by chance	<ul style="list-style-type: none"> • Investigate sources of information on life in Mayan society, and consider the reasons why many questions about them are hard to answer. • Recognise that much of our knowledge of this civilisation comes from later invaders, and the discuss the reasons why these may be biased or incomplete.
Questions to measure impact	<ul style="list-style-type: none"> • When was WW2? • Why did the war begin? • Which countries were involved? • What impact did it have on the life of children and others? • Why was rationing important? • What impact did The Blitz have? • Why were women important during WW2? 	<ul style="list-style-type: none"> • What did Harrow look like in the past? • What important places do we know in Harrow and why were they important? • What important events happened in Harrow? 	<ul style="list-style-type: none"> • How did the Maya develop such an advanced civilization? • Were the Maya a peaceful people? • Did the Maya ever develop the wheel? • Where did the Maya go? • What did the Maya use for money? • Why did they make their steps so high? • Did the Maya use gold? • What did the Maya use for paints?
Suggestions for the development of greater depth	<ul style="list-style-type: none"> • Ask questions with growing complexity • To talk and write about periods of history from different perspectives • To critically review sources for reliability • To conduct independent research using a range of sources 		



St Anselm's History Knowledge and Skills Progression Map 2022-23



Enrichment/ curriculum links Diversity BTK	<ul style="list-style-type: none">• Visit Stan burn Air raid shelter• Bentley Priory• Imperial War Museum• RAF Museum• Westminster Abbey• Visit Whitchurch air raid shelter• pretend wartime classroom• pretend evacuation• Links to Maths – Evacuation enquiry lesson (Graphs)	<ul style="list-style-type: none">• Harrow Town Centre• Harrow School• St Anselm's• Our Lady and St Thomas of Canterbury• Harrow War Memorial• Headstone Manor• Local Parks	<ul style="list-style-type: none">• British Museum, London (significant collection of Maya artefacts)
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