



St Winifred's Primary School
Progression of Skills and Knowledge: History Curriculum

History curriculum				
Year group	Topic 1	Topic 2	Topic 3	Additional opportunities
1	Changes within living memory – from birth to old age.	Significant people	Transport over time	Visiting the Docklands Museum to find out about transport Key Vocabulary Guy Fawkes Gunpowder Plot Fireworks
KNOWLEDGE: <ul style="list-style-type: none">Chronology – to be able to relate time scales to self-E.g. last year, long ago, yesterday, long before I was bornTo know the Nativity Story,How Guy Fawkes is linked to Firework EveningTo look at how different places have changed over time.To identify different forms of transport and recognize how transport has changed over time.		SKILLS <ul style="list-style-type: none">To relate events to time and placeTo be able to communicate events dramatically, verbally and narratively.To develop empathy with others.To recognise differences in people and places.To recognise how transport has changed over time.sequencing and re-enacting The Gunpowder Plot		
2	The Great Fire of London	Significant individuals – Mary Seacole and Florence Nightingale		
Year 2 Knowledge and skills: By the end of Year 2.				Visit to the Florence Nightingale Museum. Museum of London
KNOWLEDGE <ul style="list-style-type: none">To know the Great Fire of London occurred in 1666.To know that it started in a bakery in Pudding lane.To know that much of London was destroyed.To know that Florence Nightingale and was an English nurse who assisted soldiers.To know that Mary Seacole was a Jamaican nurse who helped soldiers.To know that Florence Nightingale was called ‘The Lady with the Lamp’.		SKILLS <ul style="list-style-type: none">Interpretation of secondary and primary resources.Historical enquiryCommunicating history dramatically, verbally and narratively.To place events on a time line.Challenge! How did the Great Fire of London change London? What impact can be seen today? ChallengesWhat was the same, what was different with Mary Seacole and Florence Nightingale?		
				Trips to British Museum Language – Latin prefixes and suffixes.

3	Stone Age to the Iron Age	Romans		<ul style="list-style-type: none">Stone necklacesCave drawings, arrow headsRoman Art and mosaicsRoman jewellery<ul style="list-style-type: none">The First Drawing textArthur and the Golden Rope <p>British Museum</p> <p>DT – pyramids</p> <p>RE – Old Testament</p> <p>‘Odd The Frost Giant’</p> <p>Beowulf</p> <p>Norse Myths.</p> <p>Museum of London</p> <p>Old English</p>
KNOWLEDGE Stone Age to the Iron Age: Changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none">Neolithic hunter-gatherers and early farmers, (Skara Bra)Bronze Age – StonehengeIron Age hill forts: tribal kingdoms, farming, art and culture Ancient Rome: *Know that the Romans were based in Rome (Italy) *To know that Rome was a powerful Empire *and that Romans conquered Europe, N Africa, and Britain. * Romans spoke Latin and many of our words today come from Latin. * To know a primary source is an original source e.g. archive photographs, video letters or diaries. *To know that a secondary source is a book or article and not something that was created first hand.		SKILLS <ul style="list-style-type: none">To be able to place dates on a time lineTo compare dates of civilizationsTo compare and contrast civilizations eg, contrasts between stone, bronze and iron agesMapping – to show an understanding of where these civilizations are. Challenges How might the days in the life of child differ in Rome? Stone Age? Imagine you are in a museum, What primary sources might you use to investigate these periods? Why might this be difficult?		
4.	Ancient Egypt	Anglo Saxons and Vikings		SKILLS: To place dates on a timeline To recognize the difference between primary and secondary sources Mapping skills – where is Egypt on the map? To understand the complexity of migration and the relationship between different groups. To appreciate that Britain has been influenced by the wider world. To critically consider the sources available to us from this period.
Ancient Egypt To know Ancient Egypt’s chronology To know about Pharaohs, embalmment, Egyptian gods To know some Egyptian culture such as hieroglyphics. To place Egypt on a world map and identify the River Nile Anglo Saxons and Vikings: (410 – 1066) The Vikings were Scandinavian raiders who later settled in Britain much later. The Anglo Saxons were originally settlers who came to Britain from mainland Europe in the 5 th century after the Romans left. To know some important figures from the time e.g. Alfred the Great.				

5.	Ancient Greece	World War II		British Museum Chislehurst Caves Imperial War Museum <i>Little Boats</i> text <i>Letters from the Lighthouse</i> text Michael Morpurgo texts
KNOWLEDGE : Ancient Greece: To know that the Ancient Greeks were 700BC to 400 BC and to put on a time line. To know that they were philosophers and mathematicians To know some Greek myths To know some Greek gods. World War II ecognise countries involved through mapping To know the allies and axes To know why WWII started The role of soldiers from the Commonwealth To put significant events on a WWII timeline (e.g., Dunkirk) To understand what the Holocaust was To understand what life was like for people living in Britain at the time including children and evacuation.		SKILLS : To use primary and secondary resources to research areas of historical interest. To recognize valid sources of historical information. To use primary resources (paintings of pots) to make inferences about Greek life and thought . To identify similarities and differences between other major civilizations, such as Rome and Ancient Egypt.. Challenges -To know the impact of the Greeks on modern life e.g. democracy and philosophy -More sophisticated mapping skills – Europe pre-war, post-war and now.		
6.	The Windrush Generation	Post 1066: The Changing Role of Women	The Mayans	Windrush Child by Benjamin Zephanaiah Maya Angelou – Caged Bird sings
KNOWLEDGE Windrush: People arriving in the UK between 1948 and 1971 have been labelled the Windrush generation. The Windrush generation had a positive influence on Britain. To know about the changing role of women over the past 1000 years To focus on an in-depth study of the role of women in the 20 th century, including the Suffragists and the Suffragettes who were part of the ‘Votes for Women’ campaign that fought for the right of women to vote in the UK.		SKILLS To think critically, weigh evidence and sift arguments. To develop perspective and communicate ideas from the past using difference genres of writing, data – handling, drama role -play and ICT To compare and contrast the role of women from the Anglo-Saxons, Middle Ages, Tudors, Victorians and 20 th century. To compare different civilization in the same time scale e.g. Romans, Greeks, Maya		

<p>Maya: The Maya were in South America - (modern Mexico, Guatemala Belize and Honduras)</p> <p>The Maya were 2000 BC -250AD</p> <p>Life and diet (maize beans squashes and chili peppers)</p> <p>The Maya were known for mathematics, astronomy and architecture .</p>	<p>Challenge!</p> <p>Use knowledge of geographical location to comment on how people may have migrated around the world</p>	<p>Suffragette – The Battle for Equality by David Roberts</p> <p>British Museum</p>
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