

# St Francis of Assisi History Curriculum Progression Map

## Vision Statement

### Milestone 1

	Significant People, Places and Events	Chronological Knowledge	Historical Enquiry and Interpretation	Communicate Historically	Local Links	Historical Terms	Vocabulary	
Y1	Autumn		Talk/write about things that they are able to do now that they could not do in the past when they were babies.			Places in Norwich - Castle, Cathedral	Now then in the past ancient past present	Stone Age, ancient, past, present, a long time ago, older, newer, cave, hunter, flint, spear, animal skin, shelter, hut, material, wood, stone, straw, fur, metal, plastic, glass, bone, clay
	Spring Stone Age Victorians	Skara Brae Stonehenge Queen Victoria	Place events and artefacts in order on a timeline using vocabulary, past, present, older, newer Identify when Queen Victoria and the Victorians lived, and label past and present on a timeline. Sort Victorian and modern artefacts found in the home using language past, present, old and newer. Sort Victorian and modern toys using language past, present, old and newer.	Identify old and new from pictures. Identify some of the different ways the past has been represented. Recognise there are reasons why people in the past acted as they did.- Be able to answer key questions such as 'Why did they cook on a fire?' Identify differences between past and present. Identify what is similar and different. Describe significant people and their lives from the past. Sort Victorian and modern artefacts found in the home using language past, present, old and newer. Sort Victorian and modern toys using language past, present, old and newer. Spot the difference between past and present toys.	Observe and handle artefacts (primary and secondary) and use this to ask and answer questions about the past. Identify old and new from pictures. Identify differences between past and present. Identify what is similar and different. Ask and answer questions about primary and secondary Victorian sources. Describe significant people and their lives from the past.		a long time ago older newer	Victorians,oil lamp, candle snuffer, bellow, bed warmer, potty, mangle, washing dolly, washboard, iron, scrubbing brush, carbolic soap, toy soldier, cup and ball, bear, china doll, rocking horse, spinning top, Jacob's ladder, hoop & stick, whip and top, fabric, wood, metal, china, slate, chalk.

	Summer	-	-	-	-	-		
Y2	Autumn						Now then in the past ancient past present a long time ago older newer compare contrast artefact	Celt, Roman, settlement, iron, warrior, soldier, roundhouse, hill fort, standards, pattern, dye, lime, shield, sword, carnyx, chariot, archaeologist, historian, artefact, blacksmith, battle, rebellion, tribe, empire, mosaic.
	Spring	Boudicca Boudicca's Rebellion Romans Celts Iron Age Queen Amanirenas of Kush Hadrian's Wall	Create a personal timeline and discuss what history to them is? Order significant events on a timeline Investigate the spread of Roman Empire	Discuss and annotate features (both natural and manmade) of a Celtic and Roman settlement Label and describe Celtic and Roman artefacts Discover and compare Celtic and Roman Life and settlements with a focus on the difference between a Celtic warrior and a Roman soldier. Investigate the impact on the life of Boudicca and her importance as a cultural figure. Compare Roman and Celtic life. Compare and contrast Boudicca and Queen Amanirenas of Kush as warrior queens who fought against the Romans	Discuss and annotate features (both natural and manmade) of a Celtic and Roman settlement Label and describe Celtic and Roman artefacts Design a wanted poster for Boudicca from the point of view of a Roman. Design, make and evaluate - A Celtic hand mirror based on a real Iron Age artefact - The Holcombe Mirror in the British Museum.			
	Summer	-	-	-	-	-		
Milestone 2								
Y3	Autumn	Valhalla, Asgard, Lindisfarne Romans Anglo Saxons Vikings Viking raid on Lindisfarne 783. 865- Invasion of Great Heathen Army	Memorise a broad overview of life in Britain from Ancient to Medieval times. Organise events, artefacts and historical figures on a timeline using dates	Use evidence to ask questions and find answers about the past. Recall causes and consequences of some of the main events and changes in history.	Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children. Describe different accounts of a historical event and explain reasons for differences.	Recognise a number of different places whose names have Viking origins.	date, era, chronology, time period artefact, cause, consequence, archaeologist primary source	date, era, chronology, time period artefact, cause, consequence,

Normans	886 - Alfred the Great defeats Viking army and grants Danelaw. 1014 - King Cnut becomes king of England and Denmark 1066 - Battle of Hastings St Edmund the Martyr King Cnut Ragnar Lothbrok Thor Loki Odin	<p><b>Use</b> dates and terms to describe events.</p> <p><b>Order</b> significant eras in British history on a timelines.</p> <p><b>Match</b> key events to significant dates.</p> <p><b>Discover</b> what happened at Lindisfarne in 793.</p>	<p><b>Describe</b> different accounts of a historical event and explain reasons for differences.</p> <p><b>Annotate</b> and <b>compare</b> Anglo Saxon and Viking Warriors.</p> <p><b>Discover</b> what Viking life was like in their homelands and <b>decide</b> if their popular reputation matches historical evidence.</p> <p><b>Recognise</b> how Viking beliefs are different and <b>explain</b>: How they made Vikings courageous; how they changed.</p> <p><b>Discover</b> what happened at Lindisfarne in 793 and <b>explain</b> the reasons behind the accounts.</p> <p><b>Notice</b> details and ask questions of a historical artefact (Viking Shadow Board)</p>	<p><b>Use</b> evidence to ask questions and find answers about the past.</p> <p><b>List</b> and explain of some of the causes for invading Britain.</p> <p><b>Explain</b> the reasons behind the accounts of Lindisfarne.</p> <p><b>Describe</b> how Saxons might have reacted to paying Danegeld.</p> <p><b>Describe</b> and <b>compare</b> what was happening elsewhere in the world during the Viking Era.</p>		Archaeologist Norse, Old Norse, long boat, Viking, heathen, marauder, Valhalla, Asgard, Danelaw, Danegeld, ransack, raid, invade, extortion primary source, bias, cause, consequence, invade, conquer, settle, convert, rule, transform, motivate heir, oath, claimant, feudal system, tapestry Christian, Pagan, Empire, Emperor, Duke, Earl
<b>Spring</b>	Edward the Confessor Harold Godwinson William Duke of Normandy Emperor Julius Caesar Emperor Claudius Caesar	<p><b>Match</b> key events to significant dates and place on a numberline - Invasions</p> <p><b>List</b> the claimants to the English throne in 1066.</p> <p><b>Know</b> the key events that led to the Battle of Hastings</p> <p><b>Annotate</b> and compare Norman, Viking and Roman Warriors</p>	<p><b>Order</b> and <b>evaluate</b> the qualities required to be a good king.</p> <p><b>Compare</b> and <b>evaluate</b> the strength of the different claimants to the English throne.</p> <p><b>Report</b> different accounts of Harold Godwinson's death and <b>explain</b> differences.</p> <p><b>List</b>, and <b>compare</b> some of the motivations for different groups invading Britain</p> <p><b>List</b>, and <b>compare</b> the reasons these invasions were successful</p>	<p><b>Compare</b> and <b>evaluate</b> the strength of the different claimants to the English throne</p> <p><b>Report</b> different accounts of Harold Godwinson's death and <b>explain</b> differences.</p>		

				<p><b>Know</b>, and <b>compare</b> how these invasions impacted upon beliefs.</p> <p><b>Know</b>, and <b>compare</b> how these invasions impacted upon how the country was organised or ruled.</p>				
	Summer	-	-	-	-	-		
Y4	Autumn	Ernest Shackleton	<p><b>Create</b> a timeline of Shackleton's Endurance expedition and know when the <i>Great Age of Polar Exploration</i> was.</p> <p><b>To know</b> that polar equipment and exploration technology has evolved over time.</p>	<p><b>To know</b> facts about Ernest Shackleton.</p> <p><b>Compare</b> modern exploration equipment to that used by Shackleton.</p>	<b>Present</b> a timeline of Shackleton's Expedition to others.		<p>Biography, primary source, secondary source, chronology, century, time period, biography, auto-biography</p> <p>explorer, traveller, Ibn Battuta, the Rihla, journey, merchant, Sultan, bazaar, Hajj, pilgrimage, pilgrim, legacy, dhow, Endeavour, Resolution, Discovery, Beam depth of hold, Tonnage, legacy, Transit of Venus, New Holland, Hawaii, Tahiti, cutting edge, helm, mess, anchor, keel, deck, artefact, cause, consequence</p>	
	Spring	Ibn Battuta	<p><b>Place</b> Ibn Battuta's life and travels on a timeline and draw parallels to Norwich in the C14.</p> <p><b>Order</b> significant eras in British History on a timeline</p>	<p><b>Identify</b> the 4 different routes Battuta travelled and understand why some routes took longer than others.</p> <p><b>Categorise</b> the dangers that Battuta faced using evidence and justify their placement.</p> <p>Using the Rihla as a source, <b>identify</b> equipment used in this period and <b>compare</b> with modern day equivalent.</p> <p><b>Understand</b> why there are not many primary sources about Ibn Battuta.</p> <p><b>Compare</b> Shackleton and Battuta, who had the hardest journey?</p>	<p>Using evidence from the Rihla, write your own version, recounting their pilgrimage.</p> <p><b>Explain</b> the reasons why Battuta went on his journey and form own conclusions as to whether he was an explorer looking for glory or was it greed or need?</p> <p><b>Create</b> your own pilgrimage based on that of Ibn Battuta.</p> <p><b>Compare</b> Shackleton and Battuta, who had the hardest journey?</p>	Place Ibn Battuta's life on a timeline and draw parallels to Norwich in the C14.		
	Summer	James Cook	<b>Order</b> significant eras in British History on a timeline	<b>Describe</b> what we can find out about a person from looking at two contrasting images of him.	<b>Describe</b> what we can find out about a person from looking at two contrasting images of him.	<b>Explain</b> who James Cook was by looking at various biographies (hard copy and digital), why he is famous and what is		

				<p><b>Understand</b> and <b>describe</b> what life on board a ship for young boys was like, identifying their jobs and their daily routines.</p> <p><b>Compare</b> the three different boats used in Cook's different voyages.</p> <p>Go on a virtual tour of the Endeavour and RSS James Cook to be able to <b>compare</b> and <b>contrast</b> an 18th C and a modern day research vessel. Use reasoning skills to explain which vessel they would prefer to work on.</p>	<p>his legacy.</p> <p><b>Explain</b> the reasons why Cook went on his three voyages and <b>identify</b> public opinion on Cook.</p> <p><b>Describe</b> whether he explored for need, greed or glory.</p>			
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**Milestone 3**

<b>Y5</b>	<b>Autumn</b>	-	-	-	-	-	-	<p>Crime, punishment, justice, rehabilitation, victim, defendant, sentence, prison, verdict, innocent, guilty, trial, witness, evidence, proof, convict, police, investigate, court, judge, jury, law, reform, deterrence, slave, noble, execution, wergild, torture, stocks, ducking stool, treason, vagrant, hard</p>
	<b>Spring</b>	<p>Henry VIII Mary I Elizabeth I William Conqueror Robin Hood Dick Turpin</p>	<p><b>Place</b> major historical periods on a timeline - from the Romans to modern day.</p> <p><b>Place</b> different punishments throughout history on a timeline.</p>	<p><b>Use</b> primary and secondary sources of evidence to deduce information about the past including: common Roman crimes and punishment, how Anglo Saxons dealt with criminals, life in the Middle Ages and punishments used in the Medieval era.</p> <p><b>Understand</b> that no single source of evidence gives the full answer to questions about the past such as whether or not Henry VIII was a wicked or wise ruler.</p> <p><b>Investigate</b> the link between crime and religion in the Tudor period under Henry VIII, Mary I and Elizabeth I.</p>	<p><b>Understand</b> and <b>describe</b> crimes, punishments and prisons from the Roman period to modern day.</p> <p><b>Compare</b> the Tudor monarchs and explain their strengths and weaknesses.</p> <p><b>Give</b> a broad overview of life in Britain from medieval until the Victorian times, <b>identifying</b> periods of rapid change in history and contrast them with times of relatively little change.</p> <p><b>Describe</b> the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>		<p>Date, era, chronology, time period, artefact, cause, consequence, archaeologist, primary source, secondary source, evidence, proof.</p> <p><b>Bias/prejudice/ impartiality...progression to Y6 propaganda</b></p>	

			<p>Compare the Tudor monarchs and explain their strengths and weaknesses.</p> <p>Analyse sources to find out about crime and punishment in the past.</p>				labour, transportation.	
Summer	Elizabeth Fry Sir Robert Peel	<p>Understand what life was like under Queen Victoria in the Victorian period.</p> <p>Know about the rise of the police force in the Victorian period.</p> <p>Name key people involved in the prison reform.</p>	<p>Use primary and secondary sources of evidence to deduce information about Victorian crime and punishment.</p> <p>Know about the rise of the police force in the Victorian period.</p> <p>Name key people involved in the prison reform.</p>	<p>Understand, describe and compare crimes, punishments and prisons from the Roman period to modern day using dates and terms accurately.</p> <p>Write a crime scene police investigator's report.</p> <p>Give a broad overview of life in Britain from medieval until the Victorian times, identifying periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	Elizabeth Fry Prison Reforms			
Y6	Autumn	Henry II King John Simon De Montfort King James I Robert Catesby Thomas Percy Gunpowder Plot 1605 Guy Fawkes King Charles I Oliver Cromwell	<p>Create a timeline focusing on the development of democracy in Britain.</p> <p>Understand what led to the Magna Carta being signed.</p> <p>Use dates and terms accurately in describing events.</p> <p>Identify periods of rapid change and contrast them with periods of relatively little change.</p> <p>Understand the concepts of continuity and change of time, representing them, along with evidence, on a time line.</p>	<p>Recount the events of the Gunpowder plot through use of secondary sources, drama techniques and film</p> <p>Understand the causes of the English civil war and who the Roundheads and Cavaliers were.</p> <p>Use historical evidence to retrieve and compare information about the battles in the Civil war.</p> <p>Use secondary sources to learn more about the death of King Charles I.</p> <p>Understand types of rule in Ancient Greece</p>	<p>Recount the events of the Gunpowder plot - through use of secondary sources, drama techniques and film.</p> <p>Use historical facts to write a newspaper report on the execution of King Charles I.</p> <p>Use appropriate historical vocabulary to communicate chronology, legacy, decade, century etc.</p>		<p>Date, era, chronology, time period artefact, cause, consequence, archaeologist primary source, secondary source, evidence, proof.</p> <p>Bias/propaganda</p>	<p>Democracy, parliament, MP (Member of Parliament), Witan, Moot, Magna Carta, Protestant, persecution, suffrage, suffragette, franchise, treason, equality, autocracy, monarchy, anarchy, dictatorship, oligarchy,</p>

			<p><b>Identify</b> the role of the Witan &amp; Moot in Anglo-Saxon England.</p> <p><b>Recognise</b> why Simon De Montfort is known as 'The father of parliament'.</p> <p><b>Use sources of evidence</b> to deduce information about the past, understanding that no single source of information gives the full answer to questions about the past.</p> <p><b>Show an awareness</b> of the concept of propaganda and the social context of evidence studied.</p>					Catholic, patronage, Roundhead, Cavalier, Republic, hereditary, House of Commons, House of Lords,
<b>Spring</b>	Emily Wilding Davison Emmeline Pankhurst Millicent Fawcett Boris Johnson Clive Lewis	<p><b>Create</b> a Suffragette timeline.</p> <p><b>Use</b> dates and terms accurately in describing events.</p> <p><b>Identify</b> periods of rapid change and contrast them with periods of relatively little change.</p> <p><b>Understand</b> the concepts of continuity and change of time, representing them, along with evidence, on a time line.</p>	<p><b>Use</b> a range of sources (including art) to understand what Rotten Boroughs were and why the 1832 Reform Act abolished them.</p> <p><b>Research</b> facts about the Suffragettes.</p>	<p><b>Use</b> a range of sources (including art) to understand what Rotten Boroughs were and why the 1832 Reform Act abolished them.</p> <p><b>Write</b> diary entry about the death of Emily Wilding Davison at Epsom Derby.</p> <p><b>Use</b> dates and terms accurately in describing events.</p> <p><b>Use</b> appropriate historical vocabulary to communicate chronology, legacy, decade, century etc.</p>	Local MP - Clive Lewis			
<b>Summer</b>	-	-	-	-	-			

❖ HISTORICAL VISITS COVERAGE	
Milestone 1	<p><b>Y1:</b> Gressenhall Victorians Day</p> <p><b>Y2:</b> Time and Tide Museum Celt and Romans Day</p>
Milestone 2	<p><b>Y3:</b> Norwich Castle Viking Experience</p> <p><b>Y4:</b> Shackleton Museum Cambridge -(virtual visit)</p>

Milestone 3

Y5: Gressenhall Workhouse

Y6: Parliament