

Curriculum Skills and Progression Map

History



Key Concepts:

Tax

Trade

Empire

Invasion

	<u>Using language associated with the past</u>	<u>Remembering and discussing their own lives</u>	<u>Talking about things they have done with people that are special to them</u>	<u>Recognising chronology within stories</u>
Relevant ELG	<p>ELG: Past and present -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>ELG: People, culture and communities -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</p> <p>ELG: Being imaginative and expressive -Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>ELG: Past and present -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>ELG: Listening -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions. -Make comments about what they have heard and ask questions to clarify their understanding</p> <p>ELG: Speaking -Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher.</p> <p>ELG: Past and present -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>ELG: Past and present -Understand the past through settings, characters and events encountered in books read in class and storytelling</p>

<p>Vocabulary</p>	<p>Use words linked to the passing of time – yesterday, last week, last year.</p> <p>Use stories as a way of going back in time and link them to familiar topics, eg when the dinosaurs were on Earth, when Jesus was born, when their grandparents were born, when they were born, and now.</p>	<p>Look at differences and similarities in pictures between photos in the past, and now.</p> <p>Use baby photos in the topic “Marvellous Me” – what things can they do now, that they were not able to do. Thinking to the future – what would they like to do when they are older.</p> <p>Intergenerational club – spend time with the older adults and talk about what life was like when they were younger. Look at the book “Peepo” – compare and contrasting washing up, cleaning clothes, baby toys, heating the house etc.</p> <p>Compare and contrast toys – use words like old, older, oldest, worn, tatty.</p>	<p>Compare and contrast now and then.</p> <p>Celebrate important dates:</p> <ul style="list-style-type: none"> -Bonfire Night and Guy Fawkes -Christmas -The anniversary of the King’s Reign -Birthdays -Anniversaries 	<p>Using the time box – use time connectives:</p> <ul style="list-style-type: none"> - First, then, next, after that, finally. - A long time ago...
<p>Ks1 readiness objectives</p>	<ul style="list-style-type: none"> -Use words associated with the past including yesterday, last week, last year -Use past tense when speaking about things that happened in the past 	<ul style="list-style-type: none"> -Share their memories of significant events in their own lives. -Talk about things that have changed. -Begin to put these events in order 	<ul style="list-style-type: none"> -Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. -Begin to put events in order. 	<ul style="list-style-type: none"> -Talk about the order of events in a range of familiar stories. -Recognise language in stories that shows the story happened in the past.

Programmes of study

Year 1 / Year 2 / both

Pupils should be taught about:

Chronological

changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Knowledge and Understanding:

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Historical interpretation:

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

Local history:

- significant historical events, people and places in their own locality.

Planning:

Term	Year 1	Year 2
Autumn	Toys	Victorians and significant people (Queen Victoria and Rosa Parks)
Spring	Seaside	Titanic
Summer	Significant people (Florence Nightingale, Mary Seacole, Agnes Elizabeth Jones) and local history (Southport Lifeboat Disaster)	Significant people and local history (WW2 in Southport)

Progression objectives- these are introduced in Year 1 and developed in Year 2 throughout the topics' children are taught. At the end of Year 1: children should be showing awareness/ developing these skills. At the end of Year 2: children should be demonstrating an understanding/ securing these skills.

Constructing the Past	Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.
Sequencing past	Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time.
Change and Development	Identify similarities and differences between ways of life in different periods. Study changes within living memory.
Cause and effect	Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.
Significance and interpretations	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.
Planning and carrying out Historical Enquiry	Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.
Uses sources as Evidence	Understand some of the ways in which they find out about the past and identify different ways in which it is represented
Assessment opportunities	<p>Time boxes</p> <ul style="list-style-type: none"> The child can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. E.g. Select a range of toys/Titanic to place on a timeline. The child can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'. <p>Teaching and learning- Y1</p> <ul style="list-style-type: none"> The child can briefly describe features of particular themes, events and people from family, local, national and global history. E.g. retell story The child can identify independently a range of similarities, differences and changes within a specific time period. E.g. Recognise differences in toys from different decades The child can identify a range of significant aspects of a theme, society, period or person The child can explore information with support/ in groups from several different types of source including written, visual and oral sources and artefacts to begin answering historical questions <p>Teaching and learning- Y2</p> <ul style="list-style-type: none"> The child can identify a few relevant causes and effects for some of the main events covered. E.g. Identify several causes, motives and effects of the lifeboat disaster/Titanic. The child can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about which people were most successful. The child can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. E.g. Choose several different sources to select information about the key features of seaside/ WW2 Southport The child can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. E.g. Give reasons why they have chosen particular aspects of the life of: Rosa Parks/ Queen Victoria

Vocabulary

YEAR 1

Toys - Order Older Newer Before After Chronological Change New Shiny Old Modern Torn Clean Dusty Ripped
Technology Difference Similar Past Compare Timeline Better Worse Fact Opinion Debate Argue

Significant People- Nurse Hospital Important NHS Modern Old Uniform Significant War Battlefield Herbal Remedies
Soldiers Brave Determined Training Workhouse Disaster

Seaside- Compare Change Similarities Differences Holiday camp Activities Strongman Advertise Change Reason True,
untrue, unsure Argue Reason Explain

YEAR 2

Victorians in Southport Class Lower class Upper class Features Invented Similarities Differences Chimney sweep
Workhouse Queen Monarch Reign Era Victorian Royal Segregation Civil rights

Titanic Iceberg Collision Sequence Chronology Unsinkable 1st class 2nd class 3rd class Passengers Sources Information
Reliability Unreliable Captain Information Lifebelt Argument Reason Compare Class system Significance Experience

Dilemma Argument Reason/ reasoning Compare Class system Significance Experiences

WW2 Remembrance day War Memorial Rationing Evacuate Evacuee Anderson shelter Morrison shelter The blitz Air raid VE
day Victory

<p>Programmes of study</p> <p>Year 3 / Year 4 / both</p>	<p>KS2- these objectives are covered and skills are developed throughout the whole of KS2</p> <p>Chronological</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. <p>Historical interpretation</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p>Organisation and Communication</p> <ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. <p>Planning:</p> <table border="1" data-bbox="535 708 2092 1125"> <thead> <tr> <th>Term</th> <th>Year 3</th> <th>Year 4</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>Changes in Britain from the Stone Age to the Iron Age</td> <td>The Roman Empire and its impact on Britain</td> </tr> <tr> <td>Spring</td> <td>Achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</td> <td>Britain’s settlement by Anglo-Saxons and Scots</td> </tr> <tr> <td>Summer</td> <td>Dilemma learning A local history study</td> <td>Dilemma learning A local history study</td> </tr> </tbody> </table>	Term	Year 3	Year 4	Autumn	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain	Spring	Achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	Britain’s settlement by Anglo-Saxons and Scots	Summer	Dilemma learning A local history study	Dilemma learning A local history study
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<p>Progression objectives- these are introduced in Year 3 and developed in Year 4 throughout the topics’ children are taught.</p> <p>At the end of Year 3: children should be beginning to show awareness/ developing these skills.</p> <p>At the end of Year 4: children should be developing an understanding/ establishing these skills.</p>													
<p>Constructing the Past</p>	<p>Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p>												
<p>Sequencing past</p>	<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p>												

Change and Development over different decades	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.
Cause and effect	Address and devise historically valid questions about cause.
Significance and interpretations	Address and devise historically valid questions about significance
Planning and carrying out Historical Enquiry	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.
Uses sources as Evidence	Understand how our knowledge of the past is constructed from a range of sources.
Assessment opportunities	<p>Time boxes- this should also allow for KS1 rewinds</p> <ul style="list-style-type: none"> The child can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. E.g. Sequence many of the main features of the Bronze and Iron Ages/Romans. <p>Teaching and learning</p> <ul style="list-style-type: none"> The child can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. E.g. Recall a number of details about the Ancient Egyptians/ Romans and their achievements. The child can make valid statements about the main similarities, differences and changes occurring within topics. E.g. Categorise changes into the different periods of the Stone Age/ Anglo Saxons. The child can comment on the importance of causes and effects for some of the key events and developments within topics. E.g. Explain why some reasons were important in changing the nature of childhood (Egyptian/Roman) during different historical periods. The child can explain why some aspects of historical accounts, themes or periods are significant. E.g. Explain why Roman/ Ancient Egyptian achievements were significant. The child can comment on a range of possible reasons for differences in a number of accounts. E.g. Explain how and why there were different viewpoints about Boudicca/Tutankhamun. The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. E.g. Plan a script for a radio interview about history of Southport and produce the script based on several different sources. The child can recognise possible uses of a range of sources for answering historical enquiries. E.g. Use a range of different sources to reconstruct aspects of children's lives in different historical periods.
Vocabulary	<p>Year 3 Ancient Egypt Ancient Chronological Expedition BC AD Decades Century Cause Consequences Connection Contrast Similarities Differences Significance Pharoh Scarab Papyrus Scribe Amulet Canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Irrigation Shaduf Sphinx Stone Age Time line Stone Age Neolithic Mesolithic Neolithic Iron Age Bronze Age Hunter Gatherer Skara Brae Stonehenge Flint Rock Egyptians Addition Subtraction Pyramid Stonehenge Local History Comparison Contrast Similar Tourist Coast Attractions Otergimele North Meols Martin Mere Parish Estuary River Tourist Attraction Pier Coast</p> <p>Year 4</p>

	<p>Romans Roman Empire Invasion Enquiry Boudica Emperor Claudius AD and BCE Hadrian's wall Fort Soldiers English heritage Roman road Roman town Invent Roman Numerals Latin Language Coins</p> <p>Anglo-Saxons Saxons Invade East Anglia Cemertary Urns Fortified town Lawmaker Defeated Christianity Paganism Vikings Treaty</p> <p>Dilemma Romans Anglo Saxons AD Invasion</p> <p>Local History Shrimp Estuary Trawling Shanking Putting Amphibious RNLI Lifeboat Independent</p>
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Programmes of study

Year 5 / Year 6 / both

KS2- these objectives are covered and skills are developed throughout the whole of KS2

Chronological

- Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Knowledge and Understanding

- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Historical interpretation

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Organisation and Communication

- Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

Planning:

Term	Year 5	Year 6
Autumn	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Spring	A non-European society that provides contrasts with British history: Mayan civilization c. AD 900	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066- Crime and Punishment throughout the ages
Summer	Dilemma learning A local history study	Dilemma learning A local history study

Progression objectives- building on LKS2, these objectives are introduced in Year 5 and developed in Year 6 throughout the topics’ children are taught.

At the end of Year 5: children should be: deepening their understanding/ securing these skills

At the end of Year 6: children should be confidently demonstrating their understanding/ consolidating these skills.

Constructing the Past	Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
Sequencing past	Develop chronologically secure knowledge and understanding of British, local and world history.
Change and Development over different decades	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.
Cause and effect	Address and devise historically valid questions about cause.
Significance and interpretations	Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.
Planning and carrying out Historical Enquiry	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.
Uses sources as Evidence	Understand how our knowledge of the past is constructed from a range of sources.
Assessment opportunities	<p>Time boxes- this should also allow for KS1/LKS2 rewinds</p> <ul style="list-style-type: none">• The child can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. E.g. Select from a range of material and sequence using appropriate labels and dates (such as 'Classical') many of the main Ancient Greek/ Mayan developments, people and events. <p>Teaching and learning</p> <ul style="list-style-type: none">• The child can provide overviews of the most significant features of different themes, individuals, societies and events covered. E.g. Give a summary of the main features of Mayan / Greek society.• The child can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. E.g. Provide some similarities and differences affecting different forms of communication.• The child can explain the role and significance of different causes and effects of a range of events and developments. E.g. Explain how and why the Vikings were such successful travellers and how important this was in their success or how the Greeks influenced other civilisations?• The child can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. E.g. Critically evaluate the significance of the achievements and legacy of the Mayans. Understand how Crime and punishment changes over time.• The child can explain how and why it is possible to have different interpretations of the same event or person. E.g. Explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games or explain how and why the Mayan period ended.• The child can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. E.g. Pose independently a series of questions to investigate the success of the Anglo-Saxons / Greeks, select appropriate evidence and use this to produce a valid conclusion.• The child can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. E.g. Select evidence that supports their judgements of how the war affected the local area

Vocabulary

Year 5

Vikings Vikings Excavation Discovery Settlement Raiders Settlers Longboat Longhouse Chieftain Berserker Danegeld Thing Feast Raid Trade YggdrasilmRunes Farmer-warrior Pagan Danelaw Asgard Jarl Karl Figurehead Chainmail Valhalla
Mayans Mayan Maya Temple Jungles Mesoamerica Terrain Cultivation Nomads Farmers Irrigate (water) Trade Hierarchy Astronomy Sculpture Architecture Medicine Number system Decline

Dilemma Society Dilemma Compare Argue Debate

Local History Mere Tourism Attractions Pier Influence Development Amusement Park Tourism jockey Aintree Grand National Debilitating

Year 6

Ancient Greece Chronology Empire Locate State Democracy Democratic Ancient Modern Politics Ruling Ruler Dikasteria Boule Ekklesia Polis Metic Alexander the Great Ruthless Ambitious Aristotle Philip II Legacy City-states Conquer Hercules Hermes Zeus Poseidon Ares Aphrodite Theseus Achilles Odysseus Perseus Jason Minotaur Gorgon Hydra Cyclops Cerberus Chimera Mount Olympus Knucklebones Tunic Legacy

Crime and Punishment - judge Jury Court Trial Law Police Rebel Theft Exile Arson Libel Execution Pillory Crucifixion Guilty Innocent Victim Witness Roman Twelve Tables Legionaries Slave Noble Legacy Anglo-Saxon Tithing Hue And Cry Trial By Ordeal Wergild Oath-Keeper Tudor Torture Vagrancy Treason Vagrant Brank Scold's bridle Stocks Ducking Stool Rack Drunkard's Cloak Pillory Branding Execution Victorian

Dilemma - Compare Success Pro Con Debate Argue

Local History - Monument Heir Austria-Hungary Ottomans Armistice Marxism/ Marxist