

Curriculum Skills and Progression Map

History

Widnes Academy

2022- 2023



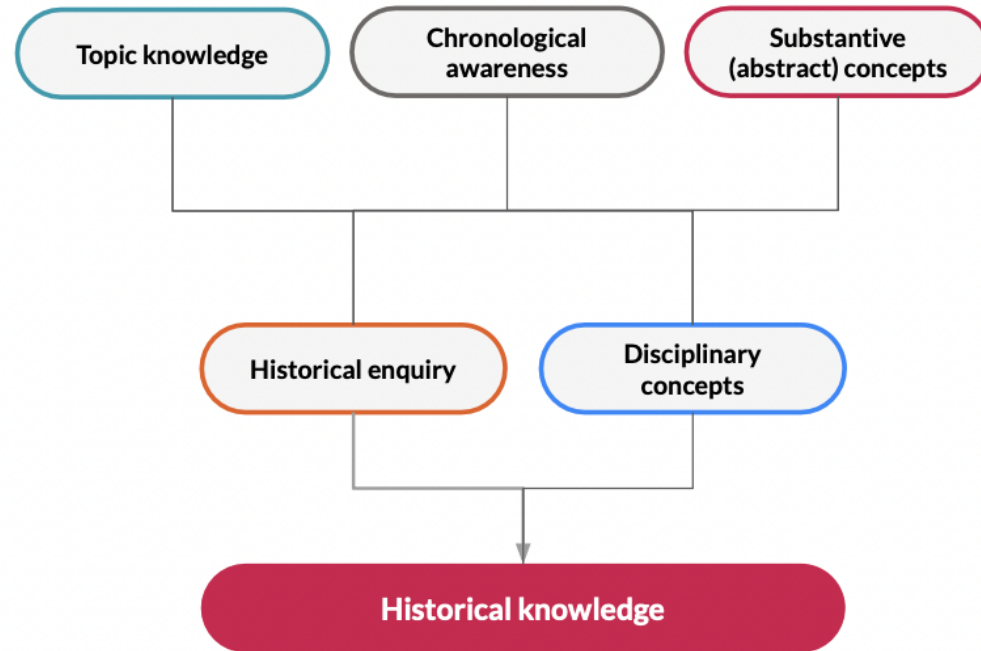
Introduction

History curriculum at Widnes Academy is organised to reflect the fact that 'knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.' (**Ofsted research review series: History, 2021**)

Challenges

Key Stage 2 classes change year-upon-year depending on cohort. Due to this, classes can change from straight year groups to mixed aged classes on a yearly or two-yearly basis. This creates a challenge to ensure coverage of knowledge. However, teachers use the progression of skills document to ensure that all children are covering and building upon the skills needed to be a great historian.

Substantive knowledge strands



Disciplinary strands

Year 1			
Chronological Awareness	Substantive Concepts	Disciplinary Concepts	Historical Enquiry
<p>Knowledge</p> <p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that the present is happening now</p> <p>To know that within living memory is 100 years.</p>	<p>Achievements of mankind:</p> <p>To know that some inventions still influence the world today – toys.</p> <p>To know some achievements and discoveries of significant individuals.</p>	<p>Knowledge</p> <p>Change and Continuity:</p> <p>To know that every day objects have changed over time.</p> <p>To know that people change as they grow older</p> <p>Cause and consequence:</p> <p>To know that everyday objects have changed as new materials have been invented.</p> <p>Historical Significance:</p> <p>To know that some people and events are considered more special or significant than others.</p> <p>Sources of Evidence:</p> <p>To know that photographs can tell use about the past.</p> <p>To know that we can find out about the past by asking people who were there.</p> <p>To know that artefacts tell us about the past.</p> <p>Historical Interpretations:</p> <p>To know that the past can be represented in photographs.</p>	<p>Asking how and why questions based on stories, events and people.</p> <p>Asking questions about sources of evidence (eg, artefacts).</p> <p>Using sources of information to answer questions.</p> <p>Drawing out information from sources.</p> <p>Making simple observation about the past from a source.</p> <p>Interpreting evidence by making simple deductions.</p> <p>Drawing simple conclusions.</p> <p>Communicating findings through discussion.</p>
<p>Skills</p> <p>Sequence 3 events in their own lifetime.</p> <p>Using common words and phrases for the passing of time (before, then, long ago)</p> <p>Sequencing three artefacts/photographs from different periods of time.</p> <p>Matching objects to people from different time periods.</p> <p>Placing events on a particular timeline.</p> <p>Recording on a timeline.</p>		<p>Skills</p> <p>Change and Continuity:</p> <p>Beginning to look for similarities' and difference over time in their own lives.</p> <p>Describe simple changes in objects</p> <p>Cause and Consequence:</p> <p>Asking why things happen and beginning to explain why.</p> <p>Historical Differences:</p> <p>Recalling special event in their own lives.</p> <p>Sources of Evidence:</p> <p>Using artefacts and photographs to answer questions about the past.</p> <p>Find answers from different sources about the past.</p> <p>Sorting artefacts from then to now.</p>	<p>Expressing a personal response to a historical story or event.</p>

		Historical Interpretations: Beginning to identify different ways to represent the past (eg, photos, stories etc)	
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Year 2			
Chronological Awareness	Substantive Concepts	Disciplinary Concepts	Historical Enquiry
<p>Knowledge</p> <p>To know a decade is ten years</p> <p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that events in history may last a different amount of time.</p>	<p>To know that monarch is a king or queen.</p> <p>To begin to identify achievements and inventions still influence their own lives today (eg, fire engines)</p> <p>To know the legacy of some inventions.</p> <p>Be aware of achievements of significant individuals.</p>	<p>Knowledge</p> <p>Change and Continuity:</p> <p>To know that daily life has changed over time but that there are some similarities to life today.</p> <p>Cause and consequence:</p> <p>To know that changes may come about because of improvement in technology</p> <p>Historical Significance:</p> <p>To know that some events may be more significant than others.</p> <p>To know the impact of a historical event on society.</p> <p>Sources of Evidence:</p> <p>To know that we can find out about how places have changed by looking at a map.</p> <p>To know that historians use evidence from sources to find out more about the past.</p> <p>Historical Interpretations:</p> <p>To know that the past can be represented in photographs and to develop their own interpretation.</p>	<p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically-valid questions.</p> <p>Evaluating how reliable a source is.</p> <p>Evaluating the usefulness of sources to a historical enquiry.</p> <p>Selecting information from a source to answer a question.</p> <p>Identify a primary source..</p>
<p>Skills</p> <p>Sequencing six photographs based on events.</p> <p>Placing events on a timeline, building on times studies in Year 1.</p> <p>Beginning to recognise how long each event lasted.</p> <p>Knowing where people/events fit into a chronological framework.</p>		<p>Skills</p> <p>Change and Continuity:</p> <p>Identify similarities and differences between ways of life at different times.</p> <p>Identify simple reasons for changes.</p> <p>Cause and Consequence:</p> <p>Asking questions about why people did things, why events happened and what happened as a result.</p> <p>Recognising why people did things, why events happened and what happened as a result.</p> <p>Historical Differences:</p> <p>Discussing who was important in a historical event.</p> <p>Sources of Evidence:</p> <p>Use artefacts and photos; make simple observations about a source or artefact.</p> <p>Show an understanding of historical concepts.</p> <p>Identify a primary source.</p> <p>Historical Interpretations:</p> <p>Beginning to identify different ways of representing the past.</p>	<p>Make links and connections across a study.</p> <p>Making simple conclusions about a question using evidence to support.</p> <p>Communicating answers to questions in a variety of ways: including discussion and drama.</p> <p>Expressing a personal response.</p>

Lower KS2 Progression of Skills			
Chronological Awareness	Substantive Concepts	Disciplinary Concepts	Historical Enquiry
<p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Understanding that history is divided into periods of history eg, ancient, middle ages, modern.</p> <p>Using BC/AD</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history.</p> <p>Placing a time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time.</p> <p>Noticing connections over a period of time.</p> <p>Making simple, individual timelines.</p>	<p><u>Invasion, settlement and migration:</u></p> <p>To begin to know that there were different reasons for invading Britain.</p> <p>To understand that there are varied reasons for coming to Britain.</p> <p>To know that there are different reasons for migration.</p> <p>To know that settlements changed over time.</p> <p>To understand that invaders and settlers influence the culture of existing population</p> <p>To understand that the Roman invasion led to a great increase in British trade in the world (cycle A only)</p> <p><u>Power</u></p> <p>To understand that different empires have different reasons for their expansion.</p> <p>To understand social hierarchies and structures exist.</p> <p><u>Achievements of Mankind:</u></p> <p>To be able to identify achievements and inventions that still influence our lives today from Roman times (cycle A only)</p>	<p><u>Change and Continuity:</u></p> <p>Identify reasons for change and reasons for continuities.</p> <p>Identify what the situation was like before the change occurred.</p> <p>Comparing different period sin history and identifying changes and continuity.</p> <p>Describe changes and continuity between different periods in history.</p> <p>Identify links between different societies.</p> <p><u>Cause and Consequence:</u></p> <p>Identifying the consequence of events and actions of people.</p> <p>Identify reasons for historical events and changes.</p> <p><u>Historical Differences:</u></p> <p>Recalling some important people and events.</p> <p>Identifying who is important in historical sources and accounts.</p> <p>To know that significant archaeological findings are those which change how we see the past.</p> <p><u>Sources of Evidence:</u></p> <p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p> <p>To know that we can make inferences and deductions using images from the past.</p> <p><u>Historical Interpretations:</u></p> <p>Identifying and giving reasons for different ways in which the past is represented.</p> <p>Identifying the difference between different sources and giving reason for the ways in which the past is presented.</p> <p>Exploring different representations from the period: archaeological evidence; cartoons; books etc.</p> <p>Independently using textbooks to gain historical knowledge.</p>	<p>Understanding how historical enquiry questions are structured.</p> <p>Creating historically-valid questions across a range of periods, cultures and groups.</p> <p>Asking questions about the main features of every day life in periods that are studied.</p> <p>Creating questions for different types of historical enquiry.</p> <p>Asking questions about the bias of historical evidence.</p> <p>Using a range of sources to construct knowledge from the past.</p> <p>Defining terms such as 'source' and 'evidence'.</p> <p>Extracting the appropriate information from sources.</p> <p>Identifying primary and secondary sources.</p> <p>Comparing and contrasting historical sources.</p> <p>Interpret evidence in different ways.</p> <p>Starting to make links and connections between periods of time.</p>

		<p>To know that archaeological evidence has limitation: it does not give all the answers or tell us about the emotions of people in the past.</p>	<p>Communicating knowledge and understanding through discussions, debates, drama and writing.</p> <p>Identify weaknesses in historical accounts and arguments.</p>
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Upper KS2			
Chronological Awareness	Substantive Concepts	Disciplinary Concepts	Historical Enquiry
<p>Sequencing events on a timeline, comparing where it fits in with times studied in previous groups.</p> <p>Putting dates in the correct century.</p> <p>Using relevant dates and relevant terms for the period and period labels, eg, Anglo Saxons.</p> <p>Developing a chronologically secure understating of British, local and world history.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Relating current study on timeline to other periods in history studied.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Link Literacy Tree books to the classroom timeline</p>	<p><u>Invasion, settlement and migration:</u> To understand there are increasingly complex reasons for migrants coming to Britain. To understand that migrants come from different parts of the world. To know about the negative and positive experiences that migrants to Britain face.</p> <p><u>Power</u> to understand how the monarchy exercised absolute power. To understand To know that there are different reasons for the decline of an empire.</p> <p><u>Civilisation:</u> To be understand how society is organised in different cultures, times and groups. . To understand the changing role of women and men in Britain (links to lit tree books)</p> <p>To understand that there are differences between early and later civilisations.</p> <p><u>Achievements of Mankind</u> To understand that people in the past were as inventive and sophisticated in thinking as people are today. To</p>	<p><u>Change and Continuity:</u> Making links between events and changes within and across different time periods. Identifying the reasons for change Describing the links between main events, similarities and changes within and across different periods studied. Describing the links between different societies. Explaining the reasons for change and continuity using the vocabulary and terms of the period. Analysing and presenting reasons for change.</p> <p><u>Cause and Consequence:</u> Giving reasons for historical events Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p> <p><u>Historical Differences:</u> Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and development.</p> <p><u>Sources of Evidence:</u> Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitation of the sources.</p> <p><u>Historical Interpretations:</u> Comparing accounts and events from different sources. Suggesting explanations for different versions of events. Evaluating usefulness of historical sources. Developing a range of strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions.</p>	<p>Asking historical questions with increasing difficulty.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p> <p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion.</p> <p>Recognising 'gaps' in evidence.</p> <p>Identifying how some sources with different perspectives can be used in historical enquiry.</p> <p>Consider a range of factors when discussing the reliability of sources.</p> <p>Making increasing complex interpretations using more than one source of evidence.</p> <p>Challenge existing interpretations of the past. Evaluating conclusions and identify ways to improve conclusions.</p> <p>Show written and oral evidence.</p>

			Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, writing, podcasts.
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Highlighted in blue are areas of key focus for Year 4/5 (a mixture of lower key stage and upper key stage)

	History Coverage of Knowledge		
	Term 1	Term 2	Term 3
Year 1	How Am I Making History?	How Have Toys Changed?	How Have Explorers Changed the World?
Year 2	Great Fire of London	How Was School Different in the Past?	How Did Mankind Learn to Fly?
	Cycle A 2022 – 2023		
Year 3/4	Stone Age, Bronze Age, Iron Age Last year's Year 3s concentrated on Stone age so recap stone age but look more at the bronze and iron age.	How have children's lives changed? Include local history	Why did the Romans settle in Britain?
Year 4/5	Were the Vikings raiders or peace lovers? (Revise Anglo Saxons first – some have covered this, some have not)	Local Study: Liverpool Docks and Merseyside Music	Crime and Punishment Please include LOTS of timeline work as children cover lots of different era.
Year 5/6	What was life like in Tudor England?	What did the Greeks ever do for us?	Migration (link to local area and how West Bank started)
	Cycle B 2023 – 2024		

Year 3/4	Would you prefer to live in the Stone Age or Iron Age?	How different were the beliefs in ancient Egypt?	How hard was it to invade and settle in Britain – anglo saxons
Year 4/5	How hard was it to invade and settle in Britain – Anglo Saxons	Shang Dynasty	What was the impact of WW2 on the people of Britain?
Year 5/6	What does the census tell us about our local area?	Why did the Mayan Civilisation decline so quickly?	Just Year 5s: Ancient Greece

EYFS

3-4 Year Olds	4-5 Year Olds	ELG
<ul style="list-style-type: none"> • I know my age and that I am in nursery. I know my parents are older- adults to support with older and younger. I know how old I am next • Bonfire night – safety story of Guy Fawkes • I know that Christmas comes after Halloween and that Halloween comes before Christmas • I am beginning to order pictures from a story • I can order the changes of a caterpillar- I am beginning to use the words first and then with support • I know that my holiday was in the past and I am beginning to use the past tense words went and was • I know people have travelled to space and the moon in the past 	<ul style="list-style-type: none"> • I can talk about my family and make connections between my own family and other families • I know that families can be different • I can talk about experiences with my family e.g. things that have happened in the past • I can say what happened first, next etc. • I can put important events on a timeline (whole class) • I can talk about special historical events- Remembrance Day • I can talk about my history • I know that Guy Fawkes was a long time ago • I know that we celebrate Bonfire Night – Bonfire night safety • I know that people from the past were talented 	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling

	<ul style="list-style-type: none">• I know that there are lots of talented people now• I can explore similarities and differences between schools now and schools a long time ago (links to Super Milly and the Super School Day)• I know that dinosaurs were around a long time ago• I can use words such as a long time ago, before I was born or in the past• I know that fossils are old• I can talk about what the world looked like in the past• I know that different people and animals have travelled into space <p>I know that Neil Armstrong was the first man to land on the moon</p>	
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