

Year 1 Skills	Chronological Understanding	Historical Knowledge	Interpretations of History	Historical Enquiry	Organisation Communication
Expected	Sequence events or objects in chronological order	Begin to describe similarities and differences in artefacts  Why people did things in the past  Use a range of sources to find out characteristic features of the past	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	Sort artefacts “then” and “now”  Use as wide a range of sources as possible  Speaking and listening to each other  To ask and answer questions related to different sources and objects	Time lines (3D with objects/ sequential pictures)  Drawing  Drama/role play  Writing (reports, labelling, simple recount) ICT
Greater Depth	Can they ask relevant questions using a range of artefacts/ photographs provided? • Can they find out more about a person or event from the past through their own research?				
	Coverage	Vocabulary		Links to Lit Tree	
Autumn	National Curriculum: Changes in living memory? Ways I have changed. How transport has changed over time.	Travel, transport, steam engine, petrol/combustion engine, electric cars		n/a	
Spring	National curriculum: Significant person Lowry Local significant person. John Hutchinson- link to Spike Island and soap.			n/a	
Summer	National curriculum: Significant people in history. Rosa Parkes Martin Luther King	Equality, respect, diversity		n/a	

<b>Year 2 Skills</b>	<b>Chronological Understanding</b>	<b>Historical Knowledge</b>	<b>Interpretations of History</b>	<b>Historical Enquiry</b>	<b>Organisation Communication</b>
Expected	<p>Sequence events</p> <p>Sequence photos etc from different periods of their life</p> <p>Describe memories of key events in lives</p>	<p>Find out about people and events in other times</p> <p>Collections of artefacts – confidently describe similarities and differences</p> <p>Develop empathy and understanding (hot seating, sp. and listening)</p>	<p>Compare pictures or photographs of people or events in the past</p> <p>Able to identify different ways to represent the past</p>	<p>use a source – why, what, who, how, where to ask questions and find answers</p> <p>Sequence a collection of artefacts</p> <p>Use of time lines</p> <p>Discuss the effectiveness of sources</p>	<p>Class display</p> <p>museum annotated photographs</p> <p>ICT</p> <p>Drama</p> <p>Writing</p>
Greater Depth	Can they research the past using multiple sources and summarise the key points? • Can they use every day historical terms; past, present and future. Communicate their knowledge through discussions and writing?				
	<b>Coverage</b>	<b>Vocabulary</b>		<b>Lit Tree Links</b>	
<b>Autumn</b>	National Curriculum: events beyond living memory - The Great Fire of London	Burning, River Thames, Tower of London, Samuel Pepys, Pudding Lane, King Charles II, Bakers, Diary, Cart & Smoke		The Great Fire of London	
<b>Spring</b>	N/A				
<b>Summer</b>	National Curriculum: Significant other Tasks				

Year 3 Skills	Chronological Understanding	Historical Knowledge	Interpretations of History	Historical Enquiry	Organisation Communication
Expected	Place the time studied on a time line  Sequence events or artefacts  Use dates related to the passing of time	<b>Find</b> out about everyday lives of people in time studied. <b>Compare</b> with our life today. Identify reasons for and results of people's actions. <b>Understand</b> why people may have had to do something. Study change through the lives of significant individuals	<b>Identify</b> and give reasons for different ways in which the past is represented. <b>Distinguish</b> between different sources and evaluate their usefulness. <b>Look</b> at representations of the period – museum, cartoons.	<b>Use</b> a range of sources to find out about a period. <b>Observe</b> small details – artefacts, pictures . <b>Select</b> and record information relevant to the study. <b>Begin</b> to use the library, e-learning for research. Ask and answer questions	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode
Greater Depth	Can they begin to use more than one source of information to bring together a conclusion about an historical event?				
	<b>Coverage</b>		<b>Vocabulary</b>		<b>Links to Lit Tree</b>
<b>Autumn</b>	<b>National curriculum:</b> changes in Britain from the Stone Age to the Iron Age		Cave, artefacts, Stonehenge, roundhouse, Skara Brae, settlement, hunter-gather		Stone Age Boy
<b>Spring</b>	<b>National curriculum:</b> the achievements of the earliest civilizations - Egyptians		Hieroglyphics, mummy, papyrus, pharaoh, pyramid, Rosetta stone, Tutankhamun		The Story of Tutankhamun
<b>Summer</b>	<b>National curriculum:</b>				
	<b>Stone Age Workshop booked</b>				

Year 4/5 Skills	Chronological Understanding	Historical Knowledge	Interpretations of History	Historical Enquiry	Organisation Communication
Expected	Place events from period studied on a time line Use terms related to the period and begin to date events Understand more complex terms e.g. BCE/AD Relate current studies to previous studies	<b>Use</b> evidence to reconstruct life in time studied. <b>Identify</b> key features and events. Look for links and effects in time studied. <b>Offer</b> a reasonable explanation for some events. <b>Develop</b> a broad understanding of ancient civilisations.  <b>Compare</b> an aspect of life with the same aspect in another period.	Look at the evidence available  Compare accounts of events from different sources. Fact or fiction  Begin to evaluate the usefulness of different sources  Use of text books and historical knowledge	Use evidence to build up a picture of a past event  Begin to identify primary and secondary sources  Choose relevant material to present a picture of one aspect of life in time past  Ask a variety of questions  Use the library, e-learning for research	Select data and organise it into a data file to answer historical questions  Know the period in which the study is set  Display findings in a variety of ways
Greater Depth	Can they research two versions of an event and say how they differ?				
	<b>Coverage</b>		<b>Vocabulary</b>		<b>Links to Lit Tree</b>
<b>Autumn</b>	National Curriculum: WW2 Alan Turner		Allies, commemorate, home front, rationing, evacuation		Anne Frank
<b>Spring</b>	National Curriculum: Britain's settlement by Anglo-Saxons and Scot		Earls, oath, succession, long ship, conquest, invader, shield wall		Weslandia
<b>Summer</b>	<b>National Curriculum: Local History: Railway</b>		Locomotive, nationalised, passenger, privatised, railroad, Rainhill trials		
	Anglo Saxon Workshop – booked				

Year 5/6 Skills	Chronological Understanding	Historical Knowledge	Interpretations of History	Historical Enquiry	Organisation Communication
Expected	Place current study on time line in relation to other studies Know and sequence key events of time studied Use relevant terms and periods labels Relate current studies to previous studies Make comparisons between different times in history	Study different aspects of life of different people – differences between men and women Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Examine causes and results of great events and the impact on people. Study an ancient civilization in detail Compare and contrast ancient civilisations	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Offer some reasons for different versions of events	Recognise primary and secondary sources  Use evidence to build up a picture of life in time studied  Select relevant sections of information Confident use of library, e-learning, research	Fit events into a display sorted by theme time  Use appropriate terms, matching dates to people and events  Record and communicate knowledge in different forms· work independently and in groups showing initiative
Greater Depth	Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?				
	<b>Coverage</b>		<b>Vocabulary</b>		<b>Lit Tree Links</b>
<b>Autumn</b>	National Curriculum Local history WW2		Allied powers, armistice, artillery, front line, no man's land, propaganda, trench warfare		Anne Frank
<b>Spring</b>	National curriculum: a non-European society – Mayans		Cacao, chichen itza, haab, pyramid, Yucatan peninsula		Rain Player
<b>Summer</b>	National curriculum: British history that extends pupils' chronological knowledge beyond 1066 – monarchs		Assassination, commonwealth, invade, magna carta, monarch, rebels, reign, revolt		Princess and the blanket
	Mayan workshop booked				

EYFS	National Curriculum	Vocabulary	Key Questions	Local Links
	Talk about the lives of the 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"> <li>• Past</li> <li>• Present</li> <li>• Lives</li> <li>• Long ago</li> <li>• Events</li> <li>• Stories</li> <li>• Sequence</li> <li>• Time</li> <li>• Before</li> </ul>	<p>Can they talk about past and present events in their own lives and in the lives of their family?</p> <ul style="list-style-type: none"> <li>• Can they order and sequence familiar events?</li> <li>• Can they ask questions about past events or the lives of people in their family? age related to time?</li> </ul>	
Coverage	Autumn	Spring	Summer	

# Curriculum Skills and Progression Map

## History

### Widnes Academy

### 2021 – 2022



