

Wisewood Primary School Whole School Curriculum Map

Progression in History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Concepts	Chronology Continuity and change	Chronology Continuity and change Duration Significance Interpretation and diversity	Chronology Continuity and change Duration Significance Interpretation and diversity Cause and consequence.	Chronology Continuity and change Duration Significance Interpretation and diversity Cause and consequence Settlement	Chronology Continuity and change Duration Significance Interpretation and diversity Cause and consequence Settlement Migration	Chronology Continuity and change Duration Significance Interpretation and diversity Cause and consequence Settlement Migration	Chronology Continuity and change Duration Significance Interpretation and diversity Cause and consequence Settlement Migration
Topic	1. Marvellous Me 2. Heroes and Villains 3. Local History: Parks	1. My Family 2. Toys 3. Local History: Sport	1. Significant People in the History of Space Travel 2. Significant Events and the Impact of – The Great Fire of London 3. Local History: The Sheffield Flood	1. Stone Age 2. Ancient Egypt 3. Local History: Football	1. Ancient Greece 2. Romans 3. Local History: Steel	1. Mayans 2. Anglo Saxons & Vikings 3. Local History: Music & Theatres	1. WW2 2. History of Medicine and Disease. 3. Local History: Universities
Vocabulary	Parent, grandparent, sibling, last ... (previously /past), this (present/future)	a long time ago, when I was little, past, since I was born, when parents were young, when	before I was born, before/after, past/present, then/now, sequence, chronological order, earlier, later, when	BC/AD, decade, ancient, century, timeline, period, settlers, settlement, invaders/invasion, conquer(ed), combat,	recent history, time difference, empire, impact accurate picture of the past, scaled-timeline, interpretation	Parallel, civilisation, bias, reliability, cause, effect, hypothesis, societies, summarise,	Relevant, depict, depiction, propaganda, British Empire, mono-cultural,

	ture), old, new, first, next, after that, finally, special, celebrate	grandparents were young, famous, event(s), years, difference, object, artefact, picture, photograph, explain, used for, order	local area, historical event, research, similarities/ differences	archaeologists, excavate, evidence, historical information, historian, source, eye-witness account		advancements,	multi-cultural
Chronological Understanding	Sequence events in a story or recount events which have happened to them in order Children express themselves using past, present and future forms.	Sequence objects or artefacts in age order. Order personal events on a timeline Then, now, after, before, a long time ago, before I was born . . .	To sequence objects, events beyond living memory e.g. How has transport changed over time? Between, past and present	To use both AD and BC on a timeline. Order the events of history with the given dates. Decade, Century	To create specific, closed timelines within a set period of time. For instance, the span of the Roman Empire. Furthermore, a scaled-timeline that includes dates of a specific series of events. E.g the Roman	To understand that events in History can overlap in terms of time. Begin to create parallel time lines for time periods taught.	Draw own timeline with 2 time periods - world and British history. Compare changes within and across different time periods.

	accurately when talking about events that have happened or are to happen in the future.				invasion of Britain		
Knowledge and understanding of events, people and changes in the past	<p>Show interest in the lives of people who are familiar to them</p> <p>Remember and talk about significant events in their own experience</p> <p>Recognise and describe special</p>	<p>Knowledge of aspects of living memory e.g what kind of toys did your parent and grandparents use?</p> <p>Whole School, Summer 1 – Local History Study</p>	<p>Knowledge of a significant national or global event.</p> <p>E.g. The Great Fire of London</p> <p>Knowledge of a significant individual from the past who has contributed to national/international achievements e.g Neil Armstrong/Tim Peake</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Achievements of Ancient Egypt</p> <p>Whole School, Summer 1 – Local History Study</p>	<p>Ancient Greece – Study of Ancient Greek life, achievements and their influence on the Western World</p> <p>The Roman Empire and its impact on Britain</p> <p>Whole School, Summer 1 –</p>	<p>Britain's settlement by Anglo-Saxons and the Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A study of the Mayan civilization Circa AD 900</p>	<p>Studies of aspects or themes in British history that extends pupil's chronological knowledge beyond 1066 e.g. WW2</p> <p>A change in an aspect of social history e.g. Medicine and disease</p>

	times or events for family or friends		Whole School, Summer 1 – Local History Study		Local History Study	Whole School, Summer 1 – Local History Study	Whole School, Summer 1 – Local History Study
Connections and Historical Links	Develop own narratives and explanations by connecting ideas or events that are special to them/ relevant to their lives.	How is my life similar to my parents' and grandparents'?	<p>How has transport changed over time?</p> <p>I.e. the development of technology allowing us to travel to the moon.</p> <p>From Horse & Cart to Space Travel</p> <p>How would things be different if the Great Fire of London happened today?</p>	Children to understand and appreciate that the Stone Age (8,000 B.C to 43 AD) and Ancient Egypt (3500 B.C to 30 AD) are concurrent events.	Children to understand that the Roman Empire signified the end of Egyptians and Iron Age. Also, the Roman invasion of Britain and the ending of the Iron Age in Britain.	<p>Children to understand that the Fall of Rome coincides with Anglo-Saxons settlements before Viking invasions.</p> <p>Local Yorkshire links to both Anglo-Saxons and Vikings to be established.</p> <p>A link between Egyptians' work back in</p>	<p>Focus upon a specific aspect of historical knowledge, e.g. medicine and disease. How did different civilisations deal with outbreaks of disease? Why? How has this changed over time?</p> <p>Make sure to draw links between as many</p>

						Y3 and drawing similarities and differences between those and the Mayans	previously taught areas of history e.g. Mayans, Egyptians, Romans etc.
Gathering historical information	Children give their attention to what others say and respond appropriately – listen and respond to their friends/family/teachers when talking about their experience/what is	<u>Sources</u> Use sources from within <u>living memory</u> to <u>compare to themselves</u> . Use photos and artefacts to gather information E.g. photographs of family member as a child compared against their own life.	<u>Sources</u> Using sources from the <u>past</u> i.e. videos, photos and artefacts to gather information to answer given questions. E.g. Photograph of planes, automobiles: What were cars like in the past? Pick out the features etc. Similarities and differences between given	<u>Sources</u> Understand that sources are artefacts, photographs, eyewitness accounts etc <u>from the time of the event</u> . Books written about history after it has happened are not historical sources. Recognise the role of archaeologists	<u>Sources</u> Understand what sources are and be able to identify different types. <u>Interpretations</u> Understand the difference between sources and interpretations. Discuss why some interpretations could be unreliable e.g. drawings of	<u>Sources</u> Be able to suggest different sources which may be useful to answer certain historical questions. Use a variety of sources to draw conclusions and create own interpretation	<u>Sources</u> To be able to gather information from a wide range of sources and select which sources are most relevant. Use different sources depicting the same event e.g. news article and diaries about

	<p>special or important to them</p> <p>Talk about objects which are important to them and understand that objects are important to different people for different reasons</p> <p>Use pictures to gather information – simple retrieval/inference</p>	<p>How did people used to dress when your parents were young?</p> <p><u>Interpretations</u></p> <p>Use books and videos to gather information about the past.</p>	<p>stimulus e.g. photographs showing change</p> <p>E.g. How has transport changed over time?</p> <p><u>interpretations</u></p> <p>Use books, videos and pictures to support information gathered from source to discuss similarities and differences – how have things changed over time.</p>	<p><u>Interpretations</u></p> <p>Understand that we can find out information about history from books, films etc but that these are not historical sources.</p> <p>Use a combination of at least 2 sources and/or interpretations to be able to infer what life may have been like in the past.</p>	<p>Romans for children's books compared to a real roman helmet found by an archaeologist.</p>	<p>of time periods.</p> <p><u>Interpretation</u> <u>s</u></p> <p>Beginning to understand bias.</p> <p>To comment on the reliability and bias of different interpretation and why they may have been created that way.</p> <p>Begin to understand how interpretations of history might reflect the time period they were made</p>	<p>evacuation and compare and contrast these.</p> <p>Discuss source bias and reasons behind it.</p> <p>E.g. Blitz spirit news articles</p> <p><u>Interpretations</u> <u>ns</u></p> <p>Understand that interpretations of history may have bias and why this might be.</p> <p>Understand that biased interpretations and sources can still be</p>
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						in. E.g. How have interpretation of Vikings changed over time and why?	useful to historians as they reflect the time period they were made in or are from.
Historical Enquiry	Shows interest in the lives of people who are familiar to them	Talk about significant events in their own experience and that of previous generations of their family (living memory). Ask a 'what' question	Look at the objects from the past and ask questions i.e. what were they used for? How they've changed?	Ask questions – who, what, how where, why Find answers in a given extract of text, photographs, and video. Begin to use e-learning to conduct research to answer own questions about an event.	To further develop the 5 W's of historical questioning and enquiry and ask how questions. E.g. How were the Ancient Greeks similar to the Romans	To develop questioning relating to the cause of historical events and the effects they had. E.g. How did the Spanish effect the Mayan Empire? (Disease, Slavery etc.)	To develop questioning relating to the cause of historical events and the impact they have had. To explain the significance of these events relating them to prior knowledge of the past and present day life.

							<p>E.g Which society of the past has had the biggest impact on modern British life?</p> <p>Line of enquiry with use of sources and skills previously learned.</p>
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