

Wardley CE Primary School: History Curriculum Progression

| Progression in Skills in History: Wardley CE Primary School | | | | |
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| Y1 | Y1 History Units | | | |
| Y1 | <p><u>WHO WAS GRACE DARLING?</u> The aim of the unit is that children will be able to recall main events of a female heroine’s life and understand why this was significant for the Victorian time period. They will also gain an understanding of why people travelled by ships and how this links to the location she lived in. National curriculum link: Children should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p><u>HOW DID OUR COUNTRY CHANGE DURING THE REIGN OF QUEEN ELIZABETH II?</u> The aim of the unit is to further develop children’s ability to recall main events from a significant person’s life. They will discover what a monarch is and what it means to be a monarch. Children will also discover how beliefs and society shaped the Queen’s role and changed the culture and pastimes of the country over her reign. Children will also gain an understanding of what a nation is. National curriculum link: Children should be taught about the lives of significant individuals in the past who have contributed to national and international achievements and changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p> <p><u>WHAT WAS THE GREAT FIRE OF LONDON?</u> The aim of the unit is to develop children’s understanding of the Great Fire of London. The children should understand why it was a significant national event. They should understand what the Great Fire was, why it happened and what its consequences were. National curriculum link: Children should be taught about events beyond living memory that are significant nationally or globally.</p> | | | |
| Y1 | To investigate and interpret the past | To build an overview of world history | To understand chronology | To communicate historically |
| Y1 | <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. | <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. | <ul style="list-style-type: none"> • Place events and artefacts in order on a timeline. • Label timelines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate | <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation’s history. • Show an understanding of concepts such as civilisation, migration & exploration. |

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| Y2 | Y2 History Units | | | |
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| Y2 | <p><u>HOW DID THE FIRST FLIGHT CHANGE THE WORLD</u></p> <p>The aim of the unit is that children know that the first aeroplane was flown by the Wright brothers for 12 seconds on the 17th December 1903. The children should understand that the achievement was to pilot a heavier-than-air machine that took off under its own power, remained under control and sustained flight. Children should understand how the aeroplane has continued to develop and how it has changed the way we live. National curriculum link: Children should be taught about events beyond living memory that are significant nationally or globally.</p> <p><u>DID LOWRY’S PAINTINGS SHOW WHAT LIFE WAS REALLY LIKE IN MANCHESTER?</u></p> <p>The aim of the unit is that children understand who Lowry was and what life was like for him growing up in Manchester. The children will use artefacts such as his original paintings and modern interpretations to get an idea of Manchester as an urban city full of factories, mills and residential buildings. National curriculum link: Children should be taught about significant historical events, people and places in their own locality.</p> <p><u>WHO WAS THE MOST SIGNIFICANT EXPLORER?</u></p> <p>The aim of the unit is that children understand that travel and exploration are an integral part of human nature. This gives a basis for learning in later years when looking at the movement of ancient civilisations such as Romans and the Vikings. They will look in depth at four significant explorers and discover their reasons for exploring using artefacts before making a reasoned judgement on who was the most significant. They will also look at how women's roles in exploration were limited due to society's views. National curriculum link: Children should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Children should be taught about events beyond living memory that are significant nationally or globally.</p> | | | |
| Y2 | <p>To investigate and interpret the past</p> | <p>To build an overview of world history</p> | <p>To understand chronology</p> | <p>To communicate historically</p> |
| Y2 | <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. | <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. | <ul style="list-style-type: none"> • Place events and artefacts in order on a timeline. • Label timelines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. | <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation’s history. • Show an understanding of concepts such as civilisation, migration & exploration. |

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| Y3 | Y3 History Units | | | |
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| Y3 | <p><u>WHAT WAS NEW ABOUT THE STONE AGE?</u> The aim of the unit is that children understand that the Stone Age lasted a very long time and is when our ancestors began to use tools and weapons made of stone to hunt and eat. They will look at evidence and artefacts to see how this differed between groups of people. They will also look at how a change in climate meant crops were more readily available and people began to farm. National curriculum link: Children should be taught about changes in Britain from the Stone Age to the Iron Age.</p> <p><u>HOW SIMILAR AND HOW DIFFERENT WAS LIFE IN THE BRONZE & IRON AGES?</u> The aim of the unit is that children understand that the use of bronze and iron was significant as it changed the way people farmed and affected conflict. The children will also learn that historical artefacts showed how connected societies were in ancient times. National curriculum link: Children should be taught about changes in Britain from the Stone Age to the Iron Age.</p> <p><u>HOW MUCH DID THE ANCIENT EGYPTIANS ACHIEVE?</u> The aim of the unit is that children understand that Ancient Egypt was home to some of the most influential inventions and discoveries in history such as writing, mathematics, paper, religion, astronomy and medicine. Children will use primary evidence such as pyramids, tomb paintings and pottery to discover what daily life was like. National curriculum link: Children should be taught about the achievements of the earliest civilizations.</p> | | | |
| Y3 | <p>To investigate and interpret the past</p> | <p>To build an overview of world history</p> | <p>To understand chronology</p> | <p>To communicate historically</p> |
| Y3 | <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. | <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use dates and terms to describe events. | <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. |

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| Y4 | Y4 History Units | | | |
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| Y4 | <p><u>WHAT HAPPENED WHEN THE ROMANS CAME?</u> The aim of the unit is that children understand that the Romans started as a small village and became a very successful Empire eventually successfully invading Britain in 43 CE. They will look at how the Roman military enabled them to control significant, valuable trade routes. The children will also look at artefacts such as Hadrian’s Wall. National curriculum link: Children should be taught about the Roman Empire and its impact on Britain.</p> <p><u>WAS THE VICTORIAN INDUSTRIAL REVOLUTION A GOOD THING?</u> The aim of the unit is that children understand that the Industrial Revolution was a significant period of change in Britain’s history. The British Empire grew and new inventions changed the way people lived and worked, some becoming richer whilst others living in extreme poverty. Agriculture was no longer the main source of work and people moved into urban areas. National curriculum link: Children should be taught about a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p><u>WHAT IS THE STORY OF MIGRATION IN BRITAIN?</u> The aim of the unit is that children understand that migration is not just a feature of modern times. They will look at the reasons people migrated to Britain, what the experiences of groups of people were like and how migration has shaped the country we live in today. National curriculum link: Children should be taught about a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> | | | |
| Y4 | To investigate and interpret the past | To build an overview of world history | To understand chronology | To communicate historically |
| Y4 | <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. | <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use dates and terms to describe events. | <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. |

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| Y5 | Y5 History Units | | | |
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| | <p><u>WHAT IMPACT DID THE ANGLO-SAXONS HAVE?</u> The aim of the unit is that children understand that the Anglo-Saxons were descendants of the Angles and Saxons (from now Northern Germany) and Jutes (Denmark) who invaded after the Romans left in 410 CE. There were lots of conflicts during this time and the land they conquered was split into small kingdoms. The children should understand that they brought their own methods of building, religious beliefs and language. National curriculum link: Children should be taught about Britain’s settlement by Anglo-Saxons and Scots.</p> <p><u>WERE THE VIKINGS JUST VICIOUS RAIDERS?</u> The aim of the unit is that children understand that the Vikings from Scandinavia were brilliant sailors, explorers and warriors. The children should understand that the Vikings initially did not want to conquer but raid, however, they were also excellent traders. This meant they eventually began to colonise large parts of England and Ireland and there was a lot of conflict with the Anglo-Saxons. National curriculum link: Children should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><u>WHY DO WE REMEMBER THE MAYA?</u> The aim of the unit is that children understand that the Maya were an ancient civilisation in the tropical rainforests of central America that lasted over 2000 years. They were expert mathematicians, skillful astronomers and architects. They will look at evidence about their life but also look at how a lack of evidence means we are not fully sure why they abandoned their cities. They will also compare the way they were living to how Britain was living in the Dark Ages. National curriculum link: Children should be taught about a non-European society that provides contrasts with British history.</p> | | | |
| Y5 | To investigate and interpret the past | To build an overview of world history | To understand chronology | To communicate historically |
| Y5 | <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. | <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events | <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas |

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| Y6 | Y6 History Units | | | |
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| | <p><u>HOW DID WWII IMPACT SALFORD?</u> The aim of the unit is that children understand why WWII started and how Britain was involved. They will look in depth at the Blitz and its significance and where it was affected. They will also look at the impact this had on different communities in the locality using evidence discovering media and bias and the reliability of evidence. The children will also understand how the war changed the lives of women and how society viewed them. National curriculum link: Children should be taught about a local history study.</p> <p><u>WHY SHOULD WE THANK THE ANCIENT GREEKS?</u> The aim of the unit is that children understand that the Ancient Greeks were one of the most influential civilisations in history. The children will look at the impact on modern society such as language, architecture, art and culture. They will also compare to previously studied ancient civilisations- the Ancient Egyptians and the Mayans. National curriculum link: Children should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> | | | |
| Y6 | To investigate and interpret the past | To build an overview of world history | To understand chronology | To communicate historically |
| Y6 | <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. | <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately in describing events | <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas |

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