

Westbury-on-Severn CE Primary School Progression Map : History



The Westbury history curriculum will enable our children to understand and experience what it is to be a historian.

Our History Curriculum will:

- Enable pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world
- Inspire pupils' curiosity to know more about the past
- Equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The key skills in being a historian include:

Show chronological awareness– Chronological understanding involves sequencing, events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past. Therefore, children will learn the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

Build an overview of World History– The children will learn significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind They will gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Children will use their knowledge of the World's history to explore how it has had an impact on modern day life.

Investigate, interpret and enquire about the past – The children will investigate the past by exploring artefacts and handling objects. This will help them ask questions, interpret information from a variety of sources and provide them with lines of enquiry to explore. They will have opportunities to identify some of the different ways the past has been represented and recognise that sources might not always provide us with accurate information. They will explore different accounts of historical events and explain some reasons as to why these accounts may differ. Through enquiring about the past, they will explore cause and consequence. Finally, the children will look at how an event or person has had a significant impact on life in modern Britain and around the world.

To communicate historically – Children will have opportunities to show their understanding through communicating this both verbally and through their work. History learning will be presented through a variety of activities so children can present their information and ideas in

original ways. They will use subject-specific vocabulary to explain they have learnt and be introduced to concepts such as: civilisation, monarchy, parliament, democracy, and war and peace.

Content:

Our children are taught in mixed year age group and therefore some of our classes have a two-year content cycle, another a three-year cycle.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R/1 Year A	Footprints on Earth Forest of Dreams Local history study		Dinosaurs, sticks and stones Famous historical figure Mary Anning		Once upon a time How have homes changed over time?	
Year R/ 1 Year B	Amazing animals		Superheroes Blast Off! Communication and technology		Grizzly bears and ferocious beasts Britain's past - Our royal family History of transport	
Year 2/3 Year A	Into the forest Historical event beyond living memory The Gunpowder Plot		A long time ago Changes in Britain from Stone age to Iron age.		The Great Fire Of London- Historical event beyond living memory The Great Fire of London	
Year 2/3 Year B	All things bright and beautiful Famous historical figure Mary Seacole & Florence Nightingale		Light and dark! Famous historical figure (inventors) Alexander Graham Bell		Romans The Roman Empire and its impact on Britain	
Year 4/5/6 Year A	Chocolate Ancient Civilisations – The Maya		All creature great and small		Indian adventures Indus Valley Civilization	
Year 4/5/6 Year B	Off with their heads! Vikings, Anglo-Saxons and Scots.		Around the world in 80 lives		Amazing Me	
Year 4/5/6 Year C	To infinity and beyond		Destination Westbury – Local history study – Westbury on Severn		All the world's a stage – Ancient Greece	

Westbury Weaves:

Our history teaching and learning consciously supports retrieval of prior knowledge in order to help children make connections about the past. This is done through our 'Westbury Weaves' which are key drivers used to support different elements of historical enquiry.

The Westbury Weaves help us be historians and 'zoom in' on a particular focus area of the past. Our Westbury Weaves are: Power, Transport, Homes, Communication & Technology and Crime and Punishment.

 <p>Power</p>	 <p>Homes</p>	 <p>Communication and Technology</p>
 <p>Transport</p>	 <p>Crime and Punishment</p>	





National curriculum coverage:

Strand	Preschool	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	By the end of preschool pupils will have had the opportunity to...	By the end of reception pupils will have had the opportunity to...	By the end of Year 1 pupils will have had the opportunity to...	By the end of Year 2 pupils will have had the opportunity to...	By the end of Year 3 pupils will have had the opportunity to...	By the end of Year 4 pupils will have had the opportunity to...	By the end of Year 5 pupils will have had the opportunity to...	By the end of Year 6 pupils will have had the opportunity to...	
Knowledge N.C.	<p>Forest of Dreams unit. changes within living memory. significant people and places in their locality. DM- Talk about members of their immediate family and community, Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. ELG - 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</p> <p>Dinosaurs Mary Anning - the lives of significant individuals in the past who have contributed to national and international achievements. DM - Compare and contrast characters from stories, including figures from the past. ELG - 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>Once upon a time- How have homes changed over time? Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p>			<p>Into the forest – The gunpowder plot- the lives of significant individuals in the past who have contributed to national and international achievements. Events beyond living memory.</p> <p>A long time ago - changes in Britain from the Stone Age to the Iron Age.</p> <p>The Great Fire of London events beyond living memory that are significant nationally or globally.</p> <p>All things bright and beautiful -Mary Seacole & Florence Nightingale the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Light and dark– The telephone race- the lives of significant individuals in the past who have contributed to national and international achievements.</p>			<p>Chocolate - a non-European society that provides contrasts with British history –Mayan civilization c. AD</p> <p>Indian Adventure - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Indus Valley;</p> <p>Off with their heads - Britain’s settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Destination Westbury – a local history study. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>All the World’s a Stage - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>		





	<p>DM - Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>ELG - 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;</p> <p>Superheroes- How has technology changed over time? Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p> <p>DM - Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>ELG - 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;</p> <p>Castles – Our Royal Family- Britain’s past. 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</p> <p>DM - Compare and contrast characters from stories, including figures from the past.</p> <p>ELG - 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>Off we go- The history of transport.</p>	<p>Romans – The Roman Empire and its impact on Britain.</p>	
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	<p>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory – the first aeroplane flight.</p> <p>DM - Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>ELG - 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;</p>		
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Willow Class

<p>To be a historian we must...</p>	<p>Investigate, interpret and enquire about the past.</p> 	<p>Build an overview of World History.</p> 	<p>Show chronological awareness.</p> 	<p>To communicate historically.</p> 
<p>Willow Class</p> <p>EYFS (skills based on the development matters framework)</p>	<ul style="list-style-type: none"> • Match objects to people of different ages. • Make connections between the features of their family and other families. • Identify different ways to represent the past e.g. photos, stories, adults talking about the past. • Question why things happen. • Begin to understand why and how questions. • Find answers to simple questions about the past from sources of information e.g. artefacts. 	<ul style="list-style-type: none"> • Notice differences between people. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Recognise the difference between past and present in their own and others' lives. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story. • Talk about past and present events in own life and in the lives of family members. • Sequence events in their life 	<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Communicate my understanding through; Drawing, music, singing, model making and drama/role play.
<p>Willow Class</p> <p>Year 1</p>	<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. • Know and recount episodes from stories about the past. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines 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, monarchy, war and peace

Sycamore Class

To be a historian we must...	Investigate, interpret and enquire about the past.	Build an overview of World History.	Show chronological awareness.	To communicate historically.
				
Sycamore Class	<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 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. • Pose questions and offer responses based on evidence from the past. • Suggest causes and consequences of some of the main events and changes in history • ask why, what, who, how and where questions and find answers to them. 	<ul style="list-style-type: none"> • Describe historical events. • Identify differences between ways of life at different times • Describe significant people from the past. • Find out about everyday lives of people in time studied • Recognise that there are reasons why people in the past acted as they did. • Study changes through the lives of significant individuals. • Through studying events in the past, give an overview of how the past has affected present day Britain. • Compare some of the times studied with those of other areas of interest around the world. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. • Communicate my understanding and knowledge in a variety of ways • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace

Oak Class

To be a historian we must...	Investigate, interpret and enquire about the past. 	Build an overview of World History. 	Show chronological awareness. 	To communicate historically. 
Oak Class	<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. • Ask a variety of questions • 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. • Begin to identify primary and secondary sources 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. Through studying events in the past, examine causes and results of great events in Britain and the impact on people then and in present day. • 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. • Develop a broad understanding of ancient civilisations around the world and compare and contrast these civilisations. 	<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). • Understand more complex terms e.g BC/AD • 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. • Make comparisons between different times in the past. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate • Use literacy, numeracy and computing skills in order to communicate information about the past. • Use original ways to present information and ideas. • Select data and organise to answer historical questions.