

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



At Westbury we aim to offer all children a high quality history education that helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to draw upon and make full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality. History is often a key driver for our themes and we are dedicated to providing high quality teaching that links many different areas of the curriculum. We want our children to be immersed in history and to ask perceptive questions, think critically and to form their own judgements as a result of evaluating different sources of information. Drama, themed days, museum trips and visitors help bring our themes to life as well as inspiring curiosity about the past.

**Chronology**– 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.

**Range and Depth of Historical Knowledge**– learn about the past throughout their education, and their understanding of new material about the past will be profoundly influenced by both their general vocabulary and their knowledge of historical concepts. 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'.

**Interpretations of History** – understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

**Historical Enquiry** – Learning about each of these fields offers pupils unique opportunities to learn about particular events or circumstances, concepts and disciplinary approaches

**Organisation and Communication** – children will gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Theme 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. The theme overview is as follows:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R/1 Year A	<b>Knowing me, knowing you</b> Changes within living memory <b>DIVERSITY</b>	<b>Down on the farm</b> How have farms changed? <b>SUSTAINABILITY</b>	<b>Dinosaurs</b> Mary Anning <b>EXCELLENCE</b>	<b>People who help us</b> How have the police/fire service changed? <b>EXCELLENCE</b>	<b>Once upon a time</b> How were houses built? <b>EXCELLENCE</b>	<b>Happy holidays</b> How have swimming costumes changed? <b>SUSTAINABILITY</b>
Year R/ 1 Year B	<b>Amazing animals</b> <b>SUSTAINABILITY</b>	<b>Blast Off!</b> Neil Armstrong <b>EXCELLENCE</b>	<b>The Bear Necessities</b> The history of teddy bears <b>SUSTAINABILITY</b>	<b>Super Heroes</b> Rosa Parks and Emily Davidson <b>EXCELLENCE</b>	<b>Castles</b> Study of castles and medieval life <b>EXCELLENCE</b>	<b>Off we go!</b> History of transport <b>EXCELLENCE</b>
Year 2/3 Year A	<b>Into the woods</b> Significant People – Beatrix Potter <b>EXCELLENCE / SUSTAINABILITY</b>		<b>Rock of Ages</b> Stone Age to Iron Age <b>EXCELLENCE/ SUSTAINABILITY</b>		<b>The Great Fire Of London-</b> Events beyond living memory - <b>EXCELLENCE</b>	
Year 2/3 Year B	<b>Funny bones</b> The lives of significant individuals in the past who have contributed to national/ international achievements. <b>DIVERSITY</b>		<b>Eureka!</b> The lives of significant individuals in the past who have contributed to national/ international achievements (scientists) <b>EXCELLENCE/ DIVERSITY</b>		<b>Egypt v Romans</b> The Roman Empire and its impact on Britain <b>EXCELLENCE</b>	
Year 4/5/6 Year A	<b>Chocolate</b> Ancient Civilisations – The Maya (Fred Catherwood) <b>EXCELLENCE</b>		<b>All creature great and small</b> Darwin <b>SUSTAINABILITY</b>		<b>Indian adventures</b> Indus Valley Civilization How has India changed? (end of British rule) <b>DIVERSITY</b>	
Year 4/5/6 Year B	<b>Off with their heads!</b> Who has ruled England? Scots v Celts Kings and Queens from 1066 to current day. Changes in British monarchy Crime and Punishment through time <b>EXCELLENCE</b>		<b>Around the world in 80 lives</b> -Significant people from history – Nobel Winners Significant people from history <b>EXCELLENCE/ DIVERSITY</b>		<b>Amazing Me</b> Changes in medicine <b>DIVERSITY</b>	
Year 4/5/6 Year C	<b>To infinity and beyond</b> Moon landings – Significant people from history <b>EXCELLENCE</b>		<b>Destination Westbury</b> - Changes in local history – Westbury Workhouse and school, population changes. Study of local changes – Westbury Church, civil war in Westbury <b>DIVERSITY</b>		<b>All the world's a stage –</b> history of theatre, Greek/ London/ modern Ancient Greece, battles, life and Gods. <b>EXCELLENCE</b>	

<p><b>Knowledge N.C.</b></p>	<p><b>Knowing me, Knowing you!</b> changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 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 <b>DM-</b> 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. <b>ELG -</b> 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><b>On the farm –</b> significant historical events, people and places in their own locality. <b>DM-</b> 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. <b>ELG -</b> 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><b>Dinosaurs -</b> 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 <b>DM -</b> Compare and contrast characters from stories, including figures from the past. <b>ELG -</b> 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><b>People who help us-</b> changes within living memory – where appropriate, these should be used to reveal aspects of change in national life <b>DM -</b> 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. <b>ELG -</b> Talk about the lives of the people around them and their roles in society; Know some similarities and</p>	<p><b>Into the woods -</b> 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.  significant historical events, people and places in their own locality</p> <p><b>Rock of Ages -</b> changes in Britain from the Stone Age to the Iron Age. Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, including, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p><b>Was London better before or after The Great Fire?</b> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p><b>Funny Bones -</b> 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><b>Eureka -</b> 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 period</p> <p><b>Rome v Egypt –</b> The Roman Empire and its impact on Britain. Julius Caesar’s attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian’s Wall, British resistance, for example, Boudica ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt.</p>	<p><b>Chocolate -</b> a non-European society that provides contrasts with British history –Mayan civilization c. AD</p> <p><b>Indian Adventure -</b> 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><b>Off with their heads -</b> Scots invasions from Ireland to north Britain (now Scotland) , Anglo-Saxon invasions, settlements and kingdoms: place names and village life, resistance by Alfred the Great and Athelstan, first king of England, the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p><b>Destination Westbury -</b> 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><b>All the World’s a Stage -</b> 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>
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	<p>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</p> <p><b>Once upon a time-</b> significant historical events, people and places in their own locality  <b>DM</b> - Comment on images of familiar situations in the past.  <b>ELG</b> - 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><b>Happy Holidays</b> - changes within living memory – where appropriate, these should be used to reveal aspects of change in national life  <b>DM</b> - Talk about members of their immediate family and community  Comment on images of familiar situations in the past.  <b>ELG</b> - 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><b>What it looks like at Westbury</b></p>	<p><b>Knowing me, Knowing you! – How have toys changed?</b></p> <p><b>ON the farm – local study of the history of farms and local people. How have farms changed?</b></p> <p><b>Dinosaurs</b></p> <p><b>People who help us – How have the police/ fire brigade changed?</b></p> <p><b>Once upon a time</b></p> <p><b>Happy holidays – How have swimming costumes changed?</b></p>	<p>Into the woods - Describe aspects of Beatrix's family and early life. Identify some of the characteristics that made her a good storyteller and illustrator. describe some of the details of Beatrix Potter's life. Summarise key events and achievements in the life of Beatrix Potter.</p> <p>Rock of Ages – Know where this period of time fits into the wider historical picture. How did hunter gatherers live in Stone Age Britain and how they survived threats. Examine non-written sources of evidence. What is Skara Brae? Investigate historical theories e.g. Stonehenge. Describe smelting and how bronze survived. Imagine what life was like in a hill fort.</p> <p>Was life better before or after The Great Fire? What was life like in London during the time of the GFoL? What was the important dates of the GFoL? Who were the important people? How do we know all of this – exploring different sources.</p> <p>Funny Bones - Who helps us when we get sick? Who has helped in the past? What did Mary Seacole do?</p> <p>Eureka - the lives of significant individuals in the past who have contributed to national and international achievements. The Wright Brothers, Pankhurst, Greta Thunberg, Isambard Kingdom Brunel.</p>	<p>Chocolate - Mayan history; life/families/jobs, religion, food, sacrifice, counting  Important people – Fredrick Catherwood and John Lloyd Stephens who discovered Mayan ruins.  Aztec history and compare with Europe at the same time.</p> <p>Indian Adventure; know when the Indus Valley civilisation existed, explore work of influential explorers who discovered the Indus Valley civilisation, place events into different contexts and chronological order, explain what artefacts tell us about the Indus Valley, examine buildings features and types, investigate jewellery, clothes, hairstyles.</p> <p>Off with their heads - Significant kings and queens and how power changed. How did the kingdom of England begin and what led to it  Crime and punishment over time, and what a modern court looks like.</p> <p>Destination Westbury - The history of Westbury both around the time of the civil war and the Victorian era.</p> <p>All the World's a Stage - Theatre and how it has changed from the Greek to now. Greek myths and legends and Greek theatre. Greek wars, architecture and pottery</p>

					Rome V Egypt – The Roman Empire’s impact on Britain. Why do we still talk about the Egyptians?				
	Preschool	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Chronological awareness</b>  <b>Skills</b>	<ul style="list-style-type: none"> <li>begin to make sense of their own life-story</li> </ul>	<ul style="list-style-type: none"> <li>Talk about past and present events in own life and in the lives of family members.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in their lives</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Place events from period studied onto a time line • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past • Place current studies on a timeline in relation to other studies.</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line</li> </ul>	
<b>Range and depth of historical knowledge</b>  <b>Skills</b>	<ul style="list-style-type: none"> <li>notice differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others lives • They know and recount episodes from stories about the past • Can question why people did thing in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something. • Study change through the lives of significant individuals.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events. • Develop a broad understanding of ancient civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied. • Compare and contrast ancient civilisations.</li> </ul>	
<b>Interpretations of history</b>  <b>Skills</b>	<ul style="list-style-type: none"> <li>make connections between the features of their family and other families.</li> </ul>	<ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul>	<ul style="list-style-type: none"> <li>Identify different ways to represent the past e.g. photos, stories, adults talking about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented • Distinguish between different sources and evaluate their usefulness. – compare different versions of the same story • Look at representations of the period – museum, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and own historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>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 • Confidently use the library and internet for research</li> </ul>	
<b>Historical enquiry</b>  <b>Skills</b>	<ul style="list-style-type: none"> <li>Question why things happen. • Begin to understand why and how questions.</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to the lives of people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. • ask why, what, who , how and where questions and find answers to them.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research. • ask and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources • Use evidence to build up a picture of life in time studied. • Select relevant sections of information • Use the library and internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account.</li> </ul>	

						time past • Ask a variety of questions • Use the library and internet for research		
<b>Organisation and communication</b> <b>Skills</b>	<ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate my understanding through; Drawing... music... singing.. model making...</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate my understanding through; The use of a time line... drawing... drama / role play... writing... ICT... making models</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate my understanding through; Class display... using annotated... using ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate my understanding and knowledge in a variety of ways – discussions...pictures... writing... annotations... drama...</li> </ul>	<ul style="list-style-type: none"> <li>• select data and organise to answer historical questions. • know the period in which the study is set. • display findings in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>• fit events into a display sorted by time. • use appropriate terms matching dates to people and events. • record and communicate knowledge in different forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and organise information to produce structured work, making appropriate use of dates and terms. • plan and carry out individual investigation.</li> </ul>