



History

at Liscard Primary School





History - Progression Map

Intent

History fires pupils' curiosity about the past and the wider World giving them a range of skills that will prepare them for adult life as global citizens.

At Liscard, we believe that history is vital to a rich and broad primary education, consequently we aim to provide high-quality history lessons that inspire children to want to know more about the past, how the past has affected the present and to think and act as historians. By offering a wide range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's history as well as that of the wider world, and the creation of an understanding of the complexity and diversity of human societies and their evolution.

Through a key questions methodology, we aim to develop historians that have:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of primary and secondary sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.
- Substantive knowledge that allows them to interpret sources and form their own opinions.

Implementation

To ensure high standards of teaching and learning in History we use a progressive curriculum that each builds substantive and disciplinary concepts within the National Curriculum. History is taught explicitly, with meaningful cross-curricular links explored. Knowledge Mats are used to ensure progression and understanding of knowledge, vocabulary and skills and Keeping Skills used to aid retention and retrieval of information. Subject specific vocabulary is modelled and developed each year. Where appropriate, we use historical artefacts, sources, visitors, workshops and visits to engage and intrigue our children to find out more about events and people from the past. We cater to the needs of the learners, differentiating where appropriate, to create an appropriate challenge for all.

Impact

Outcomes in books evidence a curriculum that is balanced and accessible for all learners. They show a progression of key substantive and disciplinary knowledge relating to the historical concepts and abstract terms identified within the national curriculum for History. Children will develop a coherent, chronological narrative of the past, with topics that have strong links to our locality and its links to wider world. Children develop a love of History and an interest in further study at home and in work in this field.

Subject area	Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summer Term A	Summer Term B
F1	All About Me Sharing new time, likes, dislikes, our similarities and our differences. Looking at families during news time.	Celebrations Looking at different celebrations and how we share special times at home and in school.	Change in seasons: exploring environments and changes over a short period of time (autumn to winter)	Comparing and exploring objects old and new (buildings in the local area etc) Looking at photographs/videos from other places around the world.	Exploring different occupations and jobs: Expanding our knowledge of others in our society and talking about the future- what will you be when you grow up?	Ourselves and growing older: transitioning onto school, how have we changed, significant life events etc.
F2	Ourselves/ My family Within Living Memory Sharing photographs of family members.	Christmas/ Diwali Significant people or events Recognising and describing special events. Understanding that people celebrated these events before they were born.	Seasons History of the locality Know some similarities and differences between things in the past and now.	Dinosaurs Beyond Living Memory Become familiar with phrases associated with long ago. Such as 'in the past' and 'a long time ago'	People who help us Talk about the lives of people around them and their roles in society.	Change over time Understanding the past through settings, characters and events in books.
Y1		The Toy Workshop Within Living Memory How have Toys Changed?			Through the Keyhole Lives of Significant people - Local Study Why was Port Sunlight built?	
Y2	Great Fire of London (Beyond Living Memory) What Made the Great Fire of London so Great?				Significant People (Lives of Significant people) What does it mean to be significant?	Local Study How has our seaside changed over the last 100 years?
Y3			Stone Age (Chronological Stone Age to 1066) How did Britain change from the Stone Age to the Iron Age?		The Greeks (Ancient Greece) What did the Greeks do for us?	
Y4			Ancient Egypt (Ancient) Why were Ancient Civilisations so successful?		Romans (Chronological - Stone Age to 1066) What happened when the Romans came?	
Y5		Anglo-Saxons (CHRONOLOGY Stone Age to 1066) Anglo-Saxons- The Ruin of Britain		The Vikings Vikings: Raiders or settlers? The Vikings (Local Study)		
Y6	Britain at War (Beyond 1066) Did Britain Stand Alone?	Britain at War (Beyond 1066) Did Britain Stand Alone?			Early Islamic Civilisation Civilizations from 1000 Years Ago) Did early Islamic achievements affect our lives today?	Early Islamic Civilisation Civilizations from 1000 Years Ago) Did early Islamic achievements affect our lives today?

Early Years Foundation Stage Development Matters 2021

Birth to Three (Pre School/F1)	Three and four year olds (Nursery F1)	Reception (F2)
<p>Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in the setting and on trips. Make connections between the features of their family and other families. Notice differences between people.</p>	<p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Talk about the differences between materials and changes they notice. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>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. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.</p>

EARLY LEARNING GOALS

- 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.
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

KEY STAGE ONE

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KEY STAGE TWO

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
- In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

History – Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological	<p><u>Chronological Understanding</u></p> <p><u>Toy Workshop</u></p> <ul style="list-style-type: none"> • Explain how I have changed since I was born • Talk about things that happened when I was little • Organise a number of artefacts by age and put up to 5 objects in chronological order (recent history) • Use words and phrases like: before, after, old, new, along time ago past, present, then and now <p><u>Through the Keyhole</u></p> <ul style="list-style-type: none"> • Recognise the story being read happened a long time ago. • Retell a familiar story set in the past 	<p><u>Chronological Understanding</u></p> <p><u>Great Fire of London</u></p> <ul style="list-style-type: none"> • Use phrases and words correctly such as: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning. • Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc. Explain about an event/ events that happened long ago, even before their grandparents were born <p><u>Significant People</u></p> <ul style="list-style-type: none"> • Use phrases and words such as like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in historical learning • Use words and phrases like: ‘before I was born,’ ‘when I was younger’. • Use a range of appropriate words and phrases to describe the past and present • Sequence a set of events in chronological order and give reasons for their order 	<p><u>Chronological Understanding</u></p> <p><u>Stone Age</u></p> <ul style="list-style-type: none"> • Describe events and periods using the words: BC, AD and decade • Describe events from the past using dates when things happened • Describe events and periods using the words: ancient and century <p><u>Greece</u></p> <ul style="list-style-type: none"> • Use a timeline within a specific time in history to set out the order things may have happened • Use mathematical knowledge to work out how long ago events would have happened 	<p><u>Chronology Understanding</u></p> <p><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> • Place periods of history on a timeline showing periods of time <p><u>The Romans</u></p> <ul style="list-style-type: none"> • Plot recent history on a timeline using centuries • Use mathematical skills to round up time differences into centuries and decades 	<p><u>Chronological Understanding</u></p> <p><u>The Anglo-Saxons</u></p> <ul style="list-style-type: none"> • Draw a timeline with different historical periods showing key historical events or lives of significant people • Draw and use a time line to show when the Anglo Saxons were in England • Describe events from the past using dates when things happened. <p><u>The Vikings</u></p> <ul style="list-style-type: none"> • Know how to place features of historical events and people from the past societies and periods in a chronological framework • Draw and use a timeline to show when the Vikings invaded England • Use mathematical skills to work out exact time scales and difference 	<p><u>Chronological Understanding</u></p> <p><u>Britain at War</u></p> <ul style="list-style-type: none"> • Place a specific event on a timeline • Consider the decade • Say where a period of history fits on a timeline • Place features of historical events of people from past societies and periods in a chronological framework <p><u>Islam</u></p> <ul style="list-style-type: none"> • Summarise the main events from a specific period in history • Explain the order in which key events happened • Say where a period of history fits on a timeline • Place a specific event on a timeline by decade • Place features of historical events and people from past societies and periods in a chronological framework

History – Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	<p>Historical Enquiry</p> <p>Toy Workshop</p> <ul style="list-style-type: none"> Spot old and new objects (from pictures and artefacts) and ask and answer questions. Use phrases like: old, new and a long time ago. Give plausible explanations about what an object was used for in the past. <p>Through the Keyhole</p> <p>Answer questions using artefact / photograph provided</p> <ul style="list-style-type: none"> Understand why there is a monument to a famous person or event in the town centre 	<p>Historical Enquiry</p> <p>Great Fire of London</p> <ul style="list-style-type: none"> Research the life of a famous person (Briton) from the past using different resources of evidence - know people use these resources as well as older artefacts. Answer questions using books and the internet Research a famous event that happens in Britain and why it has been happening for some time Answer questions and explain what an object from the past might have been used for Explain why eye-witness accounts may vary <p>Significant People</p> <ul style="list-style-type: none"> Research the life of a famous person outside of the UK from the past using different sources of evidence. Answer questions using information books and the internet Find out things about the past by talking to an older person Provide examples of things that are different in their life compared to grandparents/parents - see what life for them was like as children Sequence events about the life of a famous person <p>Local Study</p> <ul style="list-style-type: none"> Explain how their local area was different in the past Explain how the local area is different to the way it used to be a long time ago. Research the life of someone who used to live in their area using the Internet and other sources to find out about them Differentiate between things that were here 100 years ago and things that were not (include buildings, tools, toys etc) 	<p>Historical Enquiry</p> <p>Stone Age</p> <ul style="list-style-type: none"> Recognise the part that archaeologists have had in helping us understand more about what happened in the past Research and identify similarities and differences between given periods in history Know the main differences between the stone, bronze and iron ages using various sources of evidence. Compare ages and answer questions Use various sources to piece together information about a period in history Use sources of evidence to ask questions Know what we learned from Stone Age paintings <p>Greece</p> <ul style="list-style-type: none"> Use various sources to piece together information to reach a conclusion Know some of the main characteristics of the Athenians and the Spartans and identify/explain similarities and difference Use various sources of evidence to research and explain some of the things that the Greeks gave the World Know that the Greeks were responsible for the birth of the Olympics by researching this specific event Through research, identify similarities and differences between given periods in history (Stone Age and Ancient Greeks comparison). 	<p>Historical Enquiry</p> <p>Ancient Egypt</p> <ul style="list-style-type: none"> Explain how artefacts can be used to help build up a picture of life in the past <p>The Romans</p> <ul style="list-style-type: none"> Use research skills to find out about two famous Roman emperors. Communicate knowledge and understanding (orally and writing) to offer points of view based upon findings. Explain why the Romans needed to build forts in this country and offer point of view Know how there was a resistance to the Roman occupation and know about Boudicca – research two versions and say how they differ Research (using photographs, illustrations and text) to find out what it was like for children. Present findings to an audience Use research skills to find answers to specific historical questions about our locality. 	<p>Historical Enquiry</p> <p>Anglo-Saxons</p> <ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 Make comparisons explaining how things that have changed and how things have stayed the same? Research at least two famous Anglo-Saxons (using various sources) to ask/answer questions. Explain how the wealthy lived using artefacts. Explain how the lives of wealthy people were different from the lives of poorer people by using artefacts. <p>The Vikings</p> <ul style="list-style-type: none"> Test out a hypothesis in order to answer a question Appreciate how historical artefacts have helped us understand more about British lives in the present and past <p>Local Study</p> <ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Appreciate how our locality today has been shaped by what happened in the past. Explain how the lives of wealthy people were different from the lives of poorer people by using artefacts. Know what evidence there is of Viking settlements in Wirral. 	<p>Historical Enquiry</p> <p>Britain at War</p> <ul style="list-style-type: none"> Describe an event from Britain’s past using a range of evidence from different sources Identify and explain their understanding of propaganda Describe a key event from Britain’s past using a range of evidence from different sources <p>Islam</p> <ul style="list-style-type: none"> Pose and answer historical questions Look at different versions of events and historical representations and say how the author or source may be attempting to persuade or give a specific viewpoint

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Knowledge and Understanding	<p>Knowledge and Understanding</p> <p>Toy Workshop</p> <ul style="list-style-type: none"> Identify objects from the past as well as new objects. Identify the main differences between old and new objects (objects that are different to when my grandparents/parents were children) <p>Through the Keyhole</p> <ul style="list-style-type: none"> Talk about someone famous, who was born or lived near our town (Lord Leverhulme) Give plausible explanations about what an object was used for in the past. Appreciate that Lord Leverhulme helped our lives be better today 	<p>Knowledge and Understanding</p> <p>Great Fire of London</p> <ul style="list-style-type: none"> Recount the life of someone famous from Britain who lived in the past - explain what they did earlier and what they did later in their life Explain why Britain has a special history by naming some famous events and some famous people Recount some interesting facts from an historical event, such as where the fire of London started Know that children's lives today are different to those of children a long time ago <p>Significant People</p> <ul style="list-style-type: none"> Explain how some people have helped us to have better lives and why they are famous Use words and phrases like: before I was born, when I was younger 	<p>Knowledge and Understanding</p> <p>Stone Age</p> <ul style="list-style-type: none"> Begin to picture what life would have been like for early settlers Explain how Stone Age people hunted for their food and what they ate. Picture what life would have been like by describing what a typical day would have been like for a Stone Age man, woman or child (child in the Neolithic period) <p>Greece</p> <ul style="list-style-type: none"> Know that the Greek Gods were an important part of Greek culture Understand how much they influenced the Greeks 	<p>Knowledge and Understanding</p> <p>Egypt</p> <ul style="list-style-type: none"> Recognise the achievements and existence of ancient civilisations - The Shang Dynasty, Indus and Sumer civilisations Look in depth at Ancient Egypt and know about the key features of Ancient Egypt Recognise the achievements of the Egyptian farmers who worked with the River Nile's natural patterns. Explain why one of this period of history is still being talked about today by recognising the achievements of Egypt's pyramids. Recognise how Britain may have learnt from Egypt (historically and more recently) through the achievements of Egypt's hieroglyphic system/ writing system and other inventions Know about the impact that Egypt had on the World (mummification) Understand why Cleopatra and her legacy is still being talked about today. <p>The Romans</p> <ul style="list-style-type: none"> Know how Britain changed from the Iron Age to the end of the Roman occupation. Explain how the Roman helped to advance British society by naming at least three things that the Romans did. Talk about the impact that these items have had on Britain 	<p>Knowledge and Understanding</p> <p>Anglo-Saxons</p> <ul style="list-style-type: none"> Know the link between Anglo-Saxons and Christianity Know that during the Anglo-Saxon period England was divided into many kingdoms. Know the way the Anglo-Saxons kingdoms were divided led to the creation of some of our county boundaries Know that the Anglo-Saxons gave us many of the words that we use today <p>Know about how the Anglo Saxons attempted to bring law and order into the country</p> <ul style="list-style-type: none"> Describe how crime and punishment has changed over a period of time. <p>The Vikings</p> <ul style="list-style-type: none"> Show on a map where the Vikings came from and where they invaded our country. Understand that Britain was invaded on more than one occasion. <p>Knows that the Anglo-Saxons and Vikings were often in conflict.</p> <ul style="list-style-type: none"> Explain why the Vikings often overpowered the Anglo-Saxons Summarise how Britain has had a major influence on the world and explain what things have changed and what things have stayed the same. 	<p>Knowledge and Understanding</p> <p>Britain at War</p> <ul style="list-style-type: none"> Summarise the main events from a specific period in history, explaining the order in which they happened Describe features of historical events and people <p>Islam</p> <ul style="list-style-type: none"> Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently Suggest why there may be different interpretations of events?