

Christ Church CE Primary School



Humanities

History Progression of Skills

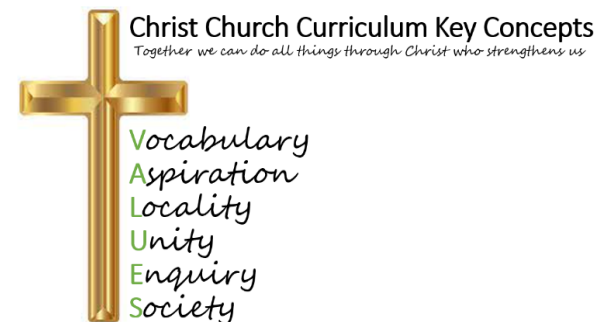
At Christ Church CE Primary our carefully sequenced progressive history curriculum is designed to be accessible to every child. Our aims are not only to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses recognised British Values throughout; ensuring the progressive development of historical concepts, vocabulary, knowledge and skills; and for the children to study life in the past but for our pupils to develop a life-long passion and interest in history. To facilitate this, our pupils are provided with our Christ Church History Knowledge Organiser for each topic which is also shared with parents at the beginning of each term to specify the knowledge, skills and vocabulary to be acquired and an overview of content.

Intent

At Christ Church, we aim for a high-quality thoughtfully sequenced history curriculum which should inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain both within the local area of Bootle, Liverpool and beyond and how it has influenced and been influenced by the wider world. In line with the national curriculum, the curriculum at Christ Church aims to ensure that all pupils gain a coherent knowledge and understanding of history as a subject. Pupils are encouraged to ask perceptive questions, think critically, analyse evidence and develop perspective and judgement. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

There are a number of key documents that support our planning and delivery of History:

- National Curriculum mapping document
- Teacher and Child-friendly Knowledge Organisers for each unit
- The journey of a Christ Church Child in History
- Vocabulary Progression document



History in Early Years - Understanding The World

Past and Present	2 Year Olds	Nursery Children	Reception Children	Reception Early Learning Goals.
	Develop an awareness of the passing of time (eg snack time, play time, home time)	Develop an awareness of their family's history Making sense of the own life story.	Talk about family and community members, past and present Comparing past situations and photo's to now Discover significant people in history.	

History in Early Years

Understanding the World	2 Year Olds Learning Outcomes	Nursery Children Learning Outcomes	Reception Children Learning Outcomes	Reception Early Learning Goals
	⇒ Develop an awareness of the passing of time (eg snack time, play time, home time)	⇒ Develop an awareness of their family's history ⇒ Make sense of their own life story.	⇒ Talk about family and community members, past and present ⇒ Comparing past situations and photo's to now ⇒ Discover significant people in history.	⇒ 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 setting, characters and events encountered in books read in class and story telling.
	⇒	⇒	How? Taught sessions about artists (Van Gogh, Matisse, Picasso etc) Through Bible stories, encountering Jesus. Celebrations; Christmas, Diwali, Bonfire Night, Chinese New Year, Easter Halloween Comparing holidays from the past to now Observing changes over time (life cycles of seeds and caterpillars) Sequencing of time through timelines and visual timetables in class.	⇒

National Curriculum Requirements for History at 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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- ⇒ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- ⇒ 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]
- ⇒ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- ⇒ Significant historical events, people and places in their own locality.

Year One	Year Two
Changes within living memory How have toys changed throughout history? Significant historical places in their own locality What can we discover about Derby Park? The lives of significant individuals in the past who have contributed to national and international achievements. Who can we remember that helped others? (Florence Nightingale, Mary Seacole)	Significant historical places in their own locality How has Liverpool changed from the past to present? and What happened to RMS Titanic? Events beyond living memory that are significant nationally or globally How did we learn to fly? What happened to RMS Titanic?

National Curriculum Requirements for History at 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. (examples include letters, speeches, photographs, maps)

Examples of secondary sources include: textbooks, magazines, websites (written after the event has already happened)

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

Pupils should be taught about.

Changes in Britain from the Stone Age to the Iron Age This could include: · late Neolithic hunter-gatherers and early farmers, for example, Skara Brae · Bronze Age religion, technology and travel, for example, Stonehenge · Iron Age hill forts: tribal kingdoms, farming, art and culture	The Roman Empire and its impact on Britain This could include: · 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	Britain's settlement by Anglo-Saxons and Scots This could include: · Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire · Scots invasions from Ireland to north Britain (now Scotland) · Anglo-Saxon invasions, settlements and kingdoms: place names and village life · Anglo-Saxon art and culture 9 Christian conversion – Canterbury, Iona and Lindisfarne
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: · Viking raids and invasion · Resistance by Alfred the Great and Athelstan, first king of England · Further Viking invasions and Danegeld · Anglo-Saxon laws and justice 9 Edward the Confessor and his death in 1066	A local history study This could include: · A depth study linked to one of the British areas of study listed above · 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.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 · 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 · The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day · A significant turning point in British history, for example, the first railways or the Battle of Britain
The achievements of the earliest civilizations an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Ancient Greece A study of Greek life and achievements and their influence on the western world	A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Lower Key Stage Two

Year Three

Changes in Britain from the Stone Age to the Iron Age

Who first lived in Britain? (15000BC)

The achievements of the earliest civilizations

What can we discover from the wonders of Ancient Egypt? (3100BC)

A local history study (A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.)

How did Lord Lever shape our local area?

Year Four

The Roman Empire and its impact on Britain

Why were the Romans so powerful and what did we learn from them? (800 BC – 500 AD)

A local history study

What is the local transport history of our area?

Britain's settlement by Anglo-Saxons and Scots

Who were the Anglo-Saxons?

Upper Key Stage Two

Year Five

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

How did the Vikings and Anglo Saxons struggle for the Kingdom of England? (450 – 1066AD)

A non-European society that provides contrasts with British history

Why was the Islamic Civilisation in AD900 known as the Golden Age?

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

How have monarchs changed throughout British history? (1066+)

Year Six

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)

What impact did the Industrial Revolution have on Victorian Liverpool?

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

What impact did WWII have on Liverpool?

The Changing role of the Monarchy (1066 and beyond)

Ancient Greece

Has Ancient Greece always been in the news? (776 – 146BC)

Progression of skills

	Y1 Learning Outcomes	Y2 Learning Outcomes	Y3 Learning Outcomes	Y4 Learning Outcomes	Y5 Learning Outcomes	Y6 Learning Outcomes
Chronological Understanding	Sequence events or objects in chronological order	Use common words and phrases relating to the passing of time (after, past present, then, now)	Place events into different periods using the appropriate historical terminology (decade, century, ancient BC,AD)	Can talk about the past in terms of periods e.g. Egyptian, Roman.	Sequence events and periods using appropriate terms (chronology, legacy, continuity, change, trends)	Identify where people, places and periods fit into a chronological framework by analyzing connections, changes, trends and contrasts over time.
	Use common words and phrases relating to the passing of time.	Describe where people and events fit within a chronological framework.	Use a timeline to place historical events and artifacts in chronological order	Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time.	Establish clear chronological narratives across periods and within themes.	Create a timeline of events through history from AD to present..
	Recognise the distinction between past and present.	Identify similarities and differences between ways of life at different times.	Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as 'during' or 'while' e.g. when describing the process of mummification;			Can use dates and specific terms confidently to establish period detail

Range and Depth of Historical Knowledge	Y1 Learning Outcomes	Y2 Learning Outcomes	Y3 Learning Outcomes	Y4 Learning Outcomes	Y5 Learning Outcomes	Y6 Learning Outcomes
	- Understand key features of events - Recognise the difference between past and present in their own and others lives. - Talk, draw or write about aspects of the past - Recount episodes from stories about the past.	- Recount some interesting facts from a historical event or an important person in history. - Discuss the lives of significant individuals in the past who have contributed to national and international achievements.	- Identify reasons for and results of peoples' actions. - Understand that life was different in early Britain and why - Find out about everyday lives of people in the period studied. (stone age to iron age, ancient Egypt, Port Sunlight)	- Use evidence to reconstruct life in time studied. - Understand how the past has helped shape the life of Britain today. - Begin to offer a reasonable explanation for some events.	- Provide reasons for the 'causes' of events and their impact on later events. - Understand that significant events have helped shape the country we live in today. - Compare life in early and late times studied.	- Understand how some events are connected throughout History. - Understand key changes during historical events. - Know key dates, characters and events of time studied - Develop a chronologically secure knowledge and understanding of British, local and world history. - Understand key changes during historical events.

Enquiry, Interpretation and Using Sources

Y1 Learning Outcomes	Y2 Learning Outcomes	Y3 Learning Outcomes	Y4 Learning Outcomes	Y5 Learning Outcomes	Y6 Learning Outcomes
- Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) - Use sources to answer simple questions about the past (which object is older? How do we know?) - Describe some simple similarities and differences between artefacts.	- Identify some of the ways the past can be represented (through pictures, newspaper reports) - Choose parts of stories and other sources to show what we know about significant people and events. - Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, newspaper reports, film clips, diaries.	- Use sources to address historically valid questions and hypothesis about change, cause. - Begin to suggest suitable sources of evidence for historical enquiry. - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. - Begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past.	- Suggest suitable sources of evidence for historical enquiry. - Present information in a number of different ways. - Use a variety of sources (primary and secondary) to find out about life in the past. - To begin to identify the difference between a primary and secondary source - Understand that sources can contradict each other - Use different sources of information to create an argument for and against.	- Use different sources of information to gain an understanding of specific events. - To continue to use primary and secondary sources and be able to explain the differences between the two. - Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference and significance.	- Use a range of sources confidently to formulate an opinion and test hypotheses. - Recognise how our knowledge of the past is constructed from a range of different sources. - Evaluate sources and make inferences. - Describe the results of historical events, situations and changes (e.g. the impact on people's lives)

Coverage of Core Concepts.

Tools and Technology

	Autumn	Spring	Summer
Year One	<u>Toys</u> How have toys changed throughout history?	<u>History of Derby Park</u> What can we discover about Derby Park?	<u>People Who Help Us</u> Who can we remember that helped others?
Year Two	<u>History of Liverpool</u> How has Liverpool changed from the past to present?	<u>History of Travel</u> How did we learn to fly?	<u>Titanic</u> What happened to RMS Titanic?
Year Three	<u>Stone Age to Iron Age</u> Who first lived in Britain? (15000BC)	<u>Ancient Egypt</u> What can we discover from the wonders of Ancient Egypt? (3100BC)	<u>Lord Lever</u> How did Lord Lever shape our local area?
Year Four	<u>Romans</u> Why were the Romans so powerful and what did we learn from them? (800 BC – 500 AD)	<u>Local Transport</u> What is the local transport history of our area?	<u>Anglo-Saxons</u> Why are there different countries in the islands of Britain and Ireland?
Year Five	<u>Vikings</u> How did the Vikings and Anglo Saxons struggle for the Kingdom of England? (450 – 1066AD)	<u>Islamic Civilisation</u> Why was the Islamic Civilisation in AD900 known as the Golden Age?	<u>Thematic study - Monarchy</u> How have monarchs changed throughout British history? (1066+)
Year Six	<u>Industrial Revolution</u> What impact did the Industrial Revolution have on Victorian Liverpool?	<u>World War II</u> What impact did WWII have on Liverpool?	<u>Ancient Greece</u> Has Ancient Greece always been in the news? (776 – 146BC)

Power and Authority

	Autumn	Spring	Summer
Year One	<u>Toys</u> How have toys changed throughout history?	<u>History of Derby Park</u> What can we discover about Derby Park?	<u>People Who Help Us</u> Who can we remember that helped others?
Year Two	<u>History of Liverpool</u> How has Liverpool changed from the past to present?	<u>History of Travel</u> How did we learn to fly?	<u>Titanic</u> What happened to RMS Titanic?
Year Three	<u>Stone Age to Iron Age</u> Who first lived in Britain? (15000BC)	<u>Ancient Egypt</u> What can we discover from the wonders of Ancient	<u>Lord Lever</u> How did Lord Lever shape our local area?
Year Four	<u>Romans</u> Why were the Romans so powerful and what did we	<u>Local Transport</u> What is the local transport history of our area?	<u>Anglo-Saxons</u> Who were the Anglo-Saxons?
Year Five	<u>Vikings</u> How did the Vikings and Anglo Saxons struggle for the Kingdom of England? (450 – 1066AD)	<u>Islamic Civilisation</u> Why was the Islamic Civilisation in AD900 known as the Golden Age?	<u>Thematic study - Monarchy</u> How have monarchs changed throughout British history? (1066+)
Year Six	<u>Industrial Revolution</u> What impact did the Industrial Revolution have on	<u>World War II</u> What impact did WWII have on Liverpool?	<u>Ancient Greece</u> Has Ancient Greece always been in the news?

Society and Culture

	Autumn	Spring	Summer
Year One	<u>Toys</u> How have toys changed throughout history?	<u>History of Derby Park</u> What can we discover about Derby Park?	<u>People Who Help Us</u> Who can we remember that helped others?
Year Two	<u>History of Liverpool</u> How has Liverpool changed from the past to present?	<u>History of Travel</u> How did we learn to fly?	<u>Titanic</u> What happened to RMS Titanic?
Year Three	<u>Stone Age to Iron Age</u> Who first lived in Britain? (15000BC)	<u>Ancient Egypt</u> What can we discover from the wonders of Ancient Egypt? (3100BC)	<u>Lord Lever</u> How did Lord Lever shape our local area?
Year Four	<u>Romans</u> Why were the Romans so powerful and what did we learn from them? (800 BC – 500 AD)	<u>Local Transport</u> What is the local transport history of our area?	<u>Anglo-Saxons</u> Who were the Anglo-Saxons?
Year Five	<u>Vikings</u> How did the Vikings and Anglo Saxons struggle for the Kingdom of England? (450 – 1066AD)	<u>Islamic Civilisation</u> Why was the Islamic Civilisation in AD900 known as the Golden Age?	<u>Thematic study - Monarchy</u> How have monarchs changed throughout British history? (1066+)
Year Six	<u>Industrial Revolution</u> What impact did the Industrial Revolution have on Victorian Liverpool?	<u>World War II</u> What impact did WWII have on Liverpool?	<u>Ancient Greece</u> Has Ancient Greece always been in the news? (776 – 146BC)

Conflict and Settlement

	Autumn	Spring	Summer
Year One	<u>Toys</u> How have toys changed throughout history?	<u>History of Derby Park</u> What can we discover about Derby Park?	<u>People Who Help Us</u> Who can we remember that helped others?
Year Two	<u>History of Liverpool</u> How has Liverpool changed from the past to present?	<u>History of Travel</u> How did we learn to fly?	<u>Titanic</u> What happened to RMS Titanic?
Year Three	<u>Stone Age to Iron Age</u> Who first lived in Britain? (15000BC)	<u>Ancient Egypt</u> What can we discover from the wonders of Ancient Egypt? (3100BC)	<u>Lord Lever</u> How did Lord Lever shape our local area?
Year Four	<u>Romans</u> Why were the Romans so powerful and what did we learn from them? (800 BC – 500 AD)	<u>Local Transport</u> What is the local transport history of our area?	<u>Anglo-Saxons</u> Who were the Anglo-Saxons?
Year Five	<u>Vikings</u> How did the Vikings and Anglo Saxons struggle for the Kingdom of England? (450 – 1066AD)	<u>Islamic Civilisation</u> Why was the Islamic Civilisation in AD900 known as the Golden Age?	<u>Thematic study - Monarchy</u> How have monarchs changed throughout British history? (1066+)
Year Six	<u>Industrial Revolution</u> What impact did the Industrial Revolution have on Victorian Liverpool?	<u>World War II</u> What impact did WWII have on Liverpool?	<u>Ancient Greece</u> Has Ancient Greece always been in the news? (776 – 146BC)

Language of an historian

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Language of an historian	<u>Subject specific vocabulary</u>	change compare different history long ago past present similar	chronology compare decade research Sequence significant source timeline	AD (anno Domini) artefact BC (Before Christ) chronology historical evidence research source timeline	AD (Anno Omini) ancient artefact BC (Before Christ) centuries chronology evidence source (primary/ secondary)	AD (Anno Domini) artefact BC (Before Christ) chronology evaluate evidence historian source (Primary/ secondary)	cause consequence conclusion evidence historian interpretation reliability source (primary/ secondary)
	<u>Topic vocabulary</u>	<u>Toys</u> generation handmade materials new old Victorian <u>History of Derby Park</u> Bootte black and white cobble field landmark now then statue <u>Who can we remember that helped others?</u> disease hospital hygiene nurse patient soldier	<u>History of Liverpool</u> castle cathedral famous historic locality waterfront <u>Flight</u> commemorate expedition explorer international journey mission National navigate <u>RMS Titanic?</u> captain class collision disaster iceberg luxurious maiden voyage survivor	<u>Stone Age to Iron Age</u> archaeologist hunter-gatherer Mesolithic Neolithic Palaeolithic Pre-historic Stone Age <u>Anceitn Egypt?</u> amulet hieroglyphics mummy/mummification papyrus Pharaohs pyramids Sarcophagus scarabs sphinx <u>Lord Lever</u> architect Edwardian factory locality manufacture philanthropist Victorian	<u>The Romans</u> amphitheatre armour chariot conquer empire gladiator myth shield soldier <u>Local transport</u> canal change coal port steam engine trade transport <u>Anglo-Saxons</u> Anglo-Saxon Christianity Invader Kingdom Pagan settlement	<u>The Vikings</u> invader Jorvik kingdom longship pagan raid settler settlement Vikings <u>Islam</u> Caliph Golden Age civilization Islamic Muslim prophet scholar <u>Monarchy</u> Magna Carta parliament	<u>Industrial Revolution</u> agriculture industry Industrial Revolution legislation mass production rural sanitation urban urbanization workhouse <u>World War II</u> air raid shelter allies axis Blitz conflict evacuate invasion propaganda rationing trench <u>Ancient Greece</u> civilsation culture democracy empire philosophy polis

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Enrichment Opportunities</u>	◊ Florence Nightingale workshop ◊ Heritage walk around Derby Park	◊ Titanic Workshop ◊ Visit to Anglican Cathedral	◊ Egyptian Workshop	◊ Saxon Workshop	◊ Black History workshop.	◊ Ancient Greece workshop ◊ Local history walk to war memorial.
<u>Curriculum Opportunities</u>						