

# Curriculum Skills and Progression Map

## History 2022/23

### History at White Woman Lane Junior School

At White Woman Lane, history has always been held in high regard and within our history curriculum we aim to incorporate our school values: wisdom, vision and kindness. The aim of our history curriculum is to ignite and foster our children's curiosity about the past in Britain and the wider world. Our history curriculum aims to instil our value of vision through finding out about how and why the world, our country, culture and local community have developed over time; children understand how the past influences the present. We aim to impart our value of wisdom by investigating events and how they influenced the past and what influence those past decisions and events affect our world today. When teaching history, our aim is to stimulate the children's curiosity for them to develop their knowledge, skills, understanding of chronology and sense of identity. In turn this will help them to understand how history can impact their decisions about personal choices, attitudes and values – such as kindness.



The Nebula Federation

White Woman Lane Junior School

## History - Age Related Statutory Coverage

### Key Stage One

**Through KS1** 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.

**They will have covered the following topics:**

- 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.

**The content above will be covered though KS1 prior to joining White Woman Lane.**

## History - Age Related Statutory Coverage

### Key Stage Two

- Combine overview and in depth studies:
- Changes in Britain from the Stone Age to the Iron Age **(Year 3 – Stone Age)**
- The Roman Empire and its impact on Britain **(Year 4 – The Romans)**
- Britain’s settlement by Anglo Saxons and Scots **(Year 5 – The Anglo Saxons)**
- The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor **(Year 6 – The Vikings)**
- A local history study **(Year 3 – Cross curriculum with their local area study in Geography)**
- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 **(Year 5 – The Tudors & Year 6 – WW2)**
- The achievements of the earliest civilizations **(Year 3 – Ancient Egypt & Year 5 – The Maya)**
- Ancient Greece **(Year 4 – The Greeks)**
- A non-European society that provides contrasts with British history **(Year 3 – Ancient Egypt & Year 5 – The Maya)**

Skills Map - History			
Year 3	Year 4	Year 5	Year 6
<b>Expected Standard</b>			
<ul style="list-style-type: none"> <li>• Can they ask and answer questions about old and new objects?</li> <li>• Can they spot old and new things in a picture?</li> <li>• Can they answer questions using an artefact /photograph provided?</li> <li>• Can they give a plausible explanation about what an object was used for in the past?</li> <li>• Can they find out more about a person or event from the past from a given source?</li> </ul> <p><b>Skills covered throughout the year in all topics – The Stone Age and Ancient Egypt.</b></p>	<ul style="list-style-type: none"> <li>• Can they research what it was like for a person in each period from the past using primary and secondary sources?</li> </ul> <p><b>The Romans (What was life like as a Roman soldier diary, Hadrian’s Wall diary entry ) – internet, books and artefacts.</b></p> <p><b>Building a roman road.</b></p> <ul style="list-style-type: none"> <li>• Can they give more than one reason to support an historical argument?</li> </ul> <p><b>Deeper Thinking questions (Roman Forts: What was life in the fort? Why have they laid out the fort in that way – auxiliaries why are they near the weapons? Etc.</b></p> <p><b>Looking at the fall of the Roman Empire and the causal factors that lead them to pull out of Britain.</b></p>	<ul style="list-style-type: none"> <li>• Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion?</li> <li>• Can they explain how historical artefacts have helped us understand more about people’s lives in the present and past?</li> </ul> <p><b>Anglo Saxon artefact inquiry, Maya Inquiry unit and investigating images/painting from the Tudor times.</b></p>	<ul style="list-style-type: none"> <li>• Can they suggest why there may be different interpretations of events?</li> </ul> <p><b>When did the war begin and for who? Looking at different biases for versions of events.</b></p> <p><b>The Battle of Britain – was Britain truly alone (discussion and documentary)</b></p> <ul style="list-style-type: none"> <li>• Can they identify and explain their understanding of propaganda?</li> </ul> <p><b>Covered through the WW2 unit and trip to Duxford.</b></p> <ul style="list-style-type: none"> <li>• Can they suggest why certain events, people and changes might be seen as more significant than others?</li> </ul> <p><b>Deeper Thinking Big Questions asked throughout the year</b></p> <ul style="list-style-type: none"> <li>• Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions?</li> </ul> <p><b>Looking at rationing, weighing out things and what people would take</b></p>

<p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Use more complex sources of primary and secondary information</li> <li>• Use the internet for research</li> <li>• Choose and discriminate between a range of information, and use this to ask questions</li> </ul> <p><b>Skills covered throughout the year and children use Blooms Taxonomy Grid to create question to ask for investigation. The blooms grid is to be used to help the children refine their research skills.</b></p> <ul style="list-style-type: none"> <li>• Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict</li> </ul> <p><b>Deeper Thinking questions answered through the year</b></p> <ul style="list-style-type: none"> <li>• Interpret the past through role play – e.g. hot seating</li> </ul> <p><b>Covered through inquiry learning – The Stone Age.</b></p>	<p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Use a range of documents and printed sources</li> <li>• Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task</li> </ul> <p><b>Greek Day</b></p> <ul style="list-style-type: none"> <li>• Give reasons for change through analysing evidence</li> </ul> <p><b>Ancient Greeks and Olympics</b></p> <ul style="list-style-type: none"> <li>• Support own point of view using evidence</li> </ul> <p><b>Deeper Thinking Big Questions – appropriate questions that are relevant to work to be selected by year group.</b></p> <ul style="list-style-type: none"> <li>• Understand that some evidence is limited</li> </ul> <p><b>Class discussion at the start of the year ‘What is history?’</b></p>	<p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Identify differences between different versions of the past.</li> <li>• Give a balanced view of interpretations of the past, using different points of view.</li> </ul> <p><b>Deeper Thinking Questions – view on the changing of the church during the reign of the Tudors. Tudor Day.</b></p> <ul style="list-style-type: none"> <li>• Make conclusions with evidence as to the most likely version of events.</li> </ul> <p><b>Artefact work and looking at images/painting from different periods of history.</b></p>	<p><b>with them. Also covered during Viking Day.</b></p> <p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Devise historically valid questions about change, cause, similarity and difference.</li> </ul> <p><b>Deeper Thinking Big Questions.</b></p> <ul style="list-style-type: none"> <li>• Interpret the past using a range of concepts and ideas.</li> </ul> <p><b>Covered throughout the year in WW2 and Vikings units of work.</b></p> <ul style="list-style-type: none"> <li>• Understand the role of opinion and propaganda.</li> </ul> <p><b>WW2 and the Battle of Britain.</b></p>
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<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Guess what objects from the past were used for, using evidence to support answers</li> </ul> <p><b>Ancient Egypt – Children become archaeologist and dig up different Egyptian artefacts. The Stone Age – weapons.</b></p> <ul style="list-style-type: none"> <li>• Understand that some events of the past affect people’s lives today</li> <li>• Summarise the main events from a period in history, using their characteristics</li> <li>• Give reasons for main events and changes</li> <li>• Begin to understand why some people acted as they did and give reasons</li> </ul> <p><b>Skills above are covered in all topics throughout the year in the Stone Age and Ancient Egypt units.</b></p>	<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Understand differences in social, religious, political and cultural history</li> </ul> <p><b>Covered in Greek unit – Greek democracy. Also covered in Year 5 – Tudors and Maya.</b></p> <ul style="list-style-type: none"> <li>• Understand links between history and geography</li> </ul> <p><b>Covered across all year groups – Where they came from e.g. Romans from Italy, Maya from South America. Also covered in Year 5 – Anglo Saxon artefacts where they were found in Britain.</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences within a period of time- e.g. the lives of rich and poor</li> </ul> <p><b>Deeper Thinking Questions - Comparing Roman villas and looking at the difference between a roman house and Iceni house. (Also looked at in Year 5).</b></p> <ul style="list-style-type: none"> <li>• Describe how some things from the past affect life today</li> </ul> <p><b>Looking at the impact that the Romans still have on us today. (Also covered in Year 5 – Maya and Anglo Saxons)</b></p>	<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Organise a series of relevant historical information, and check this for accuracy</li> </ul> <p><b>Discussed at the start of the year – What is history? Also discussed during Tudor day and throughout other topics.</b></p> <ul style="list-style-type: none"> <li>• Describe the main changes in a period of history, from several perceptions – e.g. political, cultural</li> </ul> <p><b>How did Tudor England change through the different monarchs – Henry VIII changing the church. Comparing the way of life in Anglo Saxon England vs Tudor England.</b></p> <p><b>Deeper Thinking question investigating the Maya hierarchy of power vs who actually had the most influence on what happened.</b></p> <ul style="list-style-type: none"> <li>• Explain their own point of view, justifying this with a broad range of evidence</li> </ul> <p><b>Deeper Thinking Big Questions.</b></p> <ul style="list-style-type: none"> <li>• Adapt their ideas and viewpoints as new information arises</li> </ul> <p><b>Tudor Day. Maya Inquiry – social hierarchy.</b></p>	<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Begin to understand significance</li> </ul> <p><b>Ongoing throughout the year</b></p> <ul style="list-style-type: none"> <li>• Understand and use the concept of legacy, including Royal families and dynasties.</li> </ul> <p><b>Covered in the Vikings unit of work and Viking Day (Year 5 – Maya and The Tudors)</b></p> <ul style="list-style-type: none"> <li>• Speculate and hypothesise about the past, formulating their own theories about reasons for change.</li> </ul> <p><b>Deeper Thinking Big Questions asked throughout the year.</b></p>
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<p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Sort events or objects into groups</li> </ul> <p><b>Ancient Egypt – sorting objects. Rich vs Poor discussion with class.</b></p> <ul style="list-style-type: none"> <li>Use dates and terms accurately, using key dates when describing events</li> </ul> <p><b>Stone Age (tools and weapons) – how they have changed and developed through The Stone Age period.</b></p> <ul style="list-style-type: none"> <li>Use some dates on a timeline</li> <li>Understand the concept of decades and centuries and use this to divide the past into periods of time</li> </ul>	<ul style="list-style-type: none"> <li>Understand the relationship between beliefs and action in historical change</li> </ul> <p><b>Greek day – Greek democracy. (Also covered in Year 5: Anglo Saxons – change from paganism to Christianity and The Tudors – Henry VIII Catholic vs Protestant)</b></p> <p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Use a full range of dates and historical terms</li> </ul> <p><b>History knowledge mats (see appendix) – at the beginning of each unit a cover page is used that will include the key vocabulary that will be used throughout the unit of work.</b></p> <ul style="list-style-type: none"> <li>Use a timeline to place events, periods and cultural movements</li> <li>Show changes on a timeline</li> </ul> <p><b>A session in the hall looking at the timeline to gather context and to compare the lengths of the different periods of history.</b></p>	<p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Identify changes across periods of time, using chronological links</li> <li>Begin to identify causal factors in change</li> </ul> <p><b>The changes of the church during Tudor England and Anglo Saxon Britain. The end of the Maya civilisation. Tudor Day.</b></p> <p><b>What factors lead to the downfall of the Maya civilisation?</b></p>	<p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time.</li> </ul> <p><b>Covered by looking at the changes of medicine and technology as a result of the war. (Year 3 – Stone Age and the change of tools and weapons).</b></p> <ul style="list-style-type: none"> <li>Speculate how present events and actions might be seen and judged in the future.</li> <li>Speculate – what if? What if England and their allies lost the war ... what if Jane Seymour had not died ....</li> </ul> <p><b>Covered throughout the WW2 unit of work (Battle of Britain – if they</b></p>
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<ul style="list-style-type: none"> <li>• Use a timeline with dates, including both BC and AD</li> </ul> <p><b>A session in the hall looking at the timeline to gather context and to compare the lengths of the different periods of history.</b></p> <ul style="list-style-type: none"> <li>• Use evidence to describe changes within a time period.</li> </ul> <p><b>Deeper Thinking questions and research for end of unit piece of work.</b></p>	<ul style="list-style-type: none"> <li>• Describe and make links between events and changes</li> </ul> <p><b>The fall of Rome and Greek Day.</b></p>		<p><b>lost) Also covered in Year 5 topics (Maya and The Tudors)</b></p>
<p style="text-align: center;"><b>CHRONOLOGY AND CHANGE (WHOLE SCHOOL)</b></p> <p>Each year group will begin the year with a timeline in the front of their books. This will range from the earliest period of history studied at WWL to today. As they work through their history units each year group will add on the period of history they are studying, including the duration. This will allow the children to see where they are in history when studying their unit and being able to compare the different periods of history they study in that year.</p> <p>Progression – As the children progress through the school, their timeline will contain all the units they have covered in the previous years.</p> <p><b>Example: See Year 5 example (Testing out for 22/23). This should hopefully be a working document throughout the year.</b></p>			



Greater Depth			
<ul style="list-style-type: none"> <li>• Can they begin to use more than one source of information to bring together a conclusion about an historical event?</li> <li>• Can they use specific search engines on the Internet to help them find out information?</li> </ul> <p><b>Covered when the children complete their own research and compile their own questions using a Blooms Taxonomy Question Grid.</b></p>	<ul style="list-style-type: none"> <li>• Can they research two versions of an event and say how they differ?</li> </ul> <p><b>Boudicca (Cross Curriculum – Dance/PE) Deeper Thinking to compare the reactions of the Romans to an Iceni Tribe. The differing view when leaving Britain – How might Roman soldier born in ENG feel compared to soldier who met his family in ENG and Soldier from Rome.</b></p>	<ul style="list-style-type: none"> <li>• Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past?</li> </ul> <p><b>Artefact inquiry – children create questions to investigate about the artefacts. And throughout the year they use a Blooms Taxonomy Grid to form questions for research.</b></p>	<ul style="list-style-type: none"> <li>• Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> </ul> <p><b>Discussion about the Battle of Britain and a British documentary that says that Britain were alone during the battle.</b></p>

Historical Sources of Evidence
<ul style="list-style-type: none"> <li>• Photographs</li> <li>• Audio recordings</li> <li>• Video recordings</li> <li>• Films</li> <li>• Journals, letters and diaries</li> <li>• Speeches</li> <li>• Visitors and interviews</li> <li>• Published books, newspapers and magazine clippings published at the time</li> <li>• Autobiographies and memoirs</li> <li>• Artefacts e.g. clothing, costumes and objects relevant to the time period Research data e.g. census and public opinion polls</li> </ul>

## History Content Coverage

Year Group	Topic 1	Topic 2	Topic 3	Trips/Visits/Cross Curriculum opportunities through the year
<b>Year 3</b>	Stone Age (Inquiry) – Changes in Britain from the Stone Age to Iron Age	The Egyptians (Option for inquiry)	Local Area Study – This will be combined with the local area study in Geography	Horrible Histories: The Awful Egyptians Stone Age Day
<b>Year 4</b>	Ancient Greece – A study of Greek life and achievements and their influence on the western world	The Roman Empire and its impact of Britain	Extending knowledge beyond 1066 – The legacy of Greek and Roman culture (art, architecture, literature) on British history, including present day.	Greek Day, Boudicca Dance (PE)

<p><b>Year 5</b></p>	<p>The Anglo Saxons – why they came to Britain, religion, village life. Inquiry lessons looking at artefacts and creating question so they can create a museum exhibit.</p>	<p>The Maya - Inquiry. The children become archaeologists to investigate society structure, gods, number system, location of the civilisation, Maya Masks (instruction writing), and end of then civilisation.</p>	<p>The Tudors: War of the roses, Henry VIII and his wives, Tudor crime and punishment</p>	<p>Horrible Histories: The Terrible Tudors (Theatre Visit) West Stow – Anglo Saxon Village Visit Visit from Henry VIII Maya Masks (Art/DT)</p>
<p><b>Year 6</b></p>	<p>The Vikings - Inquiry</p>	<p>WW2</p>	<p>Victorians (Options for Inquiry)</p>	<p>Viking Day, Trip to the castle museum. Trip the Duxford GR – Street Child</p>

Artefact boxes from the Library Service can be requested to further engage the children into the history.

Inquiry units can be used in conjunction with the explicit teaching of specific areas – i.e. The Maya number system.

<h2 style="margin: 0;">Longer Writing Opportunities</h2> <p style="margin: 0;">(These are all examples that could be used through each unit – it is not a definite list)</p>			
Year 3	Year 4	Year 5	Year 6
<p>Egyptians Recount of entering the tomb of Tutankhamun</p> <p>Stone Age Non chronological report on stone age weapons</p>	<p>Romans Write a letter from Hadrian’s Wall Sales pitch for their own Roman themed villa.</p> <p>Persuasive Writing – did Boudica do the right thing?</p> <p>Greeks Information all about Greek clothes. Design a board game all about the Olympics.</p>	<p>Anglo Saxons Information page/non-chronological report all about Anglo Saxon gods.</p> <p>Anglo Saxon Museum Exhibit – the children become exhibit curators and must design their own exhibition. The have researched all the information or interviewed an archaeologist about the artefacts.</p> <p>Maya Instruction writing – the children create a set of instructions about how to recreate a Maya mask. This is from the inquiry unit.</p> <p>Tudors News report on Henry and his wives (Tudors)</p>	<p>WW2 &amp; Battle of Britain Letter as an evacuee – writing in role.</p> <p>Writing an eye-witness account of a Battle of Britain dogfight.</p> <p>Vikings News report about treasure found by the Detectorist from inquiry sessions.</p> <p>Victorians Creating a persuasive advert for a Victoria invention.</p> <p>Writing a persuasive letter using historical details.</p>

Cross Curricular Links			
Year 3	Year 4	Year 5	Year 6
<p>Stone Age Cave Painting – Art</p> <p>Creating a map of what they saw during their exploration of the Dordogne Cave (Inquiry) – Geography</p> <p>Stone Age Boy – Guided Reading (VIPERS)</p> <p>Gathering information to research a question - ICT</p>	<p>Boudica Dance – PE/Dance &amp; Art/DT (Props designed for the dance – shields and weapons)</p> <p>Boudicca Warrior Dance – PE/Dance</p> <p>Creating and researching coliseums – Art/DT</p> <p>Creating a map for the settlers (Inquiry) – Geography</p> <p>Gathering information to research a question – ICT</p> <p>Guided Reading – Who let the gods out?</p>	<p>Maya Masks – Art/DT</p> <p>Maya number system – Maths</p> <p>Where they came from (Maya and Anglo Saxons) – Geography</p> <p>Gathering information to research a question - ICT</p> <p>Guided Reading – Anglo-Saxon Boy</p>	<p>Ordering Events from WW2 and understanding who the Allies were – Geography.</p> <p>Rationing – Maths (Weighing)</p> <p>Longer writing opportunities all link with English.</p> <p>Gathering information to research a question – ICT</p> <p>Guided Reading – Street Child, Viking Boy</p>

Deeper Thinking Questions			
Year 3	Year 4	Year 5	Year 6
<p><b>Ancient Egypt</b>                      Why do we need archaeologists?                      Which tool is most important to an archaeologist? Why?                      Was it fair that only the pharaohs were buried in tombs? Why?                      How would Ancient Egypt be different without the River Nile?</p> <p><b>Stone Age</b>                      What was the most useful tool for a Stone Age person?                      How are cave paintings similar to hieroglyphics?                      Life is better now than in Stone Age time. Do you agree with this statement?</p> <p><b>Local Area</b>                      What would you improve about our local area? Why?</p>	<p><b>Romans</b>                      What do these buildings tell us about Romans and why?                      Would you prefer to live in a Celtic or Roman home? Why?                      Why is a Roman home so different to a Celtic home?                      Which is the most interesting God and why?                      Having learnt about their love of art, what can we learn about the Romans from what they have left behind?                      Would you rather live as a Roman or Celt?                      Would you want to be a Roman soldier living in Britain?                      The Romans were good for Britain. Do you agree with this statement?</p> <p><b>Greeks</b>                      Do you think the ancient Greeks truly established democracy and why?</p>	<p><b>Maya</b>                      Some experts argue that slaves and labourers were actually more important in society than some of the other roles. Why might that be? Do you agree/disagree?                      How would you feel if you experienced a Maya sacrifice? Who might be chosen and why?                      What is similar/different between the Maya and Egyptians?                      Referring back to the Maya roles in society work we studied earlier. Pick one of the different roles in their society and design a mask for that level in society. You need justify your design.</p> <p><b>Tudors</b>                      Does Mary deserve the title of Bloody Mary?                      If you had to be one of the 6 wives which one would you be and why?</p>	<p><b>Vikings</b>                      Was the Viking life glamorous?                      Are the Vikings misunderstood? (always portrayed as negative)                      What did the Vikings ever do for us?                      Was the Dane Geld a good idea?                      Why/why not? Could you think of a better solution?</p> <p><b>WW2 &amp; Battle of Britain</b>                      When did the world war truly begin?                      Does the source of the information affect the opinion it presents?                      What happens to people in war torn areas today? How is this similar/different to during WW2?                      Why might source A find situation B more significant?                      Can you speculate why this change (medicines, technology) might have occurred?</p>

	<p>Would you rather take part in the ancient or modern Olympics?                  Which state would you rather live in, Athens or Sparta?                  Which Greek god would you prefer to be and why?                  Do you think the Trojan horse really existed?                  Was Paris right to run off with Helen of Troy?</p>	<p><b>Anglo Saxons</b>                  How did the Anglo Saxons bring law and order?                  What things are left that proves the Anglo Saxons came to Britain.                  Would you like to live as an Anglo Saxon – yes/no – why?                  Would you have liked to have lived during the Anglo-Saxon period?                  Explain your answer.                  What might have been the most vital part of an Anglo-Saxon village.</p>	
<p>Above are examples of deeper thinking questions that might be used throughout each history topic however anyone is free to adapt, change or create new questions to support/challenge the children further.</p> <p>Children need to ensure they are individually responding to a deeper thinking question. They can discuss them as a class or in groups first but need to individually respond to the answers. They can then be checked and marked in a similar fashion to guided reading (A shared modelled example from the teacher)</p>			