

East-the-Water Primary School

History - Curriculum Skills Progression Map (Early Years to Year 6)

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none">• 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;• 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>Pupils should be taught about:</p> <ul style="list-style-type: none">• changes in Britain from the Stone Age to the Iron Age;• the Roman Empire and its impact on Britain;• Britain’s settlement by Anglo-Saxons and Scots;• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;• a local history study;• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066;• 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 Egypt;• 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 –; Benin (West Africa) c. AD 900-1300.

Nursery	All about me	Transport
Curriculum and content	Understanding of the world – past and present <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society • Know the similarities and differences between things in the past and now, drawing on their experiences and what had been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling 	Understanding of the world – past and present <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society • Know the similarities and differences between things in the past and now, drawing on their experiences and what had been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling
Enquiry Question	How have I changed since I was a baby?	How has transport changed over time?
Disciplinary concepts	Playing and exploring Investigating Experiencing Creating Thinking critically Similarity and difference	Playing and exploring Investigating Experiencing Creating Thinking critically Similarity and difference
Substantive concepts	Past and present Chronology	Past and present Chronology
Local links	Community and family links	Barnstaple museum link
Diversity	Comparisons between ethnic groups, ages, genders and family lifestyles	Comparisons about different modes of transport.

Reception	All about me	Toys
Curriculum and content	Understanding of the world – past and present <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society • Know the similarities and differences between things in the past and now, drawing on their experiences and what had been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling 	Understanding of the world – past and present <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society • Know the similarities and differences between things in the past and now, drawing on their experiences and what had been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling
Enquiry Question	How have I changed since I was a baby?	How have toys changed over time?
Disciplinary concepts	Playing and exploring Investigating Experiencing Creating Thinking critically Similarity and difference	Playing and exploring Investigating Experiencing Creating Thinking critically Similarity and difference
Substantive concepts	Past and present Chronology	Past and present Chronology
Local links	Community and family links	Barnstaple museum link
Diversity	Comparisons between ethnic groups, ages, genders and family lifestyles	Comparisons made to toys from different cultures

Year 1	East-the-Water school	Travel	Icons – Amelia Earhart
Curriculum and content	Significant historical events, people and places in their own locality.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
Enquiry Question	How has our school changed over time?	How have aeroplanes changed over time?	Why was Amelia Earhart a significant explorer?
Disciplinary concepts	Change and continuity Perspective Similarity and difference Enquiry	Similarity and difference Enquiry Significance	Similarity and difference Enquiry Significance
Substantive concepts	Sources and evidence Past and present Urban and rural Artefact	Sources and evidence Past and present Urban and rural	Sources of evidence Artefact Past and present Chronology Equality and inequality
Local links	Bideford		
Diversity	Changes in education	Changes in travel	Women roles
Connection across time (short activity or debate/discussion)	Image comparison between Bideford and other schools over time.	Comparison of past and present travel.	Compare with Christopher Columbus and other travellers the children may know
Assessment – high quality outcome	Poster- how has the school changed over time? Design a poster about what school was like in the past. Evidence in books.	Oracy- Give one reason why aeroplanes have changed over time.	Fact file about Amelia Earhart. SEND- oral fact file. Evidence in books.

Year 2	Great Fire of London	Icons – Grace O’Malley	Local History- Bideford
Curriculum and content	Events beyond living memory that are significant nationally or globally;	The lives of significant individuals in the past who have contributed to national and international achievements.	Significant historical events, people and places in their own locality.
Enquiry Question	Could the Great Fire of London have been prevented?	Should we call Grace O’Malley a pirate?	How has the quay changed in Bideford?
Disciplinary concepts	Cause and consequence Enquiry Perspective Change and continuity Interpretation	Significance Enquiry Cause and consequence Interpretation	Significance Change and continuity Similarity and difference Enquiry
Substantive concepts	Artefacts Chronology Century Past and present Source Equality and inequality	Trade and communication Religion and beliefs Culture Local/national/global	Past and present Urban and rural Source Local Trade
Local links	Links to Tiverton Town fire of 1721		Bideford
Diversity	Social divisions in Stuart England	Religion and ethnic diversity	Changes in trade
Connection across time (short activity or debate/discussion)	Wider life in Stuart England – what other problems did they face?	Link back to Christopher Columbus – similarities and differences.	Link back to previous learning- what changed in the High Street
Assessment – high quality outcome	News report about the fire. Oral re-telling/ facts. Recorded for evidence.	Oral debate about her life- discuss why she might/might not be a pirate.	Written piece/ poster- how the quay has changed over time? Evidence in books.

Year 3	Anglo Saxons and Vikings – Autumn, Spring and Summer		
Curriculum and content	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;		
Enquiry Question	Anglo Saxons and Vikings. Who do you most admire and why?		
Disciplinary concepts	Cause and consequence Enquiry Interpretation Change and continuity Similarity and difference Sources of evidence		
Substantive concepts	Agriculture and industry Archaeology Artefact Chronology Conflict and cooperation Trade and communication Migration Kingdom		
Local links	Place names in Devon. Ton, Barton, Lee, Local names – Bonehill, Northam. Bloody corner, Appledore.		
Diversity	Role of women and children in society. Cultural mixing.		
Connection across time (short activity or debate/discussion)	What was Britain like before the Saxons arrived? (Link forward Roman unit)		
Assessment – high quality outcome	Oral discussion- whether they would like to be an Anglo-Saxon or not? Record for evidence.	Poster- Did the Vikings settle out of need or greed? Argue their point on the poster. Evidence in books.	Written comparison about the Anglo Saxons and the Vikings. Evidence in books.

Year 4	Ancient Egypt- Autumn The Romans- Spring Ancient Egypt and The Romans comparison- Summer	
Curriculum and content	The achievements of the earliest civilizations –: Ancient Egypt	The Roman Empire and its impact on Britain
Enquiry Question	Why are the Ancient Egyptians so memorable?	How close did Boudica come to ruining the Roman conquest of Britain?
Disciplinary concepts	Enquiry – L1/2/3 Interpretation Sources of evidence Cause and consequence Significance	Cause and consequence Interpretations Similarity and difference Enquiry Sources of evidence
Substantive concepts	AD/BC Agriculture Archaeology – discovering tomb Artefact – discovering tomb Ancient Civilisation Trade and communication Equality and inequality – Tutankhamun’s lavish lifestyle compared to lifestyles of others Religion and beliefs - afterlife Local, national, global Modern and ancient	AD/BC Chronology Empire Invasion Conflict and cooperation Source Equality and inequality Modern and ancient
Local links		Proximity to local sites – Exeter, The Beacon Roman Fortlet in Martinhoe.
Diversity	Disability (Tutankhamun), gender roles and status.	Women in power – Boudica.
Connection across time (short activity or debate/discussion)	Would you rather be a Viking or Egyptian child?	Who had an easier time when they came to Britain- the Romans or the Vikings?

Assessment – high quality outcome	Fact file about the Egyptians- why were they so memorable? What did they do?	Poster- When was life better before or after the Roman Empire? Evidence in books.	Written comparison between the two. Evidence in books.
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Year 5	Stone Age to Iron Age	The Mayflower	Ancient Greece
Curriculum and content	Changes in Britain from the Stone Age to the Iron Age;	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Enquiry Question	Was any progress made in prehistoric Britain?	Why did 102 people want to leave England in 1622?	How much united the Ancient Greeks?
Disciplinary concepts	Cause and consequence Enquiry Sources of evidence Interpretation Similarities and difference Perspective Significance	Perspective Cause and consequence Source of evidence	Sources of evidence Enquiry Significance Interpretation Change and continuity
Substantive concepts	Archaeology Artefact AD/BC Modern and ancient Migration Agriculture Conflict and cooperation	Monarchy Religion Migration Chronology Local, national, global Religion and belief	AD/BC Archaeology Artefact Democracy Conflict and cooperation Modern and ancient
Local links	Kents cavern, Bronze and Iron age sites in North Devon	Plymouth – The Mayflower steps	Local government and democracy
Diversity		Religious diversity	
Connection across time (short activity or debate/discussion)	How much were Roman buildings superior to Iron age ones?	How does the Mayflower compare to ships from other periods of time?	Of all the time periods studied, who had the most effect military?

Assessment – high quality outcome	Poster on was there any progress made in prehistoric Britain? Evidence in books.	Written explanation- how did religion and belief influence the Mayflower? Evidence in books.	Oral debate: how much united the Ancient Greeks?
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Year 6	Benin	World War II
Curriculum and content	A non-European society that provides contrasts with British history –; Benin (West Africa) c. AD 900-1300.	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066;
Enquiry Question	Who should own historical artefacts?	<ol style="list-style-type: none"> 1. Which was the greater triumph - Dunkirk or D-Day? 2. How important was our local area in WWII?
Disciplinary concepts	Interpretation Sources and evidence Perspective Similarity and difference Cause and consequence	Significance Cause and consequence Interpretation Enquiry Sources and evidence Perspective
Substantive concepts	Trade and communication Source Artefact Civilisation Kingdom Empire Equality and in-equality Religion and belief Culture	Agriculture Artefacts Invasion Industry Conflict and cooperation Local/national/global Urban and rural
Local links		Significance to our community.
Diversity	Social diversity	Gender and age inequality Nazi motivations Ethnic and religious groups contributing to the war effort.
Connection across time (short activity or debate/discussion)	Research one other society to contrast to Benin and identify one thing they were successful at.	Which period of conflict would you be most frightened of? (Preface with list of time periods studied)

Assessment – high quality outcome	Written debate about whether the bronzes should be returned or not. Evidence in books.	Poster and presentation about World War 2. Evidence in books (poster) presentation- record for evidence.
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These substantive concepts occur repeatedly throughout our history curriculum. This is so children are exposed to them in different contexts and gain a deeper understanding of the concept.

Each unit also has vocabulary more specific to the time period that children learn more incidentally (encountered through discussion as they come up).

Substantive concepts (key historical terms)	
AD	Industry
Agriculture	Invasion
Archaeology	Kingdom
Artefact	Law
BC	Local, national, global
Civilisation	Modern and ancient
Calendar	Migration
Century	Monarchy
Chronology	Past
Conflict and Cooperation	Present
Culture	Progress
Democracy	Religion and beliefs
Empire	Settlement
Equality and inequality	Trade and communication
Historical source	Urban and rural