

## Progression map for History at Chandag Junior School

### Exploring the past – Inspiring futures!

#### **Intentions:**

At Chandag Junior School our aim is to provide an exciting History curriculum which enables children to understand how historical events, movements and figures have shaped the world we live in today. Through our studies, we make special reference to our local area, focussing on the historical events and changes that have had particular impact on the culture of modern day Bristol and Bath. We believe a firm grounding and enjoyment of historical studies can motivate children to become responsible citizens able to respond to the lessons of history and feel inspired by the past generations who have shaped the world we live in today.

#### **Implementation:**

**At Chandag Junior School Historical skills and understanding are taught through five main areas:**

Chronological understanding

Knowledge and understanding of people and events in the past, and how they have changed

Historical interpretation

Historical enquiry

Organisation and communication

We aim to develop children's skills and understanding in History through providing a rich and varied curriculum with lots of opportunity for first hand experiences that bring History to life for the children.

This includes:

- Educational visits to Historical sites
- In school workshops run by experts
- Forest school activities
- Cooking and eating
- Themed days and dressing up

In addition, we have a wide range of artefacts, books, photographs and other visual materials to support each year groups History topic.

**Impact:** A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time

<b>Substantive Knowledge</b>					
<b>Skill/knowledge component</b>	<b>NC subject content</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>HISTORICAL KNOWLEDGE</b>	To develop a chronologically secure knowledge and understanding of British, local and world history	Changes in Britain from the <b>Stone age to the Iron Age</b>  Early civilisations depth study: <b>Ancient Egypt</b>	<b>Romans</b> as a Local history depth study  <b>Anglo Saxons</b>  <b>Vikings</b>	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: <b>Victorians</b>  A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: <b>Tudors</b>  Explorers Bristol link. (Cabot)	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: <b>World War Two</b>  <b>A non-European society - Islamic civilisations</b>
<b>Ancient Greece: covered by an annual whole school 'Greek Week' where all year groups study the same topic</b>					
<b>HISTORICAL UNDERSTANDING</b>		Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Study an ancient civilization in detail.	Use evidence to reconstruct life in time studied. Identify key features and events. Look for links and effects in time studied. Offer a reasonable explanation for some events.	Study change through the lives of significant individuals e.g: Queen Victoria  Study different aspects of life of different people – differences between men and women. Compare life in early and late times studied.	Examine causes and results of great events and the impact on people. Compare an aspect of life with the same aspect in another period. Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.  Compare and contrast ancient civilisations
<b>Disciplinary Knowledge</b>					
<b>CHRONOLOGICAL UNDERSTANDING</b>		Understand that a timeline can be divided into BC and AD.	Place the time studied on a time line.	Place current study on time line in relation to other studies.	Order significant events, movements and dates on a timeline.

		<p>Place the time studied on a time line.</p> <p>Sequence events or artefacts.</p> <p>Use dates and vocabulary related to the passing of time to describe events.</p> <p>Begin to understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>	<p>Use terms related to the period, begin to date events and place them in chronological order.</p> <p>Understand more complex terms e.g. BCE/AD</p>	<p>Relate current studies to previous studies and be able to make comparisons between different times in history.</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant terms and periods labels.</p> <p>Describe the main changes within a period in history.</p>	<p>Know and sequence key events of time studied.</p> <p>Use relevant terms and periods labels.</p> <p>Identify and compare changes within and across different periods.</p> <p>Consolidate understanding of how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>
HISTORICAL INTERPRETATION		<p>Explore the idea that there are different accounts of history.</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Use the terms 'primary' 'secondary' source.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Look at representations of the period in a museum.</p>	<p>Begin to evaluate the usefulness of different sources.</p> <p>Recognise that opinions ... Different sides to an argument...</p> <p>use of text books and historical knowledge</p> <p>Look at different versions of the same event in history and identify differences.</p> <p>☑ Know that people in the past represent events or ideas in a way that persuades others.</p>	<p>Compare accounts of the same event from different sources. Fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>☑ Give reasons why there may be different accounts of history.</p> <p>☑ Evaluate evidence to choose the most reliable forms.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>☑ Know that people both in the past have a point of view and that this can affect interpretation.</p>

					<p>☒ Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>
HISTORICAL ENQUIRY		<p>use a source – why, what, who, how, where to ask questions and find answers use a range of sources to find out about a period observe small details – artefacts, pictures select and record information relevant to the study discuss the effectiveness of sources begin to use the library, e-learning for research ask and answer questions</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. ☒ Ask questions and find answers about the past.</p>	<p>use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past ask a variety of questions use the library, e-learning for research</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. ☒ Ask questions and find answers about the past.</p>	<p>begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select relevant sections of information confident use of library</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. ☒ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. ☒ Investigate own lines of enquiry by posing questions to answer.</p>	<p>recognise primary and secondary sources use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out bring knowledge gathering from several sources together</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. ☒ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. ☒ Investigate own lines of enquiry by posing questions to answer.</p>
ORGANISATION AND COMMUNICATION		<p>communicate knowledge and understanding in a variety of ways – discussions, pictures,</p>	<p>select data and organise it into a data file to answer historical questions</p>	<p>fit events into a display sorted by theme time</p>	<p>select aspect of study to make a display use a variety of ways to communicate knowledge</p>

		<p>writing, annotations, drama, mode</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>know the period in which the study is set display findings in a variety of ways work independently and in groups</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>use appropriate terms, matching dates to people and events record and communicate knowledge in different forms- work independently and in groups showing initiative</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. ☑ Plan and present a self-directed project or research about the studied period.</p>	<p>and understanding including extended writing plan and carry out individual investigations</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. ☑ Plan and present a self-directed project or research about the studied period.</p>
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