

2019

Curriculum Skills and Progression Map History



Old Catton Junior School



Nebula
where stars are born

Curriculum Skills and Progression Map

Here at Old Catton Junior School History is taught on a 2 year rolling programme. It is split alongside Geography under the banner of Humanities. For one half term we study Geography and then the next half term History.

Please see appendix 1 and 2 for the long term plan for all year groups for History: 'Entitled subject overview'

During each unit children will be asked a 'deeper learning question'. This is to deepen the students learning and to get them to delve deeper and to question a concept or idea. The year 3 and 4 examples can be found in the 'greater depth' area of this document. Year 5 and 6 are attached as appendix 3

We use a variety of key vocabulary this can be found in appendix 4 under 'subject knowledge mat'.

School 'fields trips' will vary from year to year and have recently included Sutton Hoo

An example of our assessment grid can be found in appendix 5

We are keen to promote cross curricular opportunities. An example of recommended writing opportunities for Humanities can be found in appendix 6.

Lots of units are taught using elements of 'the creative curriculum' including methods such as mantle of the expert which aim to immerse the students in drama as part of a project brief. The creative curriculum is a "comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills".

History - Age Related Statutory Coverage	
Key Stage One Learning	Key Stage Two
<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Combine overview and in depth studies: Changes in Britain from the Stone Age to the Iron Age Year 1 autumn yr 3 and 4 The Roman Empire and its impact on Britain Year 2 autumn yr 3 and 4 Britain's settlement by Anglo Saxons and Scots Year 2 spring autumn yr 3 and 4 The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor A local history study Year 1 Autumn and spring year 5 and 6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Year 1 Autumn and spring year 5 and 6 The achievements of the earliest civilizations Ancient Greece Year 2 summer yr 5 and 6

	<ul style="list-style-type: none"> A non-European society that provides contrasts with British history Year 1 summer yr 5 and 6
--	---

Skills Map - History			
Year 3	Year 4	Year 5	Year 6
Expected Standard			
<ul style="list-style-type: none"> Can they ask and answer questions about old and new objects? Indus Valley LO: I can find out about the Indus Valley civilisations' trade and crafts. Lesson 4. Year 3/ 4. Can they spot old and new things in a picture? Romans LO: I can find out what survived from the Roman settlement of Britain. Lesson 7 Year 3/ 4 Can they answer questions using an artefact /photograph provided? Anglo Saxons LO: I can study the archaeological evidence at Sutton Hoo to ask and answer questions. Lesson 1 year 3/ 4. Can they give a plausible explanation about what an object was used for in the past? Ancient Egypt. LO: I can understand the importance of artefacts in 	<ul style="list-style-type: none"> Can they research what it was like for a person in a given period from the past using primary and secondary sources? Romans LO: I can find out about the Roman way of life. Lesson 6. Year 3/ 4. Can they give more than one reason to support an historical argument? Romans LO: I can explore who Boudicca was from different points of view. Lesson 4. Year 3/ 4. 	<ul style="list-style-type: none"> Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion? Vikings vs Saxons LO: I can find out why King Alfred was dubbed 'Alfred the Great. Lesson 4. Year 5/ 6. Can they explain how historical artefacts have helped us understand more about people's lives in the present and past? Ancient Greece LO: I can learn about the impact of the ancient Greek civilisation on the modern world. Lesson 6. Year 5/ 6. 	<ul style="list-style-type: none"> Can they suggest why there may be different interpretations of events? Crime and Punishment LO: I can recap the history of crime and punishment and compare it to today. Lesson 7. Year 5/ 6. Can they identify and explain their understanding of propaganda? Leisure and Entertainment LO: I can consider how leisure and entertainment activities were affected during World War Two. Lesson 2. Year 5/ 6. Can they suggest why certain events, people and changes might be seen as more significant than others? Leisure and Entertainment LO: I can show what I have learned and understood about how leisure and entertainment in Britain have changed

<p>helping us find out about the past. Lesson 4. Year 3/ 4.</p> <ul style="list-style-type: none"> • Can they find out more about a person or event from the past from a given source? Anglo Saxons LO: I can use what has been discovered at Sutton Hoo to draw conclusions about who was buried there. Lesson 7 year 3/ 4. <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> • Use more complex sources of primary and secondary information • Use the internet for research • Choose and discriminate between a range of information, and use this to ask questions • Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict • Use a simple database to organise information 	<p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> • Use a range of documents and printed sources • Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task • Use graphs and charts to confirm information from different sources • Give reasons for change through analysing evidence • Support own point of view using evidence • Understand that some evidence is limited <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Understand differences in social, religious, political and cultural history • Understand links between history and geography • Know some similarities and differences within a period of time- e.g. the lives of rich and poor 	<p>HISTORICAL STUDY</p> <p>Rank sources of information in order</p> <p>Identify differences between different versions of the past</p> <p>Give a balanced view of interpretations of the past, using different points of view</p> <p>Make conclusions with evidence as to the most likely version of events</p> <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Organise a series of relevant historical information, and check this for accuracy • Describe the main changes in a period of history, from several perceptions – e.g. political, cultural 	<p>during the 20th and 21st Centuries. Lesson 7. Year 5/ 6.</p> <ul style="list-style-type: none"> • Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions? Crime and Punishment LO: I can explore crime and punishment in the Roman Period. Lesson 2. Year 5/ 6. <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> • Devise historically valid questions about change, cause, similarity and difference • Interpret the past using a range of concepts and ideas • Understand the role of opinion and propaganda
--	--	--	--

<ul style="list-style-type: none"> • Interpret the past through role play – e.g. hot seating <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Guess what objects from the past were used for, using evidence to support answers • Understand that some events of the past affect people’s lives today • Summarise the main events from a period in history, using their characteristics • Give reasons for main events and changes • Begin to understand why some people acted as they did and give reasons <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> • Sort events or objects into groups • Use dates and terms accurately, using key dates when describing events • Use some dates on a time line • Understand the concept of decades and centuries and use this to divide the past into periods of time 	<ul style="list-style-type: none"> • Describe how some things from the past affect life today • Understand the relationship between beliefs and action in historical change <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> • Use a full range of dates and historical terms • Use a time line to place events, periods and cultural movements • Show changes on a time line • Describe and make links between events and changes 	<ul style="list-style-type: none"> • Explain their own point of view, justifying this with a broad range of evidence • Adapt their ideas and viewpoints as new information arises <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> • Identify changes across periods of time, using chronological links • Begin to identify causal factors in change 	<p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Begin to understand significance • Understand and use the concept of legacy, including Royal families and dynasties • Speculate and hypothesise about the past, formulating their own theories about reasons for change <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time • Speculate how present events and actions might be seen and judged in the future • Speculate – what if? What if England lost the war ... what if Jane Seymour had not died
--	--	--	--

<ul style="list-style-type: none"> • Use a timeline with dates, including both BC and AD • Use evidence to describe changes within a time period. 			
Greater Depth			
<ul style="list-style-type: none"> • Can they begin to use more than one source of information to bring together a conclusion about an historical event? • Can they use specific search engines on the Internet to help them find out information? 	<ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? 	<ul style="list-style-type: none"> • Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past? 	<ul style="list-style-type: none"> • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?

DEEPER THINKING QUESTIONS:

<u>Topic</u>	<u>Learning Objective</u>	<u>High Order Question</u>
<p>Year 1 x3</p> <p>The Stone, Bronze and Iron Age</p>	<p>To recap and summarise the prehistory of Britain.</p>	<p>Stone Henge is one of the wonders of the world. If you could choose a modern wonder what would it be and why?</p>
	<p>To find out about how people lived in the Iron Age</p>	<p>Would you have preferred to live in the stone, bronze or iron age and why?</p>

The Indus Valley	To locate Indus valley cities and settlements	Why do you think the explorers who found most of the ruins seem to be men? Why do most of them seem to be British?
Ancient Egypt	To learn about Egyptian tombs, pyramids and burial sites	Are we buried the same as the Ancient Egyptians? Why do you think this is?
Year 2 x3 Invaders and settlers Ancient Romans	To find out about the results of Boudicca's revolt.	Was Boudicca right to take her own life? Why/ why not? What would you have done in her place?
Anglo Saxons, Scots and Picts	To explore Anglo-Saxon culture including art, music, legends and poetry.	Look at the legend of Beowulf. Is this a true story? Why do you think this? Why did they tell tales of monsters in this time period?
The Mayans	To find out about the decline of the Mayan civilisation	Why do you feel the Mayans eventually declined? Is there anything you can rule out and anything that is the MOST important factor?

Historical Sources of Evidence

- Photographs
- Audio recordings
- Video recordings
- Films
- Journals, letters and diaries

Curriculum Skills and Progression Map



- Speeches
- Visitors and interviews
- Published books, newspapers and magazine clippings published at the time
- Autobiographies and memoirs
- Artefacts e.g. clothing, costumes and objects relevant to the time period Research data e.g. census and public opinion polls