

## WPS History Progression Map - Year 1

### Dungeons and Dragons

- 1- What castles were and when they were prominent.
- 2- History of Skipton Castle. Places where invaders came from - match objects, sequence.
- 3- Role play of civil war and why this was a turning point for Skipton Castle - role play.
- 4- Timeline of Skipton Castle. Roles of men and women in the castle.
- 5- Castles then and now - model making, sequence, match objects.
- 6- Skipton Castle trip - match objects, sequence.

### Landing on the Moon

- 1- Use secondary sources (text) to know about different astronauts and special events in space. Complete passports.
- 2- Lesson 1 continued.
- 3- Use primary and secondary sources (Internet, books, photos, newspaper reports) to know and understand about Neil Armstrong and his mission to the moon. Produce group spider diagrams of information regarding moon landing.
- 4- Lesson 3 continued.
- 5- Write individual fact sheets about Neil Armstrong and the moon landing.
- 6- Lesson 5 continued.
- 7- Use secondary source (PPT) to know about the life of Tim Peake. Write a short, simple biography about Tim Peake.
- 8- Lesson 7 continued.
- 9- Order events in space chronologically on a timeline.

### Africa and the Apartheid

- 1- Use secondary source (PPT - photos/text) to know the word 'apartheid' and understand how it affected the lives of people living in SA. Draw a picture to represent apartheid, write definition and give example of how it affected people's lives.
- 2- Use secondary source (PPT - photos/text) to know about Nelson Mandela and understand his importance to SA history. Focus on his birth, being sent to prison and becoming president of SA. Order chronologically on timeline and write explanation of what is happening under each picture.
- 3- Complete a fact sheet about Nelson Mandela, using information from previous lesson.
- 4- Use secondary sources (PPT - photos/extracts) to understand what it was like for Nelson Mandela when in prison. Write diary entry from NM's point of view.

### Seaside Holidays Now and Then

- 1- Use primary sources (photos) to find out about holidays through the 20<sup>th</sup> century. Write down observations and share as class. Order photographs in chronological order, thinking about past and present and share explanations.
- 2- Use primary and secondary sources (books/video clips/photos) to find out how people got to the seaside, what they used to wear and what they did at the beach. Complete booklets in pairs.
- 3- Lesson 2 continued.
- 4- Use primary sources (photos) to make comparisons between holidays in the past and holidays now,

### Chronological understanding

- Sequence events in their life.
- Sequence 3 or 4 artefacts from distinctly different periods of time.
- Match objects to people of different ages.

### Range & depth of historical knowledge

- Recognise the difference between past and present in their own and others' lives.
- Know and recount episodes from stories about the past.

### Historical interpretations

- Use stories to encourage children to distinguish between fact and fiction.
- Compare adults talking about the past - how reliable are their memories?

### Historical enquiry

- Find answers to simple questions about the past from sources of information e.g. artefacts, photos etc.

### Organisation & communication

- Communicate their knowledge through discussion, drawing pictures, drama/role play, making models, writing, using ICT.

## WPS History Progression Map - Year 2

### Florence Nightingale

1. Know that people from the past may be famous. Use primary source (photo) of Florence Nightingale to introduce her as famous nurse. Write questions that they would like to ask FN.
2. Use primary and secondary sources (photos/props/textbook/video clip) to find out about FN and develop knowledge. Write as many facts down as possible.
3. Use primary and secondary sources (photos/maps/text/video clips) to know about FN's journey to Scutari and to understand why she acted in the way that she did in order to improve conditions for soldiers.
4. Continuation of how FN improved hospitals and conditions. Write about what hospitals were like before and after.
5. Retell story of FN through drama.
6. Plot the life of FN on a timeline.
7. Use secondary sources (text/images/video) to know about the life of Edith Cavell. Complete sheet comparing Florence Nightingale to Mary Seacole and then comparing FN & MS to EC.

### World War 1

- 1- Use primary and secondary sources (photos/text) to understand significance of Remembrance Day and poppies. Create own poppy.
- 2- Use secondary sources (text/video clips/images) to know and understand the significance of WWI to British history and understand what life was like for soldiers. Write personal message to 'unknown soldier'.
- 3- Use primary sources (photos/video clips) to understand the importance of a war memorial (including memorial in Eccleshill) to commemorate soldiers who died at war. Design own memorial with features labelled.
- 4- Use secondary source (video clip) to know and understand about the significance of the Christmas Truce. Write about the Christmas Truce.

### Rosa Parks

1. To sequence the main events of Rosa's life. To look at a range of artefacts
2. To focus on the event on the bus - what happened, why she made that choice. Role play. Watching video clips. Write thought bubbles for Rosa and the bus driver.
3. To communicate what they have learnt about Rosa Parks through writing a poster.

### Great Fire of London

1. Use secondary sources (textbook) to complete timeline of GFOL.
2. Use secondary source (textbook) to develop knowledge of how fires were fought in 1666 and compare to firefighting today.
3. Continuation of firefighting in 1666. Write about what has been learnt.
4. GFOL Workshop - Know about Tudor houses and why the fire spread so quickly.
5. Use primary and secondary sources (photos/pictures/props) to know how London changed after the fire and to compare life in 1666 to modern day life.

### Chronological understanding

- Sequence artefacts closer together in time - check with reference book.
- Sequence photographs etc from different periods of their life.
- Describe memories of key events in lives.

### Range & depth of historical knowledge

- Recognise why people did things, why events happened and what happened as a result.
- Identify differences between ways of life at different times.

### Historical interpretations

- Compare two versions of a past event.
- Compare pictures or photographs of people or events in the past.
- Discuss reliability of photos/accounts/stories.

### Historical enquiry

- Use a source - observe or handle sources to answer questions about the past and the basis of simple observations.

### Organisation & communication

- Communicate their knowledge through discussion, drawing pictures, drama/role play, making models, writing, using ICT.

## WPS History Progression Map - Year 3

### Significant Women who Changed the World

- 1- Research using video clips/websites Grace Darling. Use secondary sources to explain why she is an important woman in history. Create a timeline of her life.
- 2- Devise historically valid questions to ask Hellen Keller, research using clips/websites to answer initial questions.
- 3- Create a poster showing facts about Dr Hayat Sindi and the work she did linked to medicine.
- 4- Debate the controversial event - linked to Rosa Parks. Analyse the evidence, police reports and make decisions about the impact it had on the civil rights movement.
- 5- Discuss and record the positives and negatives of Mary Anning's life. Create fossils.
- 6- Celebrate important women in the children's lives - share facts from the topic to an audience during a 'History party/celebration'

### Romans

- 1- Use primary and secondary sources (pictures/video clips/textbook to know who the Romans were and learn about life as a Roman soldier. Labelling of soldier, designing shield, record facts about Romans
- 2- Use secondary sources (video clips) to develop knowledge of what life would have been like for Roman soldier. Write persuasive advert poster encouraging Romans to sign up to army.
- 3- Use secondary sources (video clips/text/images) to develop knowledge of Boudicca and the battle with Suetonius. Understand that event can be interpreted in different ways. Write recount of battle between Boudicca and Suetonius, as Suetonius.
- 4- Use secondary sources (video clips/images) to know what Celtic villages and Roman villages were like and draw comparisons about lifestyle differences between Romans and Celts. Write sentences to demonstrate understanding of differences.
- 5- Use secondary sources (video clips/images) to develop knowledge of what Roman lifestyle was like. Children to research aspects of life using textbooks. Complete research task sheet and share findings.
- 6- Use primary and secondary sources to develop knowledge of what Roman gladiators were and where they fought. Write first person account of what it would be like to be a gladiator fighting in the colosseum.
- 7- Use primary and secondary sources (text/images) to develop knowledge of Julius Caesar and understand that there are different opinions of him. Answer questions about Julius Caesar.

### Anglo-Saxons

- 1- Use primary and secondary sources (images/video clips/text) to know and understand why the Romans left Britain. Write letter as Roman soldier telling family that they are leaving Britain.
- 2- Use secondary sources (video clips/textbook) to know when and why Anglo-Saxons came and stayed in Britain. Write persuasive letter as Anglo-Saxon, back to family back in homeland, to persuade them to come and join them.
- 3- Use secondary sources (video clips/Internet) to know about aspects of Anglo-Saxon lifestyle. Make notes and then create fact file.
- 4- Use primary and secondary sources (images/video clips/Internet) to know and understand what Sutton Hoo is and what was discovered there. Write script to be read aloud as news reader.
- 5- Use secondary sources (images/video clips) to know that there were different Anglo-Saxon kingdoms in Britain and to understand why Offa's Dyke was built. Write diary as one of the builders of Offa's Dyke.
- 6- Use secondary sources (images/text/video clips) to know that Anglo-Saxons were converted to Christianity and that monasteries were raided by the Vikings. Write an entry for Anglo-Saxon Chronicle from the viewpoint of a monk at Lindisfarne.
- 7- Create 'Year 3 Guide to Anglo-Saxons using knowledge gained throughout topic.

### Chronological understanding

- Place the time studied on a timeline
- Use dates and terms related to the study unit and passing of time.
- Sequence several events or artefacts.

### Range & depth of historical knowledge

- Find out about everyday lives of people in time studied.
- Compare with our life today.
- Identify reasons for and results of people's actions.
- Understand why people may have wanted to do something.

### Historical interpretations

- Identify and give reasons for different ways in which the past is represented.
- Distinguish between different sources - compare different versions of the same story.
- Look at the representations of the period - museum, cartoons etc.

### Historical enquiry

- Use a range of sources to find out about a period.
- Observe small details - artefacts, pictures.
- Select and record information relevant to the study.
- Begin to use the library and Internet for research.

### Organisation & communication

- Communicate their knowledge through discussion, drawing pictures, drama/role play, making models, writing, using ICT.

## WPS History Progression Map – Year 4

### Battle of Britain

1. Using maps and video clips to know about and understand the causes and consequences of the Battle of Britain. Order event statements and record in books.
2. Use video clips to understand what the Blitz was, why certain cities were bombed, how people stayed safe and the impact on children. Write about what steps you would have taken to keep children safe.
3. Use video clips to understand what it was like to be an evacuee. Write a diary entry from evacuee's viewpoint
4. Use articles and video clips to understand how the Battle of the Atlantic affected trade. Annotate a map
5. Use primary and secondary sources to understand the idea of Make Do and Mend during WWII and how the roles of women changed during the war. Write short summary of MD&M and answers questions about how the role of women changed.
6. Use primary sources to understand why the government produced propaganda posters. Write an explanation of this and then create own poster.

### Changes in Britain from the Stone Age to the Iron Age

1. Identify when Stone Age was. Use secondary sources (pictures of 5 different evolved versions of man) and organise into order of evolution, rationalising answers.
2. Use video clips to understand what life was like in Early Stone Age: hunter gatherers, nomadic.
3. Use primary sources to make inferences about Skara Brae and to understand how humans moved to farming from hunting and gathering. Write how Skara Braw shows change and how farming allowed development of more sophisticated technologies.
4. Use secondary sources to learn about Skara Brae and check if inferences were correct. Use sources to write booklet about Stone Age historical sites of Britain.
5. Use primary sources to create questions about Stonehenge, followed by secondary sources to deepen learning. Information added to Stone Age Historical Sites of Britain booklet.
6. Understand how and why the Stone Age changed into the Bronze and then the Iron Age. Focus on Celtic art and create Celtic warrior, knot, shield, sword or jewellery.

### The Vikings

1. Video clips. Map work - where they came from and travelled to. Identify places with Viking names. Explain why Viking came to Britain. Complete maps.
2. Using video clips - understand what made longboats suitable for travel. Draw/create longboat and write persuasive advert for boat.
3. Understand why Vikings were known as Raiders - Focus on raid of Monastery of Lindisfarne using video clips. Play Viking raiders game.. Letter/diary detailing from viewpoint of Viking raider.
4. Use video clips and secondary sources to understand how King Alfred received the title 'Great'. Understand how shield wall helped to defeat Vikings. Write diary entry about how shield wall felt and helped defeat Vikings or non-chronological report about shield.
5. Use primary resources to make inferences about Viking daily life. Food/tools/clothing/weapons/games/jewellery.
6. Use video clips to help understand why Vikings told stories. Find out about different Viking gods/goddesses. Children record info about different gods and then choose a god and create a saga involving them.

### Chronological understanding

- Place events from period studied on time line.
- Use terms related to the period and begin to date events.
- Understand more complex terms e.g. BC/AD

### Range & depth of historical knowledge

- Use evidence to reconstruct life in time studied.
- Identify key features and events of time studied.
- Look for links and effects in time studied.
- Offer a reasonable explanation for some events.

### Historical interpretations

- Look at the evidence available.
- Begin to evaluate the usefulness of different sources.
- Use text books and historical knowledge.

### Historical enquiry

- 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 and Internet for research.

### Organisation & communication

- Recall, select and organise historical information.
- Communicate their knowledge and understanding.

## WPS History Progression Map – Year 5

### Ancient Egypt

1. Use atlas to locate. Place Ancient Egypt on timeline in relation to other key periods of time.
  2. Use primary and secondary sources to find out what life was like in Ancient Egyptian times.
  - 3/4. Use primary and secondary sources to find out about Ancient Egyptian farming methods and to understand the importance of Nile to Ancient Egyptian civilisation.
  - 5.. Use video clips to understand why, how and who built the pyramids.
  - 6/7.. Use video clips and photos to understand techniques used by archaeologists, linked to Howard Carter's discovery of Tutankhamun and the impact of the discovery. English focus - Newspaper article.
- Enrichment Day - Ancient Egypt.

### Social Economic and Technological Changes Leading up to and including Queen Victoria's Reign

1. Use video clips to establish the catalyst for the Industrial Revolution, why it happened and why it was a huge turning point in History.
2. Children will develop their understanding of slavery and the impact this had on Industrialised Britain.
3. Children will find out about those who tried to abolish slavery. How did they try to gain support and bring about change?
4. Learn about inventions during the Victorian period and understand the impact they have had on the lives of Victorians & our lives today.
5. Use primary and secondary sources to build understanding of Victorian children & schooling and draw comparisons with modern day schooling. How did the lives of children change during the Victorian period?
6. Understand how the law and justice system developed in Britain and the rationale for changes that have been made.

### Early Islamic Civilisation

1. Use atlas to locate key places during Early Islamic Civilisation. Develop children's understanding of development of Islamic Civilisation - research and record findings.. Add to previous time line.
2. Use extracts from historians and books to research buildings in Baghdad.
3. Watch videos to find out the importance of Silk Road/Trade.
4. To know about the 'Golden Age of Islam' and how Baghdad attracted many people due to its forward thinking. Know and understand about the significance of the individual El-Khawarizmi.
5. Watch videos of Anglo-Saxton Britain and compare and contrast to Golden Age of Islam.
6. Use video clips to understand how the Genghis Khan led Mongol invasion brought about the end of Baghdad and the Golden Age of Islam.

### Chronological understanding

- Know and sequence key events of time studied.
- Use relevant terms and period labels.
- Make comparisons between different times in the past.

### Range & depth of historical knowledge

- Study different aspects of different people, e.g. differences between men and women.
- Examine causes and results of great events and the impact on people.
- Compare life in early and late 'times studied.
- Compare an aspect of life with the same aspect in another period.

### Historical interpretations

- Compare accounts of events from different sources - fact or fiction.
- Offer some reasons for different versions of events

### Historical enquiry

- Begin to identify primary and secondary sources.
- Use evidence to build up a picture of a past event.
- Select relevant sections of information.
- Use the library and Internet

### Organisation & communication

- Recall, select and organise historical information.
- Communicate their knowledge and understanding.

## WPS History Progression Map – Year 6

### Ancient Greeks

1. Use an atlas and pictorial evidence to find out about the location, climate and terrain of Greece.
2. Use primary and secondary sources to understand the main differences between Athens and Sparta.
3. Use primary and secondary sources to understand Greek warfare. Look at artefacts. Draw and label a hoplite.
4. Use primary and secondary sources to compare Greek home life to current home life and to comment on the influence of Greek building structures. Create written piece showing knowledge. Labelled diagram of Greek home with architectural features. Design own column and capita.
5. Continue from Week 4.
6. Use primary and secondary sources to understand Ancient Greek beliefs. Write a letter in the role of ...
7. Use primary and secondary sources to know and understand how Greek scholars influenced our lives today. Produce a CV for one of the scholars.
8. Know and understand about the criminal justice systems in Ancient Greece and compare to current systems. Write a persuasive defence for Socrates.
9. Use primary and secondary sources to know and understand about the Ancient Greek Olympics and draw comparisons with the modern Olympics. Record differences on grid or in venn diagram.
10. Use stories as a starting point for historical research – Theseus. Consider the evidence in myths and understand that the past is represented and interpreted in different ways.

### Britain Since 1948

1. Use an atlas and video source (BBC DVD Episode 2.4 Immigrants in Britain) to understand post WWII immigration – where immigrants came from, how they felt and how it has led to our multicultural society. Write letter/postcard in role of immigrant.
2. Use primary and secondary sources to understand how the cultural make up of Britain has changed since 1948. Learn about a census and identify its source. Plot story linked to Wind rush.
3. Use primary and secondary sources to understand how immigration has influenced the food that we eat. Read Wind Rush scandal BBC article. Identify positive social changes following immigration.
4. Use primary and secondary sources to know and understand a period of trouble and strife in British history.
5. Use video sources to understand how the miners' strikes affected people's lives. Speaking and listening focus incorporating drama. Write a diary about one of the strikes.
6. Use primary and secondary sources to understand how the miner's strikes are viewed today. Present an information text about the miners strike.
7. Research what it was like growing up as a child in the past and consider the changes that have occurred. Record in written form what they have discovered – including pros and cons.

### Chronological understanding

- Place current study on timeline in relation to other studies
- Use relevant dates and terms
- Sequence up to 10 events on a timeline

### Range & depth of historical knowledge

- Find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views and feelings.
- Compare beliefs and behaviour with another time studied.
- Write another 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.

### Historical interpretations

- Link sources and work out how conclusions were arrived at.
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.
- Be aware that different evidence will lead to different conclusions.
- Confidently use the library and Internet for research.

### Historical enquiry

- 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 gathered from several sources together in a fluent account.

### Organisation & communication

- Select and organise information to produce structured work, making appropriate use of dates and terms.