

Wingrove History Knowledge and Skills Progression Map – Subject Leader Overview

Key Objectives Based on National Curriculum	Year	Chronology	Knowledge	Historical Enquiry	Experience	Term and Unit Covered
Develop an awareness of the past and develop question based on their curiosity	1	I understand history happen a long time ago e.g. by using words such as ‘past’ or phrases such as ‘fifty years ago’.	I can recall a few facts about a historical character or event	I can form opinions or questions based on historical sources e.g. ‘you can’t get this in a shop now’ or ‘why this picture is black and white?’	I can retell a historical story I know with drama/ role-play e.g. T4W	
Identify similarities and differences between ways of life		I can sort objects into ‘then’ and ‘now’	I can explain how my local area/ my life is different from the past			
Know ways to find out about the past	2	I can recount, as a summary, key events of period of time e.g. some key events in Newcastle in chronological order	I can compare the lives of significant individuals e.g. Tim Peake and Christopher Columbus	I understand that much of our historical knowledge comes from written down information (or stories) and recognise examples of it e.g. knowing Samuel Pepys wrote about the GFL	I can present my discoveries in an informative way e.g. create a museum and present my knowledge with labels	
Use related vocabulary/ phrases e.g. ‘past’, ‘a long time ago’			I can understand the importance of major events beyond living memory e.g. the Great Fire of London/Newcastle or then Moon Landing	That Archaeology is physical History and recognise examples of it e.g. a Roman coin found by the Tyne		
Develop understanding of chronology and narrative through studied periods: this should be the overall arc of narrative and thorough in depth exploration and include understanding of local, British and	3	I have an understanding of the British Timeline	I can identify, compare and explain how and why people of the past are different to us today e.g. our diet, clothing, work and life in a matching activity	I understand History can be represented through different media: postcards/ video/ diaries	I have visited a museum or place of historical significance to get close to history	
		I understand the difference between Anno Domini and Before Christ.	I can organise/ categorise information appropriately using my knowledge.	I understand the difference between primary and secondary sources through examination e.g. archaeology (ps) or a newspaper (ss)	I can develop my empathy by participating dramatizing of Historical events/ experiences e.g. a medieval courtroom or WW2 Day	
		I can use language that relates to the passing of time e.g. a century ago, the past, contemporary			I can make replica models of	

<p>World History</p> <p>Regularly address ideas of, or create questions around: continuity and change; cause and effect; similarity and difference; and significance</p> <p>Know how to select/ sift through a range of sources to find/ analyse historically relevant information and evidence</p> <p>Understand historical terminology (such as 'empire', 'civilisation', 'parliament', 'bureaucracy', and 'peasantry'); historical writing style (such as 'pragmatic', 'dubious', 'futile' and 'unscrupulous'); and disciplines (such as cultural, economic, military, political, and social)</p>	4	<p>I can identify the evolution of artefacts, place them in time and discuss why such changes happened e.g. evolution of trains (need for efficiency/ speed/ transportation) or telecommunications (Morse code/ telegrams/ mobile phones)</p> <p>I can make well-reasoned decisions as to where a person, place or thing might be placed in time</p>	<p>I can present my learning as a summary of key points through a presentation e.g. my homework project or a PowerPoint.</p> <p>I understand that there are different perspectives towards a historical event e.g. invader perspective Vs defender perspective</p>	<p>I can create a question I wish to explore and find the answer over the course of a topic e.g. KWL Grids</p> <p>I can use primary and secondary sources to develop and record an idea. E.g. photos/ visits to a castle compared to a text book</p>	<p>ancient artefacts based on historical research: e.g. making Roman Amphora</p> <p>I can present my historical investigations in a fashion that is accessible for others to experience and learn from e.g. display in the classroom/ corridor</p>	
	5	<p>I have a good understanding of the British Timeline</p> <p>I can use Maths and dates to find out time periods within a historical period or up to the present day</p>	<p>I can apply my historical knowledge to a contextual writing challenge e.g. a diary of an evacuee or a non-chronological report on pirates.</p> <p>I can use a comprehension exercise to extend my subject knowledge i.e. not just answer questions but learn too.</p>	<p>I can effectively research a specific historical figure or event independently, using an array of sources (e.g. internet, primary/ secondary sources), and present my findings as comprehensible notes</p> <p>I can recognise the purpose of propaganda, analyse its effect and if whether it succeeds or not.</p>		
	6	<p>I can explore evolving attitudes within a society by comparing said society's attitude to its society, culture, economics, military and political landscape e.g. contrasting the beginning of the historical period with the end.</p>	<p>I can summarise a studied period of history in a written, factually-driven narrative, including my opinions backed by evidence.</p> <p>I can use my historical understanding and evidence to argue/ debate effectively e.g. did the suffragettes need to use violence to persuade men to give women the vote?</p>	<p>I can investigate and analyse the different influences two contemporary historical characters had on their society (and such historical characters had an agenda) using evidence and their effect on wider history e.g. Charles Darwin and Florence Nightingale similarities and differences and their impact today.</p>		