

Peel Hall Primary School History Knowledge and Skills Progression Map

“A people without the knowledge of their past history, origin and culture is like a tree without roots.” Marcus Garvey

Intent:

At Peel Hall we believe the teaching of history should inspire pupils' curiosity to know more about what happened in the past and why e.g. understanding historical concepts such as: continuity and change; cause and consequence; similarity and difference. Pupils need to study how history has shaped a nation and influenced our way of life today in order to gain a coherent, chronological understanding of the sequence of history from the earliest of times to the present day of Britain's past and that of the wider world. Knowing about events from the past will enable pupils to ask perceptive questions, think critically, consider the validity of evidence, and consider different viewpoints allowing them to draw conclusions and make important comparisons.

Implementation:

At Peel Hall Historical knowledge is developed through exploring facts, stories and artefacts through a chosen context or narrative. The planning and teaching of history will ensure that the underlying themes of: **coherence** – to enable pupils to know that events in the past are connected; **chronology** and understanding of **timescale** – where on the timeline does the period take place and exactly how long ago was the Iron Age in relation to the Victorians etc. Pupils will develop methods of historical enquiry to understand how evidence is used to make historical claims they will be introduced to abstract terms such as `empire`, `civilization` and `parliament`. Where possible children will experience visits to local places, museums, sights and exhibitions to further develop their knowledge and understanding, therefore, bringing it to life. In the long term, learners can build on previous knowledge and develop this to understand the bigger historical picture and a sense of chronology ensuring they make connections, draw contrasts, analyse trends, frame historical-valid questions and create their own structured accounts, including written narratives and analyses.

Impact:

At Peel Hall impact is measured against a progression of historical knowledge and skills that are transferrable to different contexts. Learners develop detailed knowledge and skills across the history curriculum. Staff have developed an approach to teaching history which enables pupils to apply their writing knowledge and skills learned in English when recording historical data. There are endless opportunities for children to write for a particular purpose and using a broadened historical vocabulary including showing their growing understanding of abstract terms such as, empire, civilization, parliament, conflict. History is assessed by linking the key knowledge and vocabulary from the planning to evidence of understanding in a variety of ways – pupil voice, pupil books, learning walks and subject tracking sheets. At Peel Hall books, teacher planning, and pupil voice feed into our understanding of whether the teaching and learning of history is having the desired impact and improving our children's learning in history.

Year group	Changes within living memory	Events beyond living memory	Local Significant historical events, people and places	Lives of significant individuals from the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
<p>Year 1</p>	<p>Identifying features of new and old objects for example: computers, telephones, toys, teddy bears.</p> <p>Know when phones/computers/toys changed over time (timeline) e.g. new, old, oldest, newest, recent, past, present. E.g. a dial phone (oldest, old, past), wired push button phone (old, past), cordless house phone (recent past), button mobile phone (recent), touchscreen mobile phone (newest, new, present).</p> <p>Compare similarities and differences between old and new telephones and computers such as: size, shape, colour, ability.</p> <p>What makes something (teddy bear) look old/new – For example what material is it made from, is it worn, is it dirty or clean.</p>	<p>Describe and explain the key features of the moon landing such as how many days it took, NASA meaning, name of rocket, name of astronauts, lunar module, what was done on the moon, the purpose of the moon landing.</p>	<p>Compare similarities and differences between L.S Lowry artwork of Salford compared to how Salford is now</p> <p>Who is L.S Lowry timeline of key events.</p> <p>Identifying features of L.S Lowry's artwork his inspiration, colour use, main themes in his artwork.</p> <p>Asking questions about a person in history.</p>	<p>Who Neil Armstrong is</p> <p>Important events in his life such as when he landed on the moon, birth, death, learning to fly, navy pilot, first time in space (using a timeline).</p> <p>Compare Neil Armstrong and Tim Peake's experience of going into space: Mode of transport, Mission length, Communication technology</p>

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Year 2	Comparing changes in air transport over time. Transport: planes (focus on development of design and parts of the plane), helicopters, rockets, hot air balloons. (photos, timeline)	<p>When the Great Fire of London happened</p> <p>Who started the fire and where it happened. (newspapers)</p> <p>What evidence there is of the fire for example Samuel Pepys' diaries.</p> <p>How did people try to stop the fire? Why fire engines couldn't put the fire out? No fire service – The Watch, understanding fire marks (insurance), timeline of fire engines over time.</p> <p>The aftermath of the Great Fire for example Living in Tent city and The King's visit.</p> <p>Understanding Amelia Earhart's achievements: first person to travel solo over the Atlantic ocean attempted to travel across the Pacific Ocean, one of the first female pilots.</p>	<p>How Little Hulton has changed over time: change in buildings, roads, community, jobs.</p> <p>How Peel Hall has changed over time: structure/buildings, construction of hospital, demolition of Peel Hall and why? Vandalism and not used anymore.</p> <p>Key areas: Peel Hall, the school, Little Hulton precinct, Manchester Road (timeline)</p> <p>Comparisons between then and now. How many people live here, transports, conditions of buildings, development of new buildings.</p> <p>Understanding how we know about the past for example: photographs and people</p>	<p>What evidence there is of the fire for example Samuel Pepys' diaries.</p> <p>Understanding Amelia Earhart's achievements: first person to travel solo over the Atlantic ocean attempted to travel across the Pacific Ocean, one of the first female pilots.</p> <p>Learning about the life of Amelia Earhart: attended flight school, keen interest in the Wright Brothers, she wrote diaries to document her adventures.</p> <p>Understanding the limited opportunities for women in the 1930s: women were not considered to be as good as men at flying (seen more as a male role)</p> <p>Comparing changes in air transport over time. Transport: planes (focus on development of design and parts of the plane), helicopters, rockets, hot air balloons. (photos, timeline)</p>

Year group	Term 1 – Stone Age to the Iron Age	Term 2 – Ancient Egypt	Term 3 – Ancient Greece
<p>Year 3</p>	<p>To understand how and why artefacts were used- guess artefacts and their use (spear head/ necklace/ bow and arrow/ stone flint/ stone pot)</p> <p>To understand how hunter gatherers survived</p> <p>To order key events from the stone age period- timeline starting from 40,000 BC to 3000 BC</p> <p>To understand the houses they lived in – comparisons to today's (stone age hut outside)</p> <p>To know what and the importance of Stonehenge</p> <p>To compare the lifestyle of the stone age against today- food/ houses/ clothes</p>	<p>How the Egyptians lived- schools, buildings, food</p> <p>To understand what an artefact is and what it was used for – picture of a sphinx- what is it/ who does it belong to</p> <p>To understand the process of mummification and why people were buried in a pyramid</p> <p>To know who important people in Egypt were – slaves, Tutankhamun, priests, builders, soldiers</p> <p>To know what hieroglyphs were</p> <p>To compare life of the Egyptians to life today – images, school and travel</p>	<p>To name several Greek Gods and to describe why people worshipped them – Zeus, Hera, Hades, Poseidon, Athena, Apollo. Children to know they believed the Gods controlled their lives</p> <p>To understand why the Greeks had an army and how they protected themselves against the Spartans – armor/ and why</p> <p>To understand how the Olympics started and why it was important</p> <p>To understand how the Greeks invented a democracy.</p> <p>To compare ancient Greece to today's society- pictures, photos, writing. Compare the way we live today and how the ancient Egyptians lived.</p>

Year group	Term 1 – The Roman Empire and its impact on Britain	Term 2 – Anglo-Saxons	Term 3 – Vikings
<p>Year 4</p>	<p>Julius Caesar’s attempted invasion in 55-54BC</p> <p>The power of the Roman Army by 42AD</p> <p>Success invasions by Roman Emperors such as Claudius and conquests such as Hadrian’s Wall</p> <p>The British resistance such as Boudicca</p> <p>What is the legacy of the Romans such as the roads, the aqua-duct, bathhouses, social care, entertainment</p> <p>Timeline of the Roman Leaders</p> <p>Roman Gods and Goddesses. Compare with Greek gods.</p>	<p>The Roman withdrawal of Britain in 410AD and the fall of the western Roman Empire</p> <p>Who were the Anglo-Saxons?</p> <p>Scots invasion of north Britain from Ireland</p> <p>Anglo-Saxon invasions and kingdoms including place names and language</p> <p>Settlements and village life such as positioning of houses, roles, law and order, clothing, diet</p> <p>How did the Anglo-Saxons influence life today such as religion and uniting the kingdoms?</p> <p>Make comparison between Anglo - Saxons and Romans</p>	<p>Who the Vikings were and where they came from including their cultural differences</p> <p>Monarchy: link to today.</p> <p>Religion: link to today.</p> <p>How the Vikings travelled across the seas – Viking longboats. Key features – dragonheads and hull etc.</p> <p>How the Vikings invaded Britain and raided towns and villages across the country</p> <p>How a Viking community lived – houses/make up of families.</p> <p>Food – where/how the Vikings got their food.</p> <p>Clothes – how they dressed and how their clothes were made.</p> <p>Alphabet – Runes. Why and how they were used.</p> <p>Who the Viking’s enemies were</p> <p>Make comparison between Anglo - Saxons, Romans and Vikings</p>

Year group	Term 1 – The Bridgewater Canal (a local history study)		Term 3 – The Victorians
<p>Year 5</p>	<p>Where the Bridgewater Canal begins and ends.</p> <p>The reasons why the Bridgewater Canal was built.</p> <p>The builders and engineers behind the Bridgewater Canal and the workers using it.</p> <p>The methods used to build the Bridgewater Canal.</p> <p>Why the Bridgewater Canal has its unique colour.</p> <p>What the canal is used for today (tourism, exercise and light industry) as well as the legacy (its colour and its role as a local landmark and surrounding land).</p>		<p>Queen Victoria’s reign – position in line to the throne, Reigned for 63 years.</p> <p>Queen Victoria’s personality - strong sense of right and wrong, stubborn, energetic – enjoyed the theatre, balls, walking in Scotland.</p> <p>Positive and negative effects of the Industrial Revolution – Factories producing more jobs and manufacturing more goods, overcrowded towns – lack of accommodation, poorly built housing. Development of steel – bridges, railways, buildings. Steam engines – transporting goods quicker and around the country more. Pollution, germs and diseases easily spread – illness/death.</p> <p>Timeline of important Victorian inventions - the light bulb, flushing toilets, cameras, telephones, cars and bicycles</p> <p>Medical care Inc. – living conditions, hygiene, disease, life expectancy – comparisons to modern day</p> <p>What did the Victorians do for us? the light bulb, flushing toilets, cameras, telephones, cars and bicycles, railways,</p> <p>Important Victorians – Queen Victoria, Florence Nightingale, Joseph Lister, Louis Pasteur, James Young Simpson, John Snow</p>

Year group	Term 1 – World War 2 (a study of an aspect of British history)		Term 3 – The Mayans (a study of a non-European society that provides contrasts with British history)
<p>Year 6</p>	<p>When and where did it take place?</p> <p>Why did WW2 start? Hitler annexed Austria and Czechoslovakia. Britain/France promised to protect Poland but Hitler invaded and war was declared.</p> <p>Who was involved? Allies? Axis?</p> <p>Who were the leaders of the countries involved?</p> <p>How did the war affect children in Manchester? The Christmas Blitz, Bombing of Old Trafford football ground, Listen to eye-witness accounts</p> <p>What was the impact of the war on Great Britain such as: The Blitz, Rationing, Evacuation, Women in the workforce</p>		<p>Who were the Mayans?</p> <p>Where in the world did they live? Countries/Mayan cities</p> <p>What time period did they live in?</p> <p>Which Gods did they worship? Itzamna, Ix Chel, Maize God, Chac, K'imi How did they worship?</p> <p>How was their society organized?</p> <p>What happened to the Mayans? Spanish conquest and the way Mayans were treated. Who invaded? Cortés sent Pedro de Alvarado in 1523</p>