

History

Colton Primary School

Progression map



Curriculum intent

At Colton Primary School we are committed to providing all children with learning opportunities to engage in history. We believe that high quality history lessons and visits inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships.

History fires the children's curiosity about the past in Britain, the wider world and the local area which plays an essential part in preparing them for living and working in the modern world. Children will develop a chronological framework for their knowledge of significant events and people, they will find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, evaluate evidence and argue for their point of view. These are all skills that are crucial in adult life.

Colton Primary History Taught

Year group	Autumn Term	Spring Term	Summer Term
1	Own family history and changes	Local History study – trains (transport)	Significant people (from Leeds)
2	Great Fire of London	Victorians	Middle Ages (Castles)
3	Stone Age	Egyptians	Greeks
4	Romans (Leeds)	Roman life	Anglo Saxons (local history)
5	Vikings	Ancient civilizations	Stuarts/ Tudors (Mary Queen of Scots)
6	Industrial Revolution	World War 1 (WW2)	How life has changed since 1066



Progression of History at Colton Primary School



Strand	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronological understanding	Talk about the lives of people around them and their roles in society.	<ol style="list-style-type: none"> 1. Sequence events in their life 2. Sequence 3 or 4 artefacts from distinctly different periods of time 3. Match objects to people of different ages 	<ol style="list-style-type: none"> 1. Sequence artefacts closer together in time - check with reference book 2. Sequence photographs etc. from different periods of their life 3. Describe memories of key events in lives 	<ol style="list-style-type: none"> 1. Place the time studied on a time line 2. Use dates and terms related to the study unit and passing of time 3. Sequence several events or artefacts 	<ol style="list-style-type: none"> 1. Place events from period studied on time line 2. Use terms related to the period and begin to date events 3. Understand more complex terms eg BC/AD 	<ol style="list-style-type: none"> 1. Know and sequence key events of time studied 2. Use relevant terms and period labels 3. Make comparisons between different times in the past 	<ol style="list-style-type: none"> 1. Place current study on time line in relation to other studies 2. Use relevant dates and terms 3. Sequence up to 10 events on a time line
Range and depth of historical knowledge	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	<ol style="list-style-type: none"> 1. Recognise the difference between past and present in their own and others lives 2. They know and recount episodes from stories about the past 	<ol style="list-style-type: none"> 1. Recognise why people did things, why events happened and what happened as a result 2. Identify differences between ways of life at different times 	<ol style="list-style-type: none"> 1. Find out about every day lives of people in time studied 2. Compare with our life today 3. Identify reasons for and results of people's actions 4. Understand why people may have wanted to do something 	<ol style="list-style-type: none"> 1. Use evidence to reconstruct life in time studied 2. Identify key features and events of time studied 3. Look for links and effects in time studied 4. Offer a reasonable explanation for some events 	<ol style="list-style-type: none"> 1. Study different aspects of different people - differences between men and women 2. Examine causes and results of great events and the impact on people 3. Compare life in early and late 'times' studied 4. Compare an aspect of life with the same aspect in another period 	<ol style="list-style-type: none"> 1. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings 2. Compare beliefs and behaviour with another time studied 3. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation

							4. Know key dates, characters and events of time studied
Interpretations of history	Understand the past through settings, characters and events encountered in books read in class and storytelling.	1. Use stories to encourage children to distinguish between fact and fiction 2. Compare adults talking about the past – how reliable are their memories?	1. Compare 2 versions of a past event 2. Compare pictures or photographs of people or events in the past 3. Discuss reliability of photos/ accounts/stories	1. Identify and give reasons for different ways in which the past is represented 2. Distinguish between different sources – compare different versions of the same story 3. Look at representations of the period – museum, cartoons etc	1. Look at the evidence available 2. Begin to evaluate the usefulness of different sources 3. Use text books and historical knowledge	1. Compare accounts of events from different sources – fact or fiction 2. Offer some reasons for different versions of events	1. Link sources and work out how conclusions were arrived at 2. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion 3. Be aware that different evidence will lead to different conclusions 4. Confidently use the library and internet for research
Historical enquiry	Understand the past through settings, characters and events encountered in books read in class and storytelling.	1. Find answers to simple questions about the past from sources of information e.g. artefacts	1. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	1. Use a range of sources to find out about a period 2. Observe small details – artefacts, pictures 3. Select and record information relevant to the study 4. Begin to use the library and internet for research	1. Use evidence to build up a picture of a past event 2. Choose relevant material to present a picture of one aspect of life in time past 3. Ask a variety of questions 4. Use the library and internet for research	1. Begin to identify primary and secondary sources 2. Use evidence to build up a picture of a past event 3. Select relevant sections of information 4. Use the library and internet for research with	1. Recognise primary and secondary sources 2. Use a range of sources to find out about an aspect of time past 3. Suggest omissions and the means of finding out 4. Bring knowledge gathered from several sources

						increasing confidence	together in a fluent account
--	--	--	--	--	--	-----------------------	------------------------------

Key vocabulary

Key stage 1	Key stage 2	Local history vocabulary and links
Artefact Change Church Christianity Chronological Compare Difference Discovery Diversity Evaluate Explorer Global Individual Inference King/Queen Local Long ago Museum Past Period Present Reign Significant Time Years Yesterday	AD Agriculture Ancient civilisations Archaeology Aristocracy Artefact BC Bronze Age Calendar Cause Century Colony Conquest Continuity Crusades Dark Ages Debate Decade Democracy Emigrant Emperor Empire Execution Immigrant International	Invasion Iron Age Migration Monarchy Monastery Parliament Primary evidence Rebellion Revolt Secondary evidence Settler Slave Stone Age
		<p>Temple Newsam House – Tudor-Jacobean Manor House Circa 1500-1520</p> <p>Knights Templar</p> <p>Leeds originated as an Anglo-Saxon township on the north bank of the Aire. It grew as a local market centre and was incorporated in 1626. ... The completion in 1816 of the Leeds and Liverpool Canal also stimulated Leeds's growth, and after 1848 the railway made the city a major centre of locomotive engineering.</p> <p>Colton was mentioned in the Domesday Book as 'Coletun', and was originally a medieval farming village. It consists mainly of cul-de-sacs, with inter-linking ginnels, back alleys and housing ranges from detached houses, semi-detached houses, terraced houses, and flats</p> <p>Whitkirk Church</p> <p>Vicars of St Mary's Church, Whitkirk can be traced back to 1185 AD although there was probably a church on this site before that date. It is possible that there was a Saxon church of blackened timber which was then replaced by a stone church giving rise to the name "Whitechurche" (Whitkirk). The earliest reference to "Whitechurche" is in a charter of Henry de Laci conferring land to the Knights Templar. The names of the witnesses prove the date of this charter to be between 1154 and 1166.</p> <p>John Smeaton</p> <p>"The Father of Civil Engineering in Britain", John Smeaton was born, raised and ultimately died in the parish of Whitkirk. He is buried within the Church.</p>

<u>Stone Age</u>	<u>Ancient Romans</u>	<u>Anglo Saxons</u>	<u>Vikings</u>	<u>Greeks</u>	<u>Ancient Egypt</u>	<u>Victorians</u>	<u>Tudors</u>	<u>World War II</u>
Beaker	Mosaic	Hengest and	Runes	Agora	Mummification	Queen Victoria	Battle of Bos-	Adolf Hitler
Prehistory	Arch	Horsa	Farmer-warrior	Hellenistic	Irrigation	Prince Albert	worth	Allies
Hunter-	Chariot	Monk	Pagan	Phalanx	Shaduf	Reign	King Henry	Blackout
gatherer	Hypocaust	Illumination	Danelaw	Aristocrat	Sphinx	Industrial revo-	V11	Bomb
Nomad	Tunic	Manuscript	Asgard	Mythology	Oasis	lution	King Henry	Concentration
Palaeolithic	Aquila	Weregeld	Jarl	Column	Egyptologist	Chimney sweep	V111	camp
Mesolithic	Pantheon	Athelstan	Karl	Hoplite	Ankh	William Morris	Edward V1	Evacuee
Neolithic	Testudo	Christianity	Figurehead	Peninsula	Pyramid	The cane	Doublet	Gestapo
Tribe	Circus Maximus	Augustine	Chainmail	Oracle	Barter	Writing slate	Wattle and	Home Guard
Neanderthal	Legionary	Alfred the Great	Valhalla	Terraced	Rosetta Stone	Cotton mill	daub	Nazi
Homosapiens	Empire	Aethelred the Un-	Longboat	Democracy	Pharaoh	Spinning top	Banquet	Refugee
Pelt	Toga	ready	Longhouse	Acropolis	Scarab	Charles Dickens	Wars of the	Soldier
Celt	Aqueduct	Angles	Chieftain	City-state	Papyrus	Steam engine	Roses	Army
Bronze	Coliseum	Saxons	Berserker	Parthenon	Scribe	Penny black	The Mary Rose	Air raid shelter
Roundhouse	Centurion	Jutes	Danegeld	Marathon	Amulet	Globe Theatre	Spanish Ar-	Blitz
Hillfort	Emperor	Mead	Thing	Olympics	Canopic jar	William Shake-	mada	Doodlebug
Quern	Amphitheatre	Rune	Feast	Citizen	Sarcophagus	speare	Explorer	Medal
Smelting	Senate	Wattle-and-daub	Raid	Philosopher	Tomb	Winston		Churchill
Druid	Gladiator	Thatch	Trade	Alphabet	Afterlife	Prisoner		
Borer	Republic	Farmer-warrior	Yggdrasil	Tragedy	Hieroglyphics			
Domesticate		Sutton Hoo						
		Lindisfarne						