



Woodside Academy Progression Map for *History*

INTENT: History is an important part of the curriculum at Woodside as we often use historic topics to drive learning through a number of subjects. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our curriculum takes advantage of our historically rich locality and in selecting our areas of study we want our pupils to develop their identity and instil a sense of pride in the place they live. By learning about the lives and significant events of local people, children will also gain a greater understanding of how their locality has shaped over time. Carefully enhanced enrichment is made through purposeful local visits and activities designed to develop a range of skills necessary for historical enquiry and interpretation. We want the pupils at Woodside Academy to be curious, ask perspective questions, think critically and evaluate evidence. This will enable them to interpret current and past events critically helping them prepare for the opportunities and responsibilities of adult life.

Woodside's substantive concepts are:

Changes Over Time
Significance
Local History
Chronology

Woodside's disciplinary concepts are:

Similarities and differences
Handling evidence
Historical significance
Change and continuity
Cause and consequence
Historical interpretation.

AUT TERM	EYFS		KS1		KS2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K N O W L E D G E	To talk about how I have changed since I was born.	To know members of my family.	Topic: Castles through the Ages Curriculum : *significant historical events, people and places in their own locality. * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Topic: Norman Conquest / St Mary's Church Curriculum: Significant historical events, people and places in their own locality Substantive Concepts: Changes Over Time, Significance, Local History, Chronology To understand who the Normans were.	Topic: Through the Stone Age to the Iron Age Curriculum: Changes in Britain from the Stone Age to the Iron Age Substantive Concepts: Changes Over Time, Significance, chronology, local history	Topic: The Shang Dynasty Curriculum: The achievements of the earliest civilizations Substantive Concepts: Changes Over Time, Significance, chronology To understand the term dynasty. To know when the Shang Dynasty was and how we know about it. To describe the roles of different members of Shang society and know where they fitted in the Shang social hierarchy. To explore the jobs the people of Shang did.	Topic: Ancient Greeks Curriculum: The achievements of the earliest civilizations Substantive Concepts: Changes Over Time, Significance, Chronology To understand BCE and CE and organise dates on a timeline. To understand the role of archeology in finding out about history. To locate the Greeks in ancient civilisation. To learn how ancient Greece was governed and how they influenced modern day democracy. To explore what we can find out about daily life by what the ancient Greeks left behind. Slavery within Ancient Greece	Topic: Crime and Punishment Curriculum: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Substantive Concepts: Changes Over Time, To know the crime and punishment in: - Roman times - Anglo Saxons times -Tudor times - Stuart times - Victorian times Local History Link with year 4 Orsett Lock up When the Romans invaded, they already had established laws which were brought over to Britain. Their laws were called the Twelve Tables To know the key facts about different types of punishments used in Anglo-Saxon To explain which crimes were thought
	To talk about myself and my immediate family.	To know the terms baby, toddler, child, teenager, adult, elderly.		To study the Battle of Hastings and know what we can learn from the Bayeux Tapestry.	To know people have been living in Britain for a very long time			
	To know who Guy Fawkes is.	To know some facts of how parents/g grandparents' childhood was different to now.	Substantive Concepts: Changes Over Time, Significance, Local History, Chronology	To explain who contending for the throne in 1066.	To know Britain became separated from the European mainland			
	I know that we wear a poppy to commemorate the soldiers injured in different wars.	To know why we celebrate Bonfire Night and know who Guy Fawkes was.	To understand how we learn about the past To understand the term monarch To understand why monarchs have built castles To know the features of a castle and their uses. To know who Elizabeth II and the castles that were	To explore what life was like under the Normans. Using for evidence: Bayeux Tapestry, the Domesday Book, Colchester Castle Local History Link: How is St Mary's Church linked to the Normans? What evidence is there?	In the Stone Age, people were hunter-gatherers. Then people in Britain began to farm (produce their food). To know that a more settled way of life happened as farmers needed to store their grain they had harvested.			
	Discuss famous artist from the past with associated themes.	To know why we				To study the evidence we have about the dynasty – early form of writing, oracle bones.		

		<p>celebrate Remembrance Day.</p> <p>significant in Queen Elizabeth II's reign</p> <p>To know the palaces and castles that were significant in Queen Victoria's reign</p> <p>To know who Elizabeth I was the castles she used and the links to monarchs after her.</p> <p>I know why we remember King William I and name some of the castles he built. I can explain why he built so many castles</p> <p>Local history link: Explore the Viking wooden castle structure in Benfleet.</p> <p>Hadleigh Castle – Medieval Castle. Edward III was the first king to see the strategic importance of Hadleigh Castle – it was ideally situated as a base for defending the Thames estuary against French raids during the Hundred Years War.</p> <p>Belmont Castle in Grays - Belmont Castle</p>		<p>To know that the Bronze Age started, when people started to use metal (bronze, copper and tin).</p> <p>To know that the Iron Age started when people started to use iron to make weapons and tools, and ended in 43 AD, when the Romans invaded.</p> <p>To know some of the big changes that happened during the Iron Age; people started to use coins, for example, and to make pottery.</p> <p>Local history: Local museum artefact loan – items that show the evidence of the eras found in Thurrock. Stone age elephant bone found in Aveley Stone age bison bone found in South Stifford Stone age rhinoceros jaw found in South Stifford Tools – flints and axes found in Thurrock marshes.</p>	<p>To look at royal burials and know what we can learn about them from their contents.</p> <p>To recall key facts on Fu Hao</p>	<p>To study how the Greeks invented the western drama where written work is performed by actors. Greek theatre influenced art throughout Europe including plays such as those written by William Shakespeare.</p> <p>To make connections and draw contrasts between life in ancient Athens and life in ancient Sparta.</p> <p>To study the architecture of Ancient Greece.</p> <p>To know how the ancient Greek astronomers influenced our understanding today of the planets.</p> <p>To learn how the modern world been influenced by the Ancient Greeks - Olympics, democracy, science and mathematics.</p>	<p>to be very serious during the Tudor Period</p> <p>To know how the police force developed through the 20th century - with a close study of the development of Essex police</p> <p>To make a comparison about crime and punishment from the past and today.</p>
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			was built around 1795 for Zachariah Button, a wealthy local landowner, who also owned a neighbouring chalk quarry					
S K I L L S	<p>Begin to make sense of their own life-story and family history.</p> <p>Begin to comment on fictional/historical figures or familiar objects or situations from the past.</p> <p>Begin to understand and explain that there are differences and similarities between people of different ages.</p>	<p>I can talk about some of my own and my family's history (grandparents, parents, etc.).</p> <p>I can talk about changes that have happened to me throughout my life.</p> <p>I can talk about myself and some of the ways I have changed.</p> <p>I can talk about what I can see in pictures</p>	<p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p> <p>Sort some objects/artefacts into new and old and then and now.</p> <p>Sequence pictures from different periods.</p> <p>Talk, write and draw about things from the past.</p>	<p>Start to compare two versions of past events.</p> <p>Start to understand that there can be different versions of the same event from the past.</p> <p>Observe and use pictures and artefacts to find out about the past.</p> <p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p> <p>Use evidence to explain the key features of events.</p> <p>Know and recount episodes from stories and significant events in history.</p>	<p>To know and sequence key events from the time period being studied.</p> <p>Make comparisons between different periods of history</p> <p>Identify possible reasons for people's actions.</p> <p>Study change through the lives of significant individuals/groups.</p> <p>Observe small details in images and on artefacts.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>Use a range of primary and secondary sources to find out about the past.</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>To study artefacts in detail in order to infer their uses and importance within the era.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>To continue to develop their understanding of how historians and others investigate the past.</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Accurately use dates and terms to describe historical events.</p> <p>Understand how some historical events/periods occurred concurrently in different locations.</p>	<p>To use dates and terms accurately in describing events.</p> <p>To analyse a wide range of evidence in order to justify claims about the past.</p> <p>To describe the social causes of crime and punishment. I can describe the consequences of crimes.</p> <p>To identify changes in crime and punishment. I can analyse why these changes happened</p> <p>To compare similarities and differences in crime and punishments over time.</p> <p>Compare the main changes in a period of history with the present day.</p> <p>Describe the characteristic features</p>

		of the past.		<p>Understand that there are reasons why people in the past acted as they did. Describe significant individuals from the past.</p> <p>Talk, write and draw about things from the past.</p> <p>Use historical vocabulary to retell simple stories about the past</p>			<p>The connections, contrasts and trends over time.</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives.</p>	of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
SPR TERM	EYFS		KS1		KS2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K N O W L E D G E	<p>To know Neil Armstrong went into space.</p> <p>To identify some objects from the past.</p> <p>Discuss famous artist from the</p>	<p>To know that older family members had different toys and games.</p> <p>To know why we celebrate Chinese New Year and the Story of</p>	<p>Topic: Birds and Darwin.</p> <p>Curriculum Gain knowledge of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Substantive Concepts: Significance, Chronology</p>	<p>Topic: China</p> <p>Curriculum: Events beyond living memory that are significant nationally or globally</p> <p>Substantive Concepts: Changes Over Time, Significance,</p> <p>To know that dynasties ruled in China</p> <p>To know what a dynasty is.</p> <p>To study the first emperor and the impact he had.</p>	<p>Topic: What can we learn from Samuel Pepys?</p> <p>Curriculum: To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To understand how our knowledge of the</p>	<p>Topic: Alfred Russel Wallace</p> <p>Curriculum: Local history study</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Substantive Concepts: Significance, Local History</p> <p>To know that Alfred Wallace was a Victorian scientist</p>	<p>Topic: The Tudors Local History - Tilbury Fort</p> <p>Substantive Concepts: Changes Over Time, Significance, Local History, Chronology</p> <p>Curriculum: To develop a chronologically secure knowledge and understanding of British, local and world history,</p> <p>To establish clear narratives within and across the periods they study.</p>	<p>Topic: World War Two</p> <p>Substantive Concepts: Changes Over Time, Significance, Local History, Chronology</p> <p>Curriculum: To develop a chronologically secure knowledge and understanding of British, local and world history,</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To regularly address and sometimes devise</p>

	past with associated themes.	the Great Race.	<p>To know why people explore.</p> <p>To know key explores that have an impact on history and science.</p> <p>To know why Charles Darwin is remembered.</p> <p>I can explain what we learned from Darwin.</p> <p>Children to be introduced to a timeline.</p> <p>Children to use their own history to create a timeline.</p> <p>Look at birds that have become extinct through each century – placed on a timeline. Children to link and build upon their understanding of previous eras/periods of history studied in previous term.</p> <p>History of RSPB – to understand why the organisation was created. To know the impact they have made.</p>	<p>To know what the Terracotta Army is and how we know about them.</p> <p>To understand what the Great Wall of China is and why it was built.</p> <p>To know how China influence Britain in the past.</p> <p>To learn how the East India Company trade in Britain in the past.</p> <p>To study how tea was introduced to Britain and Tea clippers were built (Cutty Sark).</p> <p>To look at how China influenced the design and popularity of ceramics during the Regency period - china porcelain.</p>	<p>past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <p>Substantive Concepts: Changes Over Time, Significance</p> <p>To develop their understanding of the monarchs during the Stuart period.</p> <p>To explore the time there was not a monarch in charge Britain.</p> <p>To know what life was like under Oliver Cromwell's rule I.</p> <p>To know key facts about Samuel Pepys.</p> <p>To explore how Samuel Pepys helped to understand the main events of the Great Fire of London.</p> <p>To know Samuel Pepys revolutionised the Navy.</p> <p>To know how Samuel Pepys was involved in the restoration.</p>	<p>To know key event in his life.</p> <p>To know why he is a significant local person - his findings had an impact on our knowledge of evolution.</p> <p>To place the Victorian in British history and know key information about Queen Victoria.</p> <p>To explore industrialisation and movement to the cities.</p> <p>To study the development of the railways and their impact.</p>	<p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <p>To know how the Tudors come to power and explore the main events of the War of the Roses.</p> <p>A study of the Princes in the Tower</p> <p>To study the monarchy through the Tudor period.</p> <p>To understand the reasons for the religious changes through the period</p>	<p>historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <p>To know what life was like in Britain in the 1930's.</p> <p>To study the abdication of Edward VIII and its impact on the modern-day monarchy.</p> <p>To explore how Nazi Germany establish itself and what it was like to live under the regime.</p> <p>To understand the reasons WW2 began and how Britain got involved.</p> <p>To learn how Britain claimed victory during the Battle of Britain.</p>
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S K I L S	Beginning to understand that there are special dates and times that repeat every year.	I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc.	Observe and use pictures, photographs and artefacts to find out about the past. Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.	Observe and use pictures, photographs and artefacts to find out and ask simple questions about the past. Start to use stories or accounts to distinguish between fact and fiction.	Look at two versions of the same event or story in history and identify differences. Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	Use a range of primary and secondary sources to find out about the past. Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.	Accurately use dates and terms to describe historical events. Identify and note connections, contrasts and trends over time in the everyday lives of people.	Find and analyse a wide range of evidence about the past. Consider different ways of checking the accuracy of interpretations of the past.
	To talk about events using the present and past tense.	I can talk about the past e.g. no television, different toys/clothes using photos and physical artefacts.	Order dates from earliest to latest on simple timelines. Sequence pictures from different periods.	Sequence artefacts and events that are close together in time Know and recount episodes from stories and significant events in history.	Begin to understand some of the ways in which historians and others investigate the past. Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.	Describe connections and contrasts between aspects of history, people, events and artefacts studied	Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	Show an awareness of the concept of propaganda.
	Begin to understand that something happens in the past.		Understand that there are reasons why people in the past acted as they did. Talk, write and draw about things from the past.	Understand that there are reasons why people in the past acted as they did. Describe significant individuals from the past.		Find out about the everyday lives of people in time studied compared with our life today.	Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.	Recognise when they are using primary and secondary sources of information to investigate the past.
		I can talk about what I have heard and seen in stories		Talk, write and draw about things from the past. Use historical vocabulary to retell		Identify key features and events of the time studied.	Consider different ways of checking the accuracy of interpretations of the past. To understand the difference between primary and secondary evidence and start to question its reliability.	Select relevant sections of information to address historically valid questions and construct detailed, informed responses. Accurately use dates and terms to describe historical events. Present, communicate and organise ideas about from the past using detailed discussions, debates

		and picture books and how this is different/ the same.		simple stories about the past			Know that people in the past represent events or ideas in a way that may be to persuade others.	and more detailed written narratives. Plan and present a self-directed project or research about the studied period.
SUM TERM	EYFS		KS1		KS2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K N O W L E D G E	To look at and compare lighthouses from the past and future. Discuss the famous artist George Surrat and Joseph Turner from the past with associated themes.	To learn that Windmills were used to make flour in the past. (Linking with The Little Red Hen.) To know how farming has changed	<u>Topic: Changes in Healthcare and Hospitals</u> Curriculum: Events beyond living memory The lives of significant individuals in the past who have contributed to national and international achievements. Substantive Concept: Significance/Chronology To know what makes someone significant? Talk about the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell.	<u>Topic: Holidays in the Past</u> Curriculum: changes within living memory. significant historical events, people and places in their own locality Substantive Concepts: Changes Over Time, Significance, Local History, Chronology To understand and explain what features of holidays are To use photographs and key words to find clues about what seaside holidays were like in the past.	<u>Topic: Orsett village</u> To understand how Orsett has changed over time. Link to previous topic (Victorians) to know there was a workhouse on the site of Orsett Hospital and explore the records. Local places of interest of Orsett Hall – to know why places are protected for historical reasons. Historical Study of St Giles Church and the Windmill To study the Whitmore Family who	<u>Topic: Local History Focus – Wat Tyler The Anglo Saxons</u> Linked to their residential to Wat Tyler Park Substantive Concepts: Changes Over Time, Significance, Local History, Chronology Wat Tyler through Literacy: To know what the Black Death was. To explore the Peasant Revolt and why it occurred. To recall key facts on Wat Tyler and his link to the local area.	<u>Local History Focus - Britain through the Decades</u> Curriculum: To develop a chronologically secure knowledge and understanding of British, local and world history, To note connections, contrasts and trends over time Substantive Concepts: Changes Over Time, Significance, Local History, Chronology To look at the history of Woodside School using the log books to reflect the position of the school during main country events.	<u>Topic: Local History Focus – The Victorians</u> Curriculum: To develop a chronologically secure knowledge and understanding of British, local and world history, To establish clear narratives within and across the periods they study. To note connections, contrasts and trends over time To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

		<p>with the introduction of machinery.</p>	<p>To understand the chronology of the historical periods in which Florence Nightingale, Mary Seacole and Edith Cavell lived.</p> <p>To recall some key facts about the experiences of Florence Nightingale, Mary Seacole and Edith Cavell</p> <p>How have they influenced today?</p> <p>Why do we remember them?</p>	<p>To know the how the development of railways in Victorian times encouraged holidays by the sea.</p> <p>Local history: how Southend on Sea developed into a holiday destination.</p> <p>To think about the similarities and differences between seaside holidays then and now</p> <p>To understand how Punch and Judy became a popular feature of a seaside holiday</p> <p>To know how holidays nowadays differ from those which your grandparents or great grandparents had? Invite family members in to discuss their holidays.</p>	<p>was mentioned in Pepys Diary – link to previous topic.</p>	<p>To know that the Wat Tyler Park - during the Victorian Period - was used by Nobel to develop Dynamite.</p> <p>Link to year 3 curriculum – to know how life changed in England after the fall of the Roman Empire</p> <p>To know why the Angles, Saxons and Jutes settle in Britain</p> <p>To know how Anglo-Saxon Britain ruled and how Essex got its name.</p> <p>To know the shifts in religion and power were from Pagan to Christianity kings.</p> <p>Local History 'Thurrock' is a Saxon word</p> <p>The origin of the word 'Thurrock' appears to mean in Saxon or Old English, either 'the bottom part of a boat where the bilge water lies' or a 'dung heap' in a field!</p> <p>Deneholes - The deneholes in</p>	<p>To study the Tilbury Flood and know that the school was used as a rescue centre.</p> <p>To study each decade from the 1950's – how Britain changed: Social changes – toys, families, clothing, racism. Political changes – monarchy, leaders, legislation changes. Economic changes - technology, unemployment .</p> <p>1950's - school built – styling of art deco, Tilbury Floods, Queen Elizabeth II Coronation, The Windrush</p> <p>1960's World Cup win (School house team link), technology, Freedoms – Swinging Sixties, Racism - Martin Luther King 1970's - The Miners' Strike, Margaret Thatcher, Women's equal pay fight 1980's – Personal Computers rise, Charles and Diana, Band Aid 1990's – Princess Diana's Death, World</p>	<p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <p>Substantive Concepts: Changes Over Time, Significance, Local History, Chronology</p> <p>To build on the year 2 learning of the Victorians.</p> <p>To study the life of a local Victorian woman – Martha Randall</p> <p>To explore the impact of the Industrial Revolution.</p> <p>To recall the important inventions of the era</p> <p>To understand the reasons and impact of the Great Exhibition – Visited by Martha Randall.</p>
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S K I L L S	To make comparisons between historical figures or familiar objects or situations from the past using story books and information books.	I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. I understand the past through settings,	Use evidence to explain the key features of events. Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. Know and recount episodes from stories and significant events in history. Understand that there are reasons why people in the past acted as they did.	To describe similarities and differences in ways of life from people from the past to now and other people from the past. Observe and use pictures, photographs and artefacts to find out about the past. Sort some pictures into past/present and explain how they know Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old,	Gather more detail from sources such as maps to build up a clearer picture of the past; Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time. Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of	Begin to understand some of the ways in which historians and others investigate the past. Use a range of primary and secondary sources to find out about the past. Gather more detail from sources such as maps to build up a clearer picture of the past. Regularly address and sometimes devise own questions to find answers about the past. Begin to undertake their own research.	Find and analyse a wide range of evidence about the past. Start to understand the difference between primary and secondary evidence and start to question its reliability. Continue to develop their understanding of how historians and others investigate the past. Recognise when they are using primary and secondary sources of information to investigate the past. Use a wide range of different evidence to	Consider different ways of checking the accuracy of interpretations of the past. Continue to develop their understanding of how historians and others investigate the past. Recognise when they are using primary and secondary sources of information to investigate the past and question their reliability. Accurately use dates and terms to describe historical events. Identify and note connections, contrasts

		<p>character s and events encounte red in books read in class and storytellin g. UTW.</p> <p>I can give similaritie s and differenc es between the past and now. I can talk about the past using books and stories talking about the character s, settings and events.</p>	<p>Describe significant individuals from the past.</p> <p>Talk, write and draw about things from the past.</p> <p>Use historical vocabulary to retell simple stories about the past</p>	<p>oldest, modern, before and after) to show the passing of time.</p> <p>Talk, write and draw about things from the past.</p>	<p>relevant historical information.</p> <p>Gather evidence about the past through visits to sites of historical interest.</p> <p>Use evidence to describe buildings and their uses for people in the past</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time.</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>and trends over time in the everyday lives of people.</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.</p> <p>Start to recognise that some concepts, such as technology, will be different across different periods of history.</p>
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IMPACT

Our topics and curriculum coverage have a very strong history link, allowing the pupils to learn about different periods of time throughout history, create timelines, study local historical events and people and make important links and comparisons to present day times. Through this type of study, pupils learn to ask questions, think critically about sources of evidence and develop their own perspective and judgements. We want the children at Woodside to thoroughly enjoy learning about history, therefore encouraging them to undertake new life experiences now and in the future.