

PICKHURST ACADEMY - HISTORY PROGRESSION MAP

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

<u>P</u> roud	<u>I</u> nquisitive	<u>C</u> onfident	<u>K</u> ind	<u>H</u> ealthy	<u>U</u> nderstanding	<u>R</u> espectful	<u>S</u> uccessful	<u>T</u> rustworthy
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CULTURAL CAPITAL

Pickhurst Academy is committed to ensuring all of our pupils are equipped with the knowledge and cultural capital they need to succeed in life.

Our curriculum and provision ensure that all our pupils acquire the essential knowledge they need to be educated citizens. We ensure that we are introducing them to the best that has been thought and said, and it is our mission to engender an appreciation of human creativity and achievement. We want all of our pupils to leave Pickhurst, by the end of KS2, with aspirational goals for their future, without any limitations.

We have carefully considered four domains for promoting and improving each child's level of cultural capital, based on research by Bourdieu (1986). We believe that the more cultural capital a child has, the more likely they are to succeed in life and reach their potential.

KNOWLEDGE (what we know)	SKILLS (what we do)	APPRECIATION (what we value)	ASPIRATION (who we want to be)
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INTENT	IMPLEMENTATION	IMPACT	PROGRESSION
Rising Stars History provides a history curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century. Its emphasis is not just on historical knowledge but also skills and concepts. It has the same challenging academic ambitions for all	Rising Stars History is designed to be delivered by non-specialists, with core historical knowledge identified and explained throughout. A breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts. School ethos will celebrate involvement in History –	The impact of Rising Stars History is evidenced through the pupils' use and understanding of the knowledge, skills, concepts and specialist vocabulary. It is evidenced by the use and outcomes of the varied activities, assessments and quizzes provided. The broad range of approaches for pupils to communicate their knowledge ensures that everyone can demonstrate progression and impact. In particular, it is evidenced by the	All pupils work on the same core tasks with accompanying materials. Those that grasp content and concepts quickly can go on to work on the 'stretch and challenge' extensions within a task. This will require them to go into greater depth, for example by making connections to other societies or time periods studied. They will be guided to look at concepts in greater depth, for example they will begin to categorise the causes of an event and

pupils including our ARP where units are adapted and differentiated to suit students' specific needs. Children work from a shared starting point to answer the same key questions. The content provides pupils with a clear understanding of how people lived in the past and what they believed to be important. Within the units there are recurring themes such as settlement, migration and religion which builds a stronger web of knowledge to ensure it sticks. Engaging with challenging themes will enable pupils to connect with what is happening in the world around them. It will enable them to engage in debate about what is happening today and use the past to inform those opinions. Over the course of the scheme, pupils will develop an understanding of how we know about the past through a range of sources of evidence and with increasing confidence will consider their utility and reliability. Following the scheme will ensure pupils benefit from a curriculum that enriches their lives and broadens their cultural experiences. This will lead to a better understanding of culture and heritage and a desire to engage further with these areas.	this includes children within the ARP using the units to tie into their adapted curriculum. Appropriate discussion is recommended as a means of checking pupils' learning systematically, identifying misconceptions and providing immediate feedback. Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate. Revisiting ideas and concepts in different, more challenging, contexts in later units, using varied assessments and the inclusion of quizzes are all designed to help pupils remember content and integrate new knowledge into their evolving conceptual framework. Quality resources and materials are provided online to support the history curriculum and are sequenced towards the accumulation of skills, knowledge and understanding, working towards the next key stage.	pupils' ability, willingness and confidence in addressing and discussing each unit's key question, giving a response focusing on historical vocabulary, skills and concepts. Pupils understand and can clarify to others what history is and the importance and value of studying the subject. They can explain to others how they are progressing and what they can do to get better in the subject.	to compare their importance. Those that are not sufficiently confident may be targeted for extra support. For our ARP pupils, links are made with b-squared targets, children's personal interests and EHCP/PLP targets. Knowledge and skills are introduced then revisited in different units and in different contexts. This enables progression to be identified, planned for, developed and monitored. Progress in developing skills and understanding concepts is achieved through meaningful connections with areas of historical knowledge.
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TEACHER SUBJECT KNOWLEDGE & SUBJECT DEVELOPMENT			

Subject knowledge for teachers

Rising Stars History focuses on the subject as an individual discipline, and it sets high expectations for the quality of teaching within the subject. However, the structure and levels of support within the scheme take into account that most primary teachers and many history subject leads are not subject specialists. The core historical knowledge needed by each teacher is identified in the unit overview and in greater depth in the session plans. Sample responses are provided to questions posed to guide non-specialist teachers on expectations. A resource list with useful quality websites and resources is included to support further teacher research.

‘Real’ history

Teachers become familiar and confident in using an enquiry approach over the course of the scheme. This follows the same model in each unit with an overarching question and then a series of sub questions. These are linked to a main area of conceptual understanding. Knowledge, skills and concepts are taught holistically and are underpinned by the pupils developing a good grasp of subject vocabulary. Over the course of the enquiry the pupils acquire the knowledge to move them towards answering the overarching question. Initial hooks are often used to engage the pupils within the enquiry.

Using a range of sources of evidence, pupils will ask questions, suggest hypotheses and then go on to review and refine their original answers and ideas. As well as the prompt questions included, it is hoped that the pupils will develop skills in posing their own questions. Through this approach, pupils will acquire a model of learning whereby they are able to transfer knowledge and understanding from one period studied to another. Following this process, pupils (and teachers) will acquire greater confidence to take on the challenges of learning about a new topic.

Each unit utilises a range of rich and varied primary historical sources. These include written documents, images of artefacts and artist impressions. Teachers are encouraged to support these by introducing artefacts (genuine if possible), oral testimony and the use of the environment. Within the enquiry, pupils will develop a strong chronological framework of knowledge and will sequence events and periods studied. They will begin to develop a sense of history by identifying the key features within them. Throughout a topic, alongside acquiring historical knowledge, pupils will also develop historian skills. Some of these skills, including researching and communicating knowledge, are not confined to the study of history. They will also develop a better understanding of the big ideas in history, known as second order concepts. These include significance, change, continuity, similarity, difference, causation and consequence.

The pupils will communicate their knowledge and understanding and select and structure appropriate information in a variety of ways through oral, written and visual outcomes (or with elements of each). As the pupils gain confidence, there should be some flexibility to enable the pupils to choose which approach best fits the topic and activity.

National Curriculum	KS2			
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Historical Knowledge: Constructing the past <i>Develop knowledge and understanding of British, local and world history.</i> <i>Establish clear narratives within and across the periods they study.</i> <i>Understand overview and depth.</i> <i>Establish clear narratives within and across the periods they study.</i> <i>Note connections, contrasts and trends over time.</i> <i>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</i>	End of Year 3, expected: Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection. Year 3 Unit 1: The Stone Age Year 3 Unit 2: The Bronze Age and the Iron Age	End of Year 4, expected: Can identify a range of details from within and across local, national and global history, to demonstrate some overall awareness of themes, societies, events and people, e.g. using knowledge gained in their study of Ancient Egypt, identifying three or more of the main achievements of the Ancient Egyptians and providing some valid detailed reasons for their selections. Will begin to make some reference to other societies, but their reasoning may be undeveloped. Year 4 Unit 1: The Ancient Egyptians	End of Year 5, expected: Can understand some features associated with themes, societies, people and events, e.g. use knowledge gained to demonstrate an understanding of aspects of the life within the Viking period, such as religion and food, but without links and grouping them into themes, e.g. social, cultural. Will be able to make some reference to and identify links with other societies studied, e.g. The Anglo-Saxons. Year 5 Unit 2: The Vikings	End of Year 6, expected: Can provide overviews of the most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the Maya civilisation. Will begin to make links and group them into themes, e.g. social, cultural. Will be able to make links with themes in other societies studied, e.g. The Ancient Egyptians. Year 6 Unit 1: The Maya Civilisation
Historical Knowledge: Sequencing the past <i>Develop chronologically secure knowledge and understanding of British, local and world history.</i>	End of Year 3, expected: Can sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms, e.g.	End of Year 4, expected: Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms, e.g. they can accurately construct a	End of Year 5, expected: Will sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across topics covered using appropriate dates, period	End of Year 6, expected: Will sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g.

	grouping a range of images related to the Bronze to Iron Age into the correct time periods. Provide valid reasons why they have chosen this time period for most of the images. Year 3 Unit 2: The Bronze Age and the Iron Age	timeline of Roman Britain and with some accuracy link this with a timeline of the Bronze to Iron Age (or other relevant topics previously studied). Provide detailed valid reasons why they have sequenced the events/objects in this way. Year 4 Unit 2: Roman Britain	labels and terms, e.g. place many of the important developments, people and events in the Anglo-Saxon period on an annotated timeline. Will be able to make some links between this sequence to the events and people within other time periods studied. Year 5 Unit 1: The Anglo-Saxons	select independently from a range of material, and sequence accurately using appropriate labels and dates. Can accurately identify links between this sequence and the events of other periods studied. Year 6 Unit 2: The Ancient Greeks
History Concepts: Change and Development/Similarity and Difference <i>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</i>	End of Year 3, expected: Can make valid statements about the main similarities, differences and changes occurring within topics, e.g. the pupil can describe a range of the key changes between the Old and New Stone Ages. Can see links between changes, and begin to identify types of change. Will demonstrate an awareness of the significance of change and its impact. Year 3 Unit 1: The Stone Age	End of Year 4, expected: Can explain why certain changes and developments were of particular significance within topics and across time periods. Can provide a comprehensive list of the changes of Crime and Punishment within the period studied. Will identify links between the changes. Will provide a clear rationale for why one change could be considered to be more important than others. May provide insightful ideas about whether some things did not change very much within a period and why.	End of Year 5, expected: Can independently and confidently provide a comprehensive list of the changes within the period studied. Can independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2 topic, e.g. decide why one or more changes in the Anglo-Saxon period is of particular importance. Will identify a range of links between the various changes. Can provide insightful ideas about whether some things	End of Year 6, expected: Can compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change, e.g. provide some similarities and differences affecting differing locations within the world wars. Will confidently identify a range of links between the various changes, e.g. the change in women's roles during the war with changes in women's rights. Will begin to understand and explain how some of the changes were exceptional or commonplace, e.g. as part of

		Year 4 Unit 3: Crime and Punishment	did not change very much within a period and why this occurred. Year 5 Unit 1: The Anglo-Saxons	the impact of the war on their locality. Year 6 Unit 3: The Impact of War
History Concepts: Cause and Effect <i>Address and devise historically valid questions about cause.</i>	End of Year 3, expected: Can describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Neolithic period. Will demonstrate an understanding that some of the causes and/or effects are of particular importance, e.g. why the changes took place in the Neolithic period. Year 3 Unit 1: The Stone Age	End of Year 4, expected: Can independently and confidently comment on the importance of causes and effects for some of the key events and developments within the topics studied, e.g. the reasons for the changes in prison reform. Can understand that the same event can result in both positive and negative effects, e.g. the actions of the suffragettes. Year 4 Unit 3: Crime and Punishment	End of Year 5, expected: Can explain the role of different causes and effects of a range of events and developments, e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain. Can place the causes and/or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain. Can make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo-Saxons chose to settle in Britain. Year 5 Unit 2: The Vikings	End of Year 6, expected: Can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality. Will order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order. Will make a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar. May be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term.

				Year 6 Unit 3: The Impact of War
History Concepts: Significance and Interpretations <i>Address and devise historically valid questions about significance.</i> <i>Understand how and why different interpretations of the past have been constructed.</i>	End of Year 3, expected: Can select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. which buildings are of particular significance within their locality. Can give a valid reason why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme, e.g. the reasons why particular buildings are of significance within their locality. Can identify a number of ways in which two versions of the same account may differ. Can provide a reason why the two accounts of the same event might differ, e.g. in the story of the Amesbury Archer. Can identify a number of ways in which the interpretations are the same and also different.	End of Year 4, expected: Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. a development made by the Romans. Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. Will begin to understand that some things will have long or short-term significance e.g. the developments introduced by the Romans and their relevance today. Can identify a range of ways in which two or more accounts of the same event differ. Can comment on a range of possible reasons for the differences in a number of accounts, e.g. the pupil can identify a range of ways in which the accounts by Dio Cassius and Tacitus are the	End of Year 5, expected: Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. the developments made by the Anglo-Saxons. Can give a range of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. Will understand that some will have long-term significance and others only short-term significance, e.g. the spread of Christianity. Can confidently identify the ways in which interpretations of the same event or person can differ, e.g. can identify a number of differences in the interpretations presented about the Windrush journey. Can explain why there may be differing interpretations and will make reference to	End of Year 6, expected: Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Ancient Greeks. Can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance, e.g. within the achievements made by the Ancient Greeks the significant impact of establishing democracy and its importance in society today. Can confidently and independently identify the different interpretations in a range of topics e.g. explain ways in which the different interpretations about Athenian society or about the Olympic Games differ.

	Can provide a reason why the sources may differ, but this is undeveloped. Year 3 Unit 2: The Bronze Age and the Iron Age Year 3 Unit 3: Our Local Area	same and also different in their description of the battle and of Boudicca. Year 4 Unit 2: Roman Britain	the differing types of representation. Can also understand why there may be some similarities in the interpretations. Year 5 Unit 1: The Anglo-Saxons Year 5 Unit 2: The Vikings Year 5 Unit 3: Journeys	Can give a range of valid reasons for the different interpretations in a range of topics, e.g. explain why there could be different interpretations about Athenian society or about the Olympic Games. Demonstrate insight into why some aspects of the interpretation may be the same. Will make reference to the differing types of representation. Year 6 Unit 2: The Ancient Greeks
Historical Enquiry: Planning and Carrying out a Historical Enquiry <i>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</i>	End of Year 3, expected: Can independently devise a range of historically valid questions for a series of different types of enquiry. Will answer them with detailed structured responses making reference to specific sources of evidence related to 'Why should we preserve our locality?'. Will use a range of relevant historical terms. Year 3 Unit 3: Our Local Area	End of Year 4, expected: Can independently devise significant historical enquiries based on a range of valid questions, e.g. related to 'What happened when the Romans came to Britain?'. Can answer the questions in some detail using a range of relevant and varied sources to support points made. Work will be clearly structured with contrasting viewpoints considered. Use a broad range of relevant historical terms.	End of Year 5, expected: Can confidently and independently devise significant historical enquiries based on a broad range of valid questions, e.g. related to 'Was the Anglo-Saxon period really a Dark Age?'. Can answer the questions in detail using a broad range of relevant and varied sources to support points made. Work is clearly structured with contrasting viewpoints considered.	End of Year 6, expected: Can independently plan and produce quality, detailed responses to a wide range of historical enquiries. Will make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion.

		Will work independently and with confidence. Year 4 Unit 2: Roman Britain	Will use the evidence to reach a valid and substantiated overall conclusion. Will use a broad range of relevant historical terms throughout. Will follow a clear structure appropriate for presenting an argument. Will work independently and with confidence. Will begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed. Year 5 Unit 1: The Anglo-Saxons	Will reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence. Will confidently use a broad range of challenging, relevant historical terms throughout. Will critically evaluate their enquiry and consider ways in which it could be improved or developed. Year 6 Unit 3: The Impact of War
Historical Enquiry: Using Sources as Evidence <i>Understand how our knowledge of the past is constructed from a range of sources.</i>	End of Year 3, expected: Can understand how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?' Is aware that some sources may be more useful than others in answering certain historical questions. Year 3 Unit 1: The Stone Age Year 3 Unit 2: The Bronze Age and the Iron Age	End of Year 4, expected: Can recognise possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like. Can use the sources to compile a detailed description of what Dick Turpin was like. Demonstrate an understanding that some	End of Year 5, expected: From a range of sources provided, accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the Anglo-Saxons?' Can explain why they have made that selection, possibly with some references to utility and reliability.	End of Year 6, expected: Can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit. Will explain confidently why they have made that selection, referring to both utility and reliability and

		sources may be more useful than others by commenting on the importance of some of the sources.	Year 5 Unit 1: The Anglo-Saxons	considering the purpose, audience, accuracy and how the source was compiled.
		Year 4 Unit 3: Crime and Punishment		Year 6 Unit 3: The Impact of War

Rising Stars History Topic List



KEY STAGE	YEAR	TOPIC NAME	ENQUIRY QUESTION	MAIN CURRICULUM FOCUS	BIG FINISH
KEY STAGE 1	YEAR 1	My Family History	What was life like when our grandparents were children?	Changes within living memory	Spend a day at grandad's school
		The Greatest Explorers	Who were the greatest explorers?	Lives of significant individuals	Design a memorial to the greatest explorer
		Great Inventions: Transport	How did the first flight change the world/Why were the Rainhill Trials important?	Events beyond living memory nationally or globally	Design a commemorative train
	YEAR 2	Bonfire Night and the Great Fire of London	Should we still celebrate Bonfire Night/Did the Great Fire make London a better or a worse place?	Events beyond living memory nationally or globally	N/A
		Holidays	How have holidays changed over time?	Changes within living memory	Create a pop-up seaside from the 1950s
		Our Local Heroes	Who are our local heroes?	Local History Study: Lives of significant individuals	Create a mini museum dedicated to your local heroes
LOWER KEY STAGE 2	YEAR 3	The Stone Age	What was new about the New Stone Age?	Changes in Britain from the Stone Age to the Iron Age	Perform a play depicting the changes in the Stone Age
		The Bronze Age and the Iron Age	Which was more impressive – the Bronze Age or the Iron Age?	Changes in Britain from the Stone Age to the Iron Age	Hold your very own debate on the greatest development in this period
		Local History	Why should we preserve our locality?	Local History Study: A study of a theme in British history that extends knowledge beyond 1066	Create a campaign to preserve a local treasure
	YEAR 4	The Ancient Egyptians	How much did the Ancient Egyptians achieve?	The achievements of the earliest civilisations	Create an Ancient Egyptian time capsule
		Roman Britain	What happened when the Romans came to Britain?	The Roman Empire and its impact on Britain	Stage a Roman army experience
		Crime and Punishment	How has Crime and Punishment changed over time?	A study of a theme in British history that extends knowledge beyond 1066	Create a display of the changes in crime and punishment
UPPER KEY STAGE 2	YEAR 5	The Anglo-Saxons	Was the Anglo-Saxon period really a Dark Age?	Britain's settlement by Anglo-Saxons and Scots	Carry out an archaeological excavation
		The Vikings	Would the Vikings do anything for money?	The Viking and Anglo-Saxon struggle for the Kingdom of England	Write your own version of a Viking saga
		Journeys	What makes people go on a journey?	A study of a theme in British history that extends knowledge beyond 1066	Hold an assembly to link migration today with events in the past
	YEAR 6	The Maya Civilisation	Why should we remember the Maya?	The achievements of a non-European society	Make your very own Maya codex
		The Ancient Greeks	What did the Greeks do for us?	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Lead a special social event about the legacies and influence of the Ancient Greeks
		The Impact of War	Did WWI or WWII have the biggest impact on our locality?	Local History Study: A study of a theme in British history that extends knowledge beyond 1066	Host an exhibition telling the story of your community during WWI and WWII