

## Curriculum Progression Map

At Warden Hill, we believe in creating historians that are able to develop their skills and conceptual understanding through exploring and investigating the past.

Our teachers inspire curiosity by teaching depth studies that are enquiry-led, allowing for progression across lessons as well as year groups. Each unit includes a link to our locality so that our children can make connections and empathise with the key figures and civilisations they study. We ensure our children have excellent opportunities to understand the chronology behind every time period they learn about.

In every lesson, our children are able to build on their previous learning with new knowledge, making connections between and across periods of time they have studied. We put quality historical sources at the foundation of our planning, ensuring that we give our children plenty of opportunities to infer and deduct.

Our teachers have high expectations and believe that every child has the ability to achieve and be a thoughtful and reflective historian. We strive to deliver a History curriculum that is accessible to all and aspire to have our children leave the school with a breadth, depth and wealth of historical knowledge that will allow them to succeed.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>People, Culture and Communities:</b> Exploring different occupations within the community (past/present uniform/vehicles)</p> <p><i>I wonder what this structure is for?</i></p> <p>Discussing types of homes, linking this to homes in the past and what they might have been like</p> <p><b>Historical figures and events:</b> Royal</p>	<p><b>How did the Wilson get its name?</b> Local focus: Edward Wilson, polar explorer</p> <p><b>How have schools changed over time?</b> Local focus: Our school building</p>	<p><b>What similarities and differences did Florence Nightingale and Edith Cavell have?</b> Local focus: Hospitals in Gloucestershire now</p> <p><b>What were the causes and consequences of the Great Fire of London?</b> Local focus: Could it have happened in Cheltenham?</p> <p><b>How have toys changed over time?</b></p>	<p><b>What do settlements tell us about life from the Stone Age to the Iron Age?</b> Local focus: Crickley Hill's Iron Age Fort</p> <p><b>Why was mummification important to the Ancient Egyptians?</b></p> <p><b>Why is the Olympic Games such a major sporting event throughout the world?</b> Local focus: Celebration of the Olympic Games</p>	<p><b>Did the Romans improve life within Britain?</b> Local focus: Gloucester/Glevum</p> <p><b>What evidence is there to show the Anglo Saxons were cultured people?</b></p> <p><b>How did the people of Cheltenham help the war effort in WWII?</b> Local focus: Gloster Aircraft Company</p>	<p><b>Were the Vikings ruthless raiders or peaceful settlers?</b></p> <p><b>How have attitudes to crime and punishment changed over the past 1500 years?</b> Local focus: Gloucester Prison</p> <p><b>How has Cheltenham High Street changed over time?</b> Local focus: Cheltenham High Street</p>	<p><b>What led to the decline of the Maya?</b></p> <p><b>How has health and medicine changed over time?</b> Local focus: Edward Jenner</p>

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Family / Mary Anning / Charles Darwin / David Attenborough / Mother Teresa / Guy Fawkes (Bonfire Night)		Local focus: Jefferson Toy Collection (Charlton Kings)				

By the time the children leave Warden Hill in year 6, they will have a chronologically secure knowledge and understanding of our local and world history, establishing narratives within and across the periods they study. They will be able to eloquently describe the reasons for changes across history, how individual's lives have shaped our nation and the effect that those changes have had on civilisations today. They will have a sound knowledge of the recurring subject specific concepts and vocabulary they have been immersed in. They will recognise the skills involved in being a successful historian through:

- Asking and answering valid questions about the past by thoughtful selection and organisation of relevant historical information
- Understanding the parallels and contrasts between life then and now
- Understanding that cause, consequence and motivation affect historical events, including: invasion, settlement, religion, civilisation, power, conflict, politics, reform and bias
- Understanding that interpretations can be challenged and may be changed in the light of new evidence
- Investigating, organising and effectively communicating their historical findings
- Exploring historical narrative and sequencing, gaining a sense of chronology and duration
- Understanding the contribution and significance of key individuals in history
- Sharing their understanding and beliefs through verbal class discussions and debates

