

History Progression Map

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Chronological Understanding	<ul style="list-style-type: none"> To use simple words to talk about the passing of time. (Celebrations, Houses and Homes) 	<ul style="list-style-type: none"> To put up to three objects, people or events in chronological order (Toy Takeover, Memory Box) To begin to recognise the differences between ways of life in past and present. (Toy Takeover, Memory Box) Sequence key events from their lives. (Memory Box) Sequence pictures to show time order (eg baby, toddler, child etc). (Memory Box) 	<ul style="list-style-type: none"> Sequence artefacts closer together in time. (Great Fire of London, Guess Who) Sequence Photos (Guess Who) 	<ul style="list-style-type: none"> Place the time studied on a timeline (Tribal Tales, I am Warrior, 1066) Use dates and terms related to the area of study and passing of time and begin to date events. (Tribal Tales, I am Warrior, 1066) 	<ul style="list-style-type: none"> Sequence several events or artefacts. (I am Warrior) Understand more complex terms e.g BC/AD (I am Warrior) 	<ul style="list-style-type: none"> Know and sequence key events from the period. (Child's War, Fallen Fields, Off With Her Head, My Oh Maya) Use relevant terms and period labels and dates. (Fallen Fields) Make comparisons between different periods in the past. (My Oh Maya) 	<ul style="list-style-type: none"> Place current period of study on a time line in relation to other periods studied. (Pharaohs, Off With Her Head, My Oh Maya, Child's War) Sequence up to 10 dates on a time-line. (Off With Her Head, PP&P, Mayan My Oh Maya, Child's War)

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Historical Skills: historical interpretations	<ul style="list-style-type: none"> To recognise that a familiar event can be represented in different ways e.g. photos, videos, mementos such as saved birthday cards. (Celebrations) 	<ul style="list-style-type: none"> To begin to identify different ways to represent the past (photograph, stories, websites, information books). (Toy Takeover, Memory Box) 	<ul style="list-style-type: none"> Compare two different versions of past events. (Great Fire of London, Guess Who) Compare pictures or photographs of people or events in the past. (Great Fire of London) Discuss the reliability of photographs of people/ events in the past. (Great Fire of London) 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented. (I am Warrior) Distinguish between different sources – compare different versions of the same story. (I am Warrior) Look at representations of the period – museum, cartoons etc. Look at the evidence available. (Hatfield, 1066) 	<ul style="list-style-type: none"> Begin to evaluate the usefulness of different sources. (1066) Use books (inc. textbooks) and own knowledge. (I am Warrior) 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction. (My Oh Maya) Offer some reasons for different versions of events. (My Oh Maya) 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at. (Child's War) Consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions. (My Oh Maya)

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Historical Skills: historical investigations	<ul style="list-style-type: none"> To identify and talk about similarities and differences. (Houses and Homes, Animal Kingdom) 	<ul style="list-style-type: none"> To ask and answer simple historical questions (Toy Takeover, Memory Box) 	<ul style="list-style-type: none"> Use a source - observe or handle sources to answer questions about the past on the basis of simple observations. (Great Fire of London) 	<ul style="list-style-type: none"> Use a range of sources to find out about a period. (I am Warrior, 1066) Recognise primary and secondary sources. (I am Warrior) 		<ul style="list-style-type: none"> Use a range of sources to find out about an aspect of time past. (Fallen Fields) Ask a variety of questions. (Pharaohs) Bring knowledge gathered from several sources together in a fluent account. (Fallen Fields) 	<ul style="list-style-type: none"> Use books and internet for research with increasing confidence. (My Oh Maya) Suggest omissions relevant to the study. (Child's War)

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Knowledge & Understanding of Events, People & Changes in the Past	<ul style="list-style-type: none"> To listen to and recall historical stories. (Celebrations, Houses and Homes) Talk about past and events in their own lives and in the lives of family members (Celebrations, Houses and Homes) 	<ul style="list-style-type: none"> To use stories to talk about things that have happened in the past. (Memory Box) To recognise how the achievements of famous people have influenced our lives. (Memory Box) 	<ul style="list-style-type: none"> Recount the main events from a significant event in History. (Great Fire of London, Guess Who) Recognise why people did things, why events happened and what happened as a result. (Great Fire of London, Guess Who) Identify differences between ways of life at different times. (Great Fire of London, Guess Who) 	<ul style="list-style-type: none"> Find out about every-day lives in period being studied-compare with life today. (Tribal Tales, 1066) Identify reasons for and result of people’s actions. (Tribal Tales, 1066) Use evidence to reconstruct life in period being studied. (Tribal Tales) 	<ul style="list-style-type: none"> Identify key features of period (Tribal Tales, I am Warrior) Look for links and effects and offer a reasonable explanation for some events (Hatfield) 	<ul style="list-style-type: none"> Study different aspects of people e.g. difference between men and women. (My Oh Maya, Child’s War) Examine cause and effects of significant events (impact on people). (Child’s War, Fallen Fields) Compare life in early and late period being studied. . (My Oh Maya) Compare aspect of life being studied with another period (Pharaohs, My Oh Maya) 	<ul style="list-style-type: none"> Explore differences in religion, beliefs, characteristics, behaviour recognising that people think differently. (My Oh Maya) Compare these with other periods studied. (My Oh Maya) Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. (Child’s War, Fallen Fields) Know key dates, characters and events of time studied. (Fallen Fields, Off With Her Head, Child’s War)

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Similarity & Difference		<ul style="list-style-type: none"> Recognise some similarities and differences between the past and the present; <i>e.g. sorting objects or pictures / photos.</i> Identify some similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> Recognise some similarities and differences between the past and the present in increasing detail. 	<ul style="list-style-type: none"> Describe similarities and differences between aspects of history, people, events and artefacts studied, <i>e.g. Stone Age and Bronze Age.</i> 	<ul style="list-style-type: none"> Independently identify similarities and differences between aspects of history, people, events and artefacts studied. Find out about the everyday lives of people in time studied compared with our life today. 	<ul style="list-style-type: none"> Identify similarities and differences in the everyday lives of people in period studied, <i>e.g. wealthy and poor in Tudor England;</i> Identify similarities and differences within one aspect of the period studied and one studied earlier – <i>e.g. Between Roman and Tudor weapons and warfare, style of leader.</i> 	<ul style="list-style-type: none"> Identify similarities and differences between 3 time periods studied, e.g. using 3 circle Venn diagram; Suggest why there may be similarities.

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Cause & Consequence		<ul style="list-style-type: none"> Make simple links between cause and effect in own lives. 	<ul style="list-style-type: none"> Understand that there are reasons why people in the past acted as they did, <i>e.g. recount main events using causal conjunctions.</i> 	<ul style="list-style-type: none"> Identify the cause for changes in the period studied, <i>e.g. Why Stone Age man began to settle in villages.</i> Explain how people and events in the past have influenced life today (legacy). 	<ul style="list-style-type: none"> Identify more than one cause/reason for events / actions in the period studied. 	<ul style="list-style-type: none"> Examine causes and consequences of great events and the impact these had on people; Recognise that there may be more than one cause or consequence and begin to assess the relative importance. Recognise that sometimes change is not abrupt. 	<ul style="list-style-type: none"> Use evidence to form hypothesis. Produce a balanced argument.

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Presenting, Organising & Communicating		<ul style="list-style-type: none"> Talk, draw or write about aspects of the past. <i>(Toy Takeover, Memory Box)</i> Begin to use stories and other historical sources to show their understanding. <i>(Toy Takeover)</i> 	<ul style="list-style-type: none"> Show an awareness and understanding of the past in a variety of ways, such as: written, talking, using images. <i>(Great Fire of London)</i> Use stories and other historical sources to show their understanding. <i>(Great Fire of London)</i> 	<ul style="list-style-type: none"> Talk about how a primary and/or secondary source of evidence supports their opinion. <i>(I am Warrior)</i> Select and record information relevant to the study. <i>(I am Warrior, Hatfield, Tribal Tales)</i> Communicate their learning and memory of the past in an organised and structured way, using; appropriate historical terminology, images, artefacts, writing. <i>(I am Warrior)</i> Begin to use primary and secondary sources to support their opinions, arguments and findings. <i>(Chocolate, Hatfield)</i> 	<ul style="list-style-type: none"> Begin to summarise what has been learnt. <i>(Chocolate, Hatfield, 1066)</i> Choose relevant material to present a picture of one aspect of life in time <i>(Tribal Tales)</i> 	<ul style="list-style-type: none"> Present findings and communicate knowledge and understanding in different ways to meet the needs of different audiences. <i>(Fallen Fields)</i> Present arguments and opinions of their independent historical investigation to show an understanding of the period. <i>(Fallen Fields, Child's War)</i> Use primary and secondary sources to support their opinions, arguments and findings. <i>(Fallen Fields, Child's War)</i> 	<ul style="list-style-type: none"> Summarise what has been learnt. <i>(Fallen Fields)</i> Produce an account of a historical event based on more than one source of evidence <i>(Fallen Fields)</i> Select and organise information to construct structured work which meets the needs of the audience and appropriately using; dates appropriate historical terminology, images, artefacts, writing, primary sources and secondary sources <i>(My Oh Maya, Child's War)</i>

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Key Vocabulary	Today Yesterday Tomorrow Memory	Chronology – understanding things are sequenced into the correct order. Similarity – the similarities between the past and present. Differences – the differences between the past and present. Past Present Future	Source – something that contains historical information. Recount – retelling a historical event. Reliability – how much you can trust a source.	Primary Source – a first-hand account of an event or topic, such as a photo or diary. Secondary Source – second-hand information from other historians. Compare – state and explain the differences between two things.	Summarise – briefly state the key points. Cause – the reason behind a historical event. Effect – the impact of a historical event.	Accuracy – determining how correct something is.	Omission – a piece of information missing from a study.

Golden Treads	YR	Y1	Y2	Y3	Y4	Y5	Y6
Civilisation		Introduction to the idea of a group of people living in a particular civilisation. (Toy Take Over)	Introduction to comparing civilisations to our own. (Guess Who)	<p>The Roman Empire as a civilisation, comparing it to, and gaining an understanding of the impact on England. (I am Warrior)</p> <p>How a civilisation changes in a short period of time due to invasion. (1066)</p>	<p>Refining ability to compare new learning to previous civilisations studied. Exploring similarities and differences. (Gods & Mortals)</p> <p>How the discovery of new materials/ methods can change civilisations. (Tribal Tales)</p>	<p>Achievements of one of the earliest civilisations and how religion impacted. (Pharaohs)</p> <p>How the reign of a monarch, crime and punishment can influence civilisation. Comparing the lives of richer and poorer members of this civilisation. (Off With Her Head)</p>	<p>Exploring non-European civilisation and evidencing how influences have infiltrated our lives today. (My, Oh Maya!)</p> <p>A view on a civilisation in more modern times, exploring and applying all that has been previously learnt. (Child's War)</p>
Invasion				<p>Introduction to what an invasion is. (I am Warrior)</p> <p>Comparing invasion approaches (linked to previous project) and understanding the successes and downfalls. (1066)</p>		Contributing factors and significance of WW1. (Fallen Fields)	Contributing factors and significance of WW2. How the approach in invasion had changed significantly since WW1. Comparison to modern times. (Child's War)
Settlement		Introduction to what a settlement is. (Memory Box)	Introduction to different types of settlements (town, village, city etc.) (Guess Who)	<p>An in-depth look at how the local settlement (a town) has evolved. (Hatfield)</p> <p>Differences in settlements in England/France as well as compared to modern times. Impact of the Norman victory on English settlements. (1066)</p>	Differences in settlements and roles within settlements between England/Greece as well as ancient/modern times. (Gods & Mortals)	Differences in settlements and roles within settlements between England/Egypt as well as ancient/modern times. Impact this settlement has had on wider world. (Pharaohs)	An understanding of how differing settlements supported, and were impacted by, the war. Exploration of the lasting impact on our lives today. (Child's War)
Trade		Introduction to the concept of trade. (Memory Box)		<p>Trade to keep the peace (I am Warrior)</p> <p>Local trade and how it has developed in recent history (Hatfield)</p>	How trade developed with the introduction of stone, iron and bronze. (Tribal Tales)	Development of trade between various countries and the impact these trades have on us today. (Pharaohs)	<p>Development of trade between various countries and the impact these trades have on us today (My, Oh Maya!)</p> <p>The impact of WW2 on trade, linking to current affairs and the impact we are seeing first hand (Child's War)</p>