

## History Progression Map

Chronology						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To look closely at similarities, differences, patterns and change.</p> <p>To develop an understanding of growth, decay and changes over time.</p> <p>To talk about past and present events in their own lives and in the lives of family members.</p>	<p>All about ME topic: Children to investigate their own history (memories, stories and photos)</p> <p>General timeline of world history – looking at how far long ago the Ice Age / Stone age happened. Compare to their lives now.</p>	<p>Ancient Egypt topic: Look of a world history timeline. How long ago did the Ancient Egyptians live?</p> <p>Investigate how the Romans change Britain. Similarities and differences to modern day.</p>	<p>World history timeline: Anglo Saxons, Vikings and Normans periods of history - Castles. (Should also be able to add Ancient Egyptians and Romans once covered in Year 2). History of famous inventions (link to Eureka topic).</p>	<p>Ancient Greece topic: significant events, dates, artefacts</p> <p>The Tudors – significant people, events and dates in direct comparison with the Mayans/Indus(same time different location).</p>	<p>Ancient Maya: Maya civilisation and understanding who they were and when and where they lived. The Henry and the Reformation: significant dates and figures - link back to the Tudors in Year 4. World History Timeline: (Links to previous years: Ice age, Ancient Egyptians, Ancient Greeks, Romans, Vikings, Normans, Aztecs).</p>	<p>World War II topic: Timeline of significant events and research into why the war started.</p> <p>How life in Britain has changed over the past 100 years. Ordering dates, artefacts, photographs and recounts. How did the war impact Britain?</p>
Range and Depth of Historical Knowledge						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To show interest in the lives of people who are familiar to them.</p> <p>To remember and talk about significant events in their own experiences.</p> <p>To recognise and describe special times or events for family or friends.</p>	<p>Kings and Queens of England</p> <p>Pre – history: The Ice Age / The Stone Age</p> <p>England: symbols and landmarks (link to Geography).</p>	<p>Life and culture of Ancient Egypt, Ancient Rome and Roman Britain. Sequence artefacts and explain the similarities and differences Drama: Develop empathy and understanding for people in the past.</p>	<p>Anglo Saxons, Vikings and Normans – Lifestyle, invasion, battles, castles, changes to Britain, significant dates/ people. Comparison of 'then' and 'now.</p>	<p>Significance and impact of the Tudors on modern Britain compared to The Yucatan Peninsula and modern Pakistan/Idia. Explore Rule and beliefs. Research significant figures: William Shakespeare and Henry VIII.</p>	<p>Information about the Reformation Significant dates, figures and vocabulary from the Tudor period and the impact on modern day Britain.</p>	<p>Research beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings (not generalising). Know key dates, characters and events from WWII.</p>

<p>To show interest in different occupations and ways of life.</p> <p>To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</p>						
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Interpretations of History						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know about similarities and differences in relation to places, objects, materials and living things.</p> <p>To talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>To know about similarities and differences in relation to places,</p>	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Paintings of Kings and Queens. What do they tell us about them? How are they different to photos of our Queen?</p> <p>Compare adults talking about the past. How reliable are memories?</p>	<p>Reliability of 'eyewitness' accounts. Compare two different versions of the same account (could be a fun event that happened on the playground earlier in the week). Can the children all remember the exact same information?</p> <p>How could we check the truth? (photos, videos, writing at the time</p>	<p>Look at artefacts from time periods. What can they tell us about the past? Look into how the invention of the camera helped with our interpretations of history.</p> <p>Distinguish between different sources (compare different versions of the same story) - Look at representations of the period (museums,</p>	<p>Study into Henry VIII – Why did he behave as he did? Compare sources of information about him – positive and negative / first and second hand.</p> <p>Use a range of sources and evidence to piece together and explain what life was like in Ancient Greece.</p>	<p>Recounts / stories of WWII and how entertainment was had in a wartime country.</p> <p>Comparing sources of information about the same events. - How / why the monarchy's power in our country has changed as a result of the Tudor period.</p> <p>Consider ways to check the accuracy of historical</p>	<p>Compare accounts of events from different sources (British soldiers / Nazi soldiers, Britain/ Germany).</p> <p>Offer some reasons for different versions of events. Which sources are most accurate? Why?</p> <p>Link sources and work out how conclusions were made.</p>

objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.		etc). Did they have photographs during Ancient Egypt? Why does this make it difficult to know what happened?	cartoons, stories etc.).	Begin to evaluate the usefulness of different sources.	interpretations (fact, fiction or opinion?)  Use a range of sources for evidence (books, Internet, pictures, artefacts).	Use a range of sources for evidence (books, Internet, pictures, artefacts).
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Historical Enquiry						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>What would it be like to on the Titanic/Victorian Holiday? Look at artefacts and photos. Can the children guess the purpose of the artefacts or work out what is happening in the photos? Encourage and prompt children to ask their own questions about the artefacts and photos.</p> <p>All about ME topic: Children to investigate their</p>	<p>Children to group artefacts to Ancient Egypt, Ancient Rome or modern day periods and explain how they know.</p> <p>Use a wide range of primary and secondary sources to find information</p> <p>Encourage children to ask questions about artefacts and sources from the past. (who, what, why, when, where).</p>	<p>Compare a range of first and second hand sources and discuss validity / reliability. Compare information that they find on the internet to reliable information texts.</p> <p>Can all information be trusted? Encourage children to ask questions about the artefacts / sources of information (who, what, when, where, why) Use</p>	<p>Encourage children to ask questions about artefacts, photographs and sources of information. Discuss validity and reliability of primary and secondary sources.</p> <p>Select and record relevant information. Use Internet and information texts to research time periods.</p>	<p>Which sources of evidence are the most reliable? Why?</p> <p>Historical enquiry into the history of the Reformation.</p> <p>Gather knowledge from a range of sources to create a fluent account of a specific event in history.</p>	<p>Why did WWII happen? Was Hitler evil? What was the impact of the war on modern day Britain?</p> <p>How has Britain changed over the past 100 years? Use photographs, stories, recounts, family stories etc).</p> <p>Encourage children to ask questions about artefacts, photographs and sources of information.</p>

	own history (memories, stories and photos).		Internet and information texts to research.	Use a range of evidence to build up a picture of the past.		
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### Organisation and Communication

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>To talk about why things happen and how things work.</p> <p>To talk about past and present events in their own lives and in the lives of family members.</p>	<p>Children to explain their historical understanding through a range of practical and written activities.</p> <p>Whole class discussion - Pictures drawn by the children, drama / role play, building models, timelines.</p>	<p>Children to explain their historical understanding through a range of practical and written activities: whole class discussion, pictures drawn by the children, drama / role play, building models, timelines, annotate photographs, writing stories / fact finding.</p>	<p>Children to communicate knowledge and understanding in a variety of ways (discussions, pictures, writing, annotations, drama, building models) communication Select data and organise it to answer historical questions.</p>	<p>Children to communicate knowledge and understanding in a variety of ways (discussions, pictures, writing, annotations, drama, building models) Display findings in a variety of ways (written, computers, presenting verbally to the class).</p>	<p>Use appropriate terms, matching dates to people and events - Record and communicate knowledge in a variety of ways (written, verbal, presentations)</p> <p>Work independently and in groups.</p>	<p>Select aspects of the time period to create a display.</p> <p>Use extended writing to explain key aspects of a time period</p>