



# History Progression Map

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Themes</b>	Ancient Greece Romans Stone Age & Iron Age	Mayan Civilisation Tudors Anglo Saxons & Vikings	Eyam Titanic Apartheid	World War 2 Shackleton Shang Dynasty
<b>Vocabulary</b>				
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Uses timelines to place events in order.</li> <li>• Understands timeline can be divided into BC and AD.</li> <li>• Uses words and phrases: century, decade.</li> </ul> <p>Sequence several events or artefacts.</p>	<ul style="list-style-type: none"> <li>• Name and place dates of significant events from past on a timeline.</li> <li>• Use terms related to the period and begin to date events.</li> <li>• Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses timelines to place and sequence local, national and international events.</li> <li>• Sequences historical periods.</li> <li>• Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</li> </ul> <p>Identifies changes and make comparisons within and across historical periods.</p>	<ul style="list-style-type: none"> <li>• Place current study on timeline in relation to other studies.</li> <li>• Sequence up to 10 events on a timeline</li> <li>• Uses timelines to place events, periods and cultural movements from around the world.</li> <li>• Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</li> <li>• Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</li> </ul> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline.</p>
<b>Knowledge and understanding or past events, people and changes in the past</b>	<ul style="list-style-type: none"> <li>• Find out about everyday lives of people in time studied.</li> <li>• Use evidence to describe past: <ul style="list-style-type: none"> <li>~ Houses and settlements, culture and leisure activities.</li> <li>~ Clothes, way of life and actions of people</li> <li>~ Buildings and their uses</li> <li>~ People's beliefs and attitudes</li> <li>~ Things of importance to people</li> <li>~ The differences between the lives of the rich and poor.</li> </ul> </li> <li>• Compare with our life today.</li> <li>• Identify reasons for and results of people's actions.</li> <li>• Understand why people may have wanted to do something.</li> <li>• Shows changes on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in time studied.</li> <li>• Identify key features and events of time studied.</li> <li>• Look for links and effects in time studied.</li> <li>• Offer a reasonable explanation for some events.</li> <li>• Describes how some of the past events/people affect life today.</li> </ul>	<ul style="list-style-type: none"> <li>• Study different aspects of different people - differences between men and women.</li> <li>• Examine causes and results of great events and the impact on people.</li> <li>• Compare life in early and late 'times' studied.</li> <li>• Compare an aspect of life with the same aspect in another period.</li> <li>• Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses reliable sources of factual evidence to describe: <ul style="list-style-type: none"> <li>~ Houses and settlements, culture and leisure activities.</li> <li>~ Clothes, way of life and actions of people</li> <li>~ Buildings and their uses</li> <li>~ People's beliefs and attitudes</li> <li>~ Things of importance to people</li> <li>~ The differences between the lives of the rich and poor.</li> </ul> </li> <li>• And recognise that not everyone shares the same views and feelings.</li> <li>• Shows identified changes on a timeline.</li> <li>• Describes how some changes affect life today.</li> <li>• Compare beliefs and behaviour with another time studied.</li> </ul>



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				<ul style="list-style-type: none"> <li>• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>• Know key dates, characters and events of time studied.</li> </ul>
<b>Historical interpretation</b>	<ul style="list-style-type: none"> <li>• Identify and give reasons for different ways in which the past is represented.</li> <li>• Distinguish between different sources – compare different versions of the same story.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the evidence available.</li> <li>• Begin to evaluate the usefulness of different sources.</li> <li>• Use text books and historical knowledge.</li> <li>• Gives reasons why there may be different accounts of history.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare accounts of events from different sources – fact or fiction.</li> <li>• Offer some reasons for different versions of events.</li> <li>• Knows that people (now and in past) can represent events or ideas in ways that persuade others.</li> </ul>	<ul style="list-style-type: none"> <li>• Link sources and work out how conclusions were arrived at.</li> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>• Be aware that different evidence will lead to different conclusions.</li> <li>• Confidently use the library and internet for research.</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period.</li> <li>• Observe small details – artefacts, pictures.</li> <li>• Select and record information relevant to the study.</li> <li>• Begin to use the library and internet for research.</li> <li>• Asks questions such as ‘how did people ....? What did people do for ....?’</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to build up a picture of a past event.</li> <li>• Choose relevant material to present a picture of one aspect of life in time past.</li> <li>• Ask a variety of questions.</li> <li>• Use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify primary and secondary sources.</li> <li>• Use evidence to build up a picture of a past event.</li> <li>• Select relevant sections of information.</li> <li>• Use the library and internet for research with increasing confidence.</li> <li>• Asks a range of questions about the past.</li> <li>• Realises that there is often not a single answer to historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise primary and secondary sources.</li> <li>• Use a range of sources to find out about an aspect of time past.</li> <li>• Suggest omissions and the means of finding out.</li> <li>• Bring knowledge gathered from several sources together in a fluent account.</li> <li>• Evaluates the usefulness and accurateness of different sources of evidence.</li> <li>• Forms own opinions about historical events from a range of sources.</li> </ul>
<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>• Presents findings about past using speaking, writing, ICT and drawing skill.</li> <li>• Uses dates and terms with increasing accuracy.</li> <li>• Discusses different ways of presenting information for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall, select and organise historical information</li> <li>• Uses dates and terms correctly.</li> <li>• Discusses most appropriate way to present information, realising that it is for an audience.</li> <li>• Uses subject specific words such as monarch, settlement, invader.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall, select and organise historical information</li> <li>• Uses dates and terms accurately.</li> <li>• Chooses most appropriate way to present information to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and organise information to produce structured work, making appropriate use of dates and terms.</li> <li>• Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.</li> </ul>

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