



History Progression Map 2019 - 2020

	Year 3	Year 4	Year 5	Year 6
History Skills				
Chronological Understanding	<ul style="list-style-type: none"> · Uses timelines to place events in order. · Understands timeline can be divided into BC and AD. · Uses words and phrases: century, decade. 	<ul style="list-style-type: none"> · Uses words and phrases: century, decade, BC, AD, after, before, during. · Divide recent history into present, using 21st century, and the past using 19th and 20th centuries. · Names and places dates of significant events from past on a timeline. 	<ul style="list-style-type: none"> · Uses timelines to place and sequence local, national and international events. · Sequences historical periods. · Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. · Identify changes and make comparisons within and across historical periods. 	<ul style="list-style-type: none"> · Use timelines accurately to place significant dates, events, periods and cultural movements from around the world. · Use timelines to demonstrate changes and developments in culture, technology, religion and society. · Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. · Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
Range & Depth of historical knowledge	<p>Use evidence to describe the Stone Age, Bronze Age, Iron Age & Romans in terms of:</p> <ul style="list-style-type: none"> - Houses and settlements - Culture and leisure activities - Buildings and their uses - Clothes, way of life and actions of people 	<ul style="list-style-type: none"> · Show knowledge and understanding by describing features of past societies and periods. · Identify ideas, beliefs, attitudes and experiences of men, women and children from the past. · Give reasons why changes in houses, culture, leisure, clothes, buildings and their 	<ul style="list-style-type: none"> · Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. · Give some causes and consequences of the main events, situations and changes in the periods studied. · Identify changes and links within and across the time periods studied. 	<ul style="list-style-type: none"> · Choose evidence to describe: houses, settlements & their uses; culture & leisure activities; clothes, way of life; people's beliefs, religion & attitudes; things of importance to people; differences between lives of rich & poor. · Identify how any of above may have changed during a time period. Give own reasons why



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	<ul style="list-style-type: none"> - People's beliefs and attitudes - Things of importance to people - Differences between lives of rich and poor · Use evidence to find out how any of these may have changed during a time period. · Describe similarities and differences between people, events & objects · Shows changes on a timeline 	<p>uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <ul style="list-style-type: none"> · Describe how some of the past events/people affect life today. 		<p>changes may have occurred, backed up with evidence and show identified changes on a timeline.</p> <ul style="list-style-type: none"> · Describes similarities & differences between some people, events and objects studied. · Make links between features of past societies and describe how changes affect life today.
<p>Historical Enquiry</p>	<ul style="list-style-type: none"> · Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. · Ask questions such as 'how did people? What did people do for?' · Suggests sources of evidence to use to help answer questions. 	<p>Understand the difference between primary and secondary sources of evidence.</p> <ul style="list-style-type: none"> · Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. · Asks questions such as 'what was it like for a during?' · Suggests sources of evidence from a selection provided to use to help answer questions. 	<ul style="list-style-type: none"> · Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information and build a picture about the past. · Asks a range of questions about the past. · Choose reliable sources of evidence to answer questions. · Realises that there is often not a single answer to historical questions. 	<ul style="list-style-type: none"> · Identifies and uses different sources of information and artefacts. · Suggests omissions and the means of finding out · Evaluates the usefulness and accurateness of different sources of evidence. · Selects the most appropriate source of evidence for particular tasks. · Forms own opinions about historical events from a range of sources, bringing them together in a fluent account.



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Organisation & communication	<ul style="list-style-type: none"> · Presents findings about past using speaking, writing, ICT, drama/role play and drawing skills · Uses dates and terms with increasing accuracy. · Discusses different ways of presenting information for different purposes. 	<ul style="list-style-type: none"> · Presents findings about past using speaking, writing, maths (data handling), ICT, drama/role play and drawing skills · Uses dates and terms correctly. · Discusses most appropriate way to present information, realising that it is for an audience. · Uses subject specific words such as monarch, settlement, invader. 	<ul style="list-style-type: none"> · Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama/role play and drawing skills. · Uses dates and terms accurately. · Chooses most appropriate way to present information to an audience 	<ul style="list-style-type: none"> · Presents information in an organised and clearly structured way. · Makes use of different ways of presenting information. · Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram). · Makes accurate use of specific dates and terms.
<h3 style="color: #4f81bd;">Knowledge</h3>				
	<p><u>Tribal Tales</u></p> <ul style="list-style-type: none"> · To understand what life was like in the Stone and Bronze Ages and compare this with life in modern Britain. · To understand Stone Age and Iron Age lifestyle, technology and travel. <p><u>I am warrior - Romans</u></p> <ul style="list-style-type: none"> · To investigate the Roman Empire and its impact on Britain. · To understand invasions and resistance including 	<p><u>Edwardians</u></p> <ul style="list-style-type: none"> · To explain what life was like during the Edwardian era · To explore the experiences of men, women and children in Edwardian times · To make comparisons between houses in Edwardian times and present day <p><u>Anglo Saxons</u></p> <ul style="list-style-type: none"> · Who were the Anglo Saxons and why did they come to Britain? · What was the daily life like of an Anglo Saxon? 	<p><u>Pharaohs</u></p> <ul style="list-style-type: none"> · To research and investigate the discovery of Tutankhamun's tomb. · To explore social and religious practices, e.g. mummification <p><u>Princes, Peasants and Pestilence</u></p> <ul style="list-style-type: none"> · To investigate the Black Death, its origins and its impact on Britain · To explore social class in 14th C Britain including The Peasants Revolt. <p><u>Time Traveller</u></p> <ul style="list-style-type: none"> · To understand and compare modern and Victorian school life 	<p><u>Frozen Kingdom</u></p> <ul style="list-style-type: none"> · To investigate key dates and events surrounding Shackleton's journey. <p><u>WW2 – A Child's War</u></p> <ul style="list-style-type: none"> · To understand events that led to the outbreak of WW2 · To explore the reasons for and experience of evacuation · To compare similarities and differences between childhood, work and life during the war and today · To explain what the holocaust was and describe events that happened



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	Julius Caesar, Claudius and Boudicca.	<p><u>Vikings</u></p> <ul style="list-style-type: none"> · Who were the Vikings and why did they come to Britain? · To understand Viking lifestyle, technology, travel, trade and laws. · To understand how King Alfred shaped the nation · To recognise the impact of Vikings on Britain today 	<ul style="list-style-type: none"> · To investigate changes in the local area and land use over the last 100 years 	<p><u>Titanic</u></p> <ul style="list-style-type: none"> · To understand significant dates and events in the sinking of the Titanic. <p><u>Mystic Mayans</u></p> <ul style="list-style-type: none"> · To understand changes and developments in Mayan culture, technology, religion and society. <p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> · To explore Greek life and achievements and their influence on the Western World.
Trips/ Visits	Butser Farm Roman workshop		Legend Theatre Company	WW2 Bourne Hall Museum visit WW2 Tea Party