



History Progression Map

Year 1						
	What has changed in my life?	<ul style="list-style-type: none"> Changes in their living memory, e.g. school, family, friends, size Chronology of own lives including 3 or 4 events Look at some significant events which have taken place in their lifetime, e.g. Royal baby 	Why is there a boar on my school badge?	<ul style="list-style-type: none"> Look carefully at school badge Share story of Pollard's boar Look at street names within the local area Changes to the school over time 	Which toys did my family play with?	<ul style="list-style-type: none"> Which toys do we play with? Which toys are from the 70s and 80s? Look at Victorian toys TV programmes from the past and now
Chronology	Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time, e.g. today, yesterday, tomorrow, future, past, long ago Show where places, people and events fit into a broad chronological framework, e.g. sequence events or objects in chronological order					
Historical Terms	Develop the use of a wide range of vocabulary of historical terms, e.g. long ago, recently, younger, older, years ago					
Historical Enquiry	Ask and begin to answer questions about events, e.g. When? What happened? What was it like? Why? Who was involved? Understand some ways we find out about the past, e.g. using artefacts, pictures, stories Sort artefacts into 'then' and 'now' Choose and use parts of stories and other sources to show understanding of events					
Interpreting History	Identify some different ways that the past is represented, e.g. fictional accounts, illustrations, films, songs, museum displays					
Causes and Consequences	Recognise why people did things Recognise why some events happened					
Similarities and Differences	Identify similarities and differences between lives of people in different periods and their own lives					
Significance	Begin to recognise and make simple observations about who was important in a historical event/account					
Continuous Provision						
Use vocabulary relating to the past and the passing of time, e.g. what did we do yesterday, last week, last term Days of the week, months of the year Timelines of people/periods studied						



History Progression Map

Newsround

Big reveal

Musical moments

Mark anniversaries of events and talk about them, e.g. Remembrance Day, Bonfire Night

Handling artefacts



History Progression Map

Year 2						
	Wheels, Wings or Water?	<ul style="list-style-type: none"> • Different forms of transport/explorers throughout time • Trains- Timothy Hackworth, George Stephenson (linking to Y1T3 Geography) • Horses (links with traveller communities) • Space travel- Neil Armstrong • Boat- Captain Cook • Mapping these chronologically 	How does the Great Fire of London affect me?	<ul style="list-style-type: none"> • Samuel Pepys diary • Story of Great Fire • Houses in past/houses now • Houses in our locality and in Durham (linking to Geography Y2T2) 	How has the seaside changed?	<ul style="list-style-type: none"> • Sunderland beaches- Roker and Seaburn (Link to Geography Y2T2) • Seaside holidays in the past and present, e.g. in different decades
Chronology	Show where places, people and events fit into a broad chronological framework, e.g. sequence artefacts closer together in time Begin to use dates Describe memories of key events in lives- how they travel now, houses					
Historical Terms	Develop the use of a wide range of vocabulary of historical terms, e.g. decades, centuries, ancient, modern, period, era					
Historical Enquiry	Ask and answer questions about events, e.g. When? What happened? What was it like? Why? Who was involved? Understand some ways we find out about the past, e.g. using artefacts, pictures, stories, websites Sequence a collection of artefacts Communicate understanding of the past in a variety of ways					
Interpreting History	Identify a range of different ways that the past is represented, e.g. fictional accounts, illustrations, films, songs, museum displays					
Causes and Consequences	Recognise what happened as a result of people's actions or events					
Similarities and Differences	Identify similarities and differences between ways of life in different periods, including their own lives					
Significance	Begin to recognise and make simple observations about who was important in a historical event/account, e.g. talk about important places and who was important and why					
Continuous Provision						



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Use vocabulary relating to the past and the passing of time, e.g. What do you remember about last year, what happened last decade
Timelines of people/periods studied
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Year 3						
	How do we know that the Stone Age happened in Britain?	<ul style="list-style-type: none"> Introduction to the three periods of the Stone Age and ordering chronologically Comparing everyday life across the three periods, e.g. food, tools used, way of living 	What did the Romans do for us?	<ul style="list-style-type: none"> How soldiers fought, e.g. in compact armies with shields Introduction of different weaponry Chariots (horses and carts, links to transport in Y2 T1) Visit to Segedunum and look at part of Hadrian's Wall Point out Penshaw Monument 	Why was Hadrians Wall important?	<ul style="list-style-type: none"> Look at maps past and present Find out the purpose of the wall How the wall was built What happened along the wall Visit Housesteads along the wall- best preserved fort
Chronology	Develop increasingly secure chronological knowledge and understanding of local and British history Put events, people, places and artefacts studied on a timeline Begin to use correct terminology to describe events in the past					
Historical Terms	Develop the use of appropriate subject terminology, e.g. empire, monarch, Emperor					
Historical Enquiry	Ask and answer questions about the past, beginning to consider aspects of change, cause, similarity and difference and significance Use a range of sources to find out about a period Observe small details –artefacts, pictures Suggest where we might find answers to questions considering a range of sources					
Interpreting History	Identify and give reasons for different ways in which the past is represented					
Causes and Consequences	Identify and give reasons for historical events, situations and changes					
Similarities and Differences	Describe some of the similarities and differences between different periods, e.g. local, individual					
Significance	Identify and begin to describe historically significant people and events and make comparisons					
Continuous Provision						
Use vocabulary relating to the past and the passing of time, e.g. what did we do yesterday, last week, last term Timelines of people/periods studied						



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Handling a range of artefacts

Research



History Progression Map

Year 3/4						
	How do we know that the Stone Age happened in Britain?	<ul style="list-style-type: none"> Recap of timeline of three periods of the Stone Age Comparing across the three periods, e.g. architecture, homes, landmarks, beliefs 	What did the Romans do for us?	<ul style="list-style-type: none"> Which foods were introduced to Britain by the Romans Roads Tools Everyday lives- life as an Emperor/life as a slave Visit to Segedunum and look at part of Hadrian's wall Point out Penshaw Monument 	Why was Hadrian's wall so important?	<ul style="list-style-type: none"> Recap of maps past and present Recap the purpose of the wall What was the result of the wall being built? What about Hadrian's Wall now? Visit Housesteads along the wall- best preserved fort
Chronology	Develop increasingly secure chronological knowledge and understanding of local and British history Put events, people, places and artefacts studied on a timeline Begin to use correct terminology to describe events in the past					
Historical Terms	Develop the use appropriate subject terminology, e.g. empire, monarch, Emperor					
Historical Enquiry	Ask and answer questions about the past, beginning to consider aspects of change, cause, similarity and difference and significance Use a range of sources to find out about a period Observe small details –artefacts, pictures Suggest where we might find answers to questions considering a range of sources					
Interpreting History	Identify and give reasons for different ways in which the past is represented					
Causes and Consequences	Identify and give reasons for historical events, situations and changes					
Similarities and Differences	Describe some of the similarities and differences between different periods, e.g. local, individual					
Significance	Identify and begin to describe historically significant people and events and make comparisons					
Continuous Provision						
Use vocabulary relating to the past and the passing of time, e.g. what did we do yesterday, last week, last term						



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Year 4/5						
	Why did the Anglo-Saxons settle in Britain?	<ul style="list-style-type: none"> • Where did they come from? • Compare Britain at that time to Germany, Denmark and Netherlands (linking to Geog Y3 T2) • What was changed by the Anglo-Saxons, e.g. place names, buildings, settlements • Visit to Jarrow Hall to explore an Anglo-Saxon settlement • Make links with Romans (Y3 T2) 	Angry Anglo-Saxons or Vicious Vikings?	<ul style="list-style-type: none"> • Where did Vikings come from? • How is this different to where Anglo-Saxons came from? • Invasion of Britain- Lindisfarne • Why did they invade Britain? • Ship building (link to Y2 T3) 	How does Ancient Greece influence my life?	<ul style="list-style-type: none"> • Olympics- events then and now and throughout history • Architecture (link to Y3)- three types of columns – Penshaw Monument • Philosophy- Archimedes, Socrates • Lighthouses
Chronology	Develop increasingly secure chronological knowledge and understanding of local, British and European history Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past Understand more complex terms e.g. BC/AD					
Historical Terms	Develop the use of appropriate subject terminology, e.g. empire, monarch, civilisation					
Historical Enquiry	Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Use evidence to build up a picture of a past event Understand that knowledge about the past is constructed from a variety of sources Begin to construct and organise responses by selecting relevant data					
Interpreting History	Look at the evidence available Begin to evaluate the usefulness of different sources					
Causes and Consequences	Identify some of the results of historical events, situations and changes					
Similarities and Differences	Describe some similarities and differences between different periods, e.g. local, individual, social, belief					
Significance	Identify describe historically significant people and events and make comparisons					
Continuous Provision						



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Use vocabulary relating to the past and the passing of time, e.g. what did we do yesterday, last week, last term

Timelines of people/periods studied

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Year 5						
	How did the Mayans make history?	<ul style="list-style-type: none"> Mayan civilisation Number system Art Landmarks Beliefs Comparison with Ancient Greece (Y4/5 T3) 	What jobs did people do in the past?	<ul style="list-style-type: none"> Mining Collieries Pitmen Role of children Comparison between rich and poor families Possible Beamish visit/National Coal Mining Museum 	What is the most influential invention from 1000-2000?	<ul style="list-style-type: none"> Technological advances Transport (building upon and drawing upon previous knowledge) Medicine
Chronology	Begin to use a range of chronological knowledge and a greater depth understanding of local, British and European and world history Put events, people, places and artefacts on a timeline; place current study on time line in relation to other studies Use correct terminology to describe events in the past Relate current studies to previous studies					
Historical Terms	Begin to record knowledge and understanding in a variety of ways, using dates and key terms appropriately					
Historical Enquiry	Begin to devise, ask and answer more complex questions about the past, considering key concepts in history Begin to identify primary and secondary sources Select sources independently and give reasons for choices Begin to analyse a range of source material to promote evidence about the past Construct and organise responses by selecting and organising relevant historical data					
Interpreting History	Compare accounts of events from different sources. Fact or fiction Offer some reasons for different versions of events					
Causes and Consequences	Begin to offer explanations about why people in the past acted as they did					
Similarities and Differences	Show understanding of some of the similarities and differences between different periods					
Significance	Begin to give reasons why some events, people or developments are seen as more significant than others					
Continuous Provision						
Use vocabulary relating to the past and the passing of time, e.g. what did we do yesterday, last week, last term Timelines of people/periods studied						



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Year 6						
	Why was the world at war in the 1900s?	<ul style="list-style-type: none"> WW1 causes Propaganda Signing up/conscription Conscientious objectors Army 	Did men or women have the most significant roles during the war?	<ul style="list-style-type: none"> Aycliffe Angels Working in factories Making weaponry and artillery Rationing Rallying troops- Vera Lynn Is it right that women were not allowed to join the army? Visit to Eden Camp 	Who made the earliest known history?	<ul style="list-style-type: none"> Shang dynasty Rulers Settlements Traditions Comparison to China now (political influence, human rights, military)
Chronology	Use a range of chronological knowledge and a greater depth understanding of local, British and European and world history Put events, people, places and artefacts on a timeline; place current study on time line in relation to other studies Use correct terminology to describe events in the past Make comparisons between different times in history					
Historical Terms	Consistently and confidently record knowledge and understanding in a variety of ways, using dates and key terms appropriately					
Historical Enquiry	Devise, ask and answer more complex questions about the past, considering key concepts in history Recognise primary and secondary sources Analyse a range of source material to promote evidence about the past Confidently construct and organise responses by selecting and organising relevant historical data; bring knowledge gathered from several sources together in a fluent account					
Interpreting History	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions					
Causes and Consequences	Offer explanations about why people in the past acted as they did, supported by evidence					
Similarities and Differences	Describe similarities and differences between different periods					
Significance	Give reasons why some events, people or developments are seen as more significant than others, supported by evidence					

