



St Barnabas' CE Primary School & Nursery



History Progression Map

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Nurs	To show an understanding of the world around them and begin to make observations and comparisons Understand a basic timeline of their life e.g. baby, child, adult				Begin to make sense of their own life-story and family's history. Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.	
Rec	To be able to read and write a meaningful sentence using phonics knowledge To be able to share own ideas and thinking in conversations To observe, explore and ask questions about the world around them noticing the changes and differences Explore through stories famous people from the past Be able to talk about family members e.g. grandparents and how things have changed Talk about differences between old and new e.g. transport, toys Understand about their own timeline and how people grow e.g a baby, toddler, child, adult				ELG: Understanding the World: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling Key vocabulary: A long time ago, same/different, change, people, lives, history, past, now, old, new	
Year 1	-	Christopher Columbus Hi1/1.3 Understand the difference between things that happened in the past and present. Sequence events in their own life – create	First moon landing and Neil Armstrong Hi1/1.2 Hi1/1.3 Create timeline to show Christopher Columbus' time, the moon landings and now. Talk about why the moon landings and Neil	-		Kings and Queens Hi1/1.3 Hi1/1.4 Use the word <i>monarch</i> . Construct family tree of current royal family and their own family. Sequence 6 kings and

		<p>timeline. Sequence events in Christopher Columbus' life using pictures. Spot the difference in pictures of ships old and new. Sort pictures of transport old and new. Use vocabulary such as long ago, last week, yesterday, now, last year.</p>	<p>Armstrong were significant. Construct timeline of Neil Armstrong's life. Understand that the past can be represented in different forms e.g. photos, witness accounts. Consolidate and expand historical vocabulary from Aut 2. Role-play moon landings.</p>			<p>queens on a timeline. Begin to understand that years have dates. Understand why our sources are different e.g., why are the old monarchs painted and modern ones are photographed? Use a table to compare two monarchs. Understand why monarchs are significant and how this has changed over time. Use paintings to explore features of the past e.g. banquets.</p>
Year 2	-	<p>Great Fire of London Hi1/1.2 Hi1/1.4</p> <p>Create timeline of the 6 days of the fire to sequence events. Use maps and pictures of London then and now to draw comparisons. Write diary to show understanding of significance and impact of fire. Understand that different people may have different accounts of the fire by comparing two accounts. Look at</p>	-		-	<p>Shakespeare Elizabethan England Hi1/1.3 (Shakespeare/Elizabeth etc) Build on knowledge of kings and queens from Y1 by completing an in-depth study of Elizabeth I using a source to ask questions and find answers. Compare pictures of the Globe, a West End theatre and a modern theatre and ask and answer questions about the similarities and differences. Consolidate</p>

		<p>historic sites/museums to find out about the past. Recognise why people did things, why events happened and what happened as a result of the fire. Understand what is meant by a historical source.</p>				<p>use of the words <i>past</i> and <i>present</i> when comparing theatres. Study account of rich person and poor person in Elizabethan times and understand why they may differ, linking to reliability of sources. Construct timeline of significant events in Elizabeth's life. Evaluate which is her greatest achievement with reasons.</p>
Year 3	<p>Stone Age Way of Life Hi2/1.1</p> <p>Understand a timeline can be split into BC and AD. Use a timeline to place historical events learnt KSI in chronological order, including Stone Age and Iron Age. Understand why sources from this time are limited and use pictures, artefact and the museum, observing small details, to answers questions. Understand why people may have had to do something e.g. hunt, tools etc. to</p>	-	-	<p>Ancient Greek Civilisation Hi2/2.4</p> <p>Identify the reasons for and results of the Greeks' actions on the Western world. Place period on existing timeline from Aut 1, using dates to discuss the period. Make links to existing knowledge e.g. Olympics. Use artefacts to answer questions about everyday lives. Explore the term <i>democracy</i> through role-play. Use evidence to describe the culture</p>	<p>Greece Now and Then Hi2/2.4</p> <p>Create comparative statements using artefacts, photos and maps of Greece now and then.</p>	<p>Roman Civilisation Hi2/1.2</p> <p>Place period on existing timeline from Aut 1, using dates to discuss the period. Use the library and internet to research, selecting and recording relevant information. Evaluate whether you would rather be a Roman or Greek and why. Establish clear narrative across the Greek to Roman period. Observe small details in Roman armour to explain why they were so</p>

	find out about their everyday lives, comparing with our lives.			and leisure activities, clothes, way of life, actions and buildings from the past. Newspaper to explain significance of an event to Ancient Greece. Use words <i>empire</i> and <i>civilisation</i> .		strong. Compare with a Greek and modern soldier using pictures. Understand how the clothes suited daily life. Examine how the Roman Empire changed areas over time and begin to examine why. Use historical sites to answer questions and role-play a gladiator fight. Use words <i>empire</i> and <i>civilisation</i>
Year 4	-	Mayan Civilisation Hi2/2.5b Place period on timeline, using dates to discuss the period, recapping BC and AD from Y3. Offer valid reasons for the growth of the Mayan Empire. Use evidence to reconstruct Mayan life. Research religion and gods, making connections with gods from Greek and Roman prior learning. Make links between features of past societies, e.g. religion, houses, society.	British History Heroes	-	Saxons, Scots and Vikings Hi2/1.3 + 1.4 Place periods and key events on timeline, using AD and BC with confidence. Use evidence to reconstruct life in each period. Evaluate whether you would rather be an Anglo Saxon or Viking. Think about what we can learn from archaeological finds. Make inferences from artefacts to conclude what life was like in Anglo-Saxon village. Consider needs of community at this time to plan a village. Understand that some evidence from the past is opinion or misinformation, and that this affects interpretations of history. Evaluate the usefulness of different sources. Plan and present on Battle of Hastings, including its impact and reasonable explanation of events. Use evidence to write written comparisons.	

<p>Year 5</p>	<p>Ancient Egypt Hi2/2.3c</p> <p>Place period and key events on timeline, confidently using AD, BC, and century. Choose reliable sources to answer questions with awareness there is not always one answer to historical questions. Understand that evidence can give us different answers about the past. Study differences between lives of Egyptian men and women, using evidence to build up a picture of their lives. Use sand trays to expose parts of artefacts at a time, asking questions to discover life in Ancient Egyptian times. Compare the Ancient Egyptian civilisation with other civilisations at the time using reliable sources – link Antony and Cleopatra.</p>	<p>London Study – Hi2/2.1</p> <p>Construct timeline of the history of Westminster Abbey, establishing a clear narrative using relevant terms and labels e.g. continuity, change, parliament, consequence, significance. Compare Westminster Abbey before and after it was rebuilt. Answer and devise own historically valid questions about change, cause, similarity and difference and significance. Create audio guide using primary and secondary sources.</p>	<p>-</p>	<p>Tudors Hi2/2.2</p> <p>Construct Tudor family tree inc. 6 wives. Use artefacts to discover life in Tudor England. Sequence Battle of Bosworth. Use images to deduce facts about Henry VIII. Understand why we can not be sure if he really looked like this linking to reliability of sources and possible reasons Henry wanted to portray different images, offering reasonable suggestions. Understand the word <i>propaganda</i>. Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Explore the reasons for and consequences of the Reformation. Debate whether he was right, in role of different people from Tudor society. Relate current study of</p>	<p>Dickensian London Hi2/2.1</p> <p>Study different aspects of Dickens' life, comparing it with that of women. Compare differing accounts of the outbreak of cholera, suggesting reasons behind the differences. Use a range of sources including pictures, Booth's map and historical sites to compare rich and poor in Victorian Westminster. Use internet confidently to research and present on John Snow.</p>	<p>Victorian Britain Hi2/2.2</p> <p>Use relevant historical terms and period labels e.g. social, religious, political, technological, and cultural. Use timeline to sequence key events. Give own reasons why changes may have occurred, backed up by evidence. Identify primary and secondary sources. Choose reliable sources to answer questions and begin to realise there is not always one answer to historical questions. Evaluate evidence to choose the most reliable forms to make deductions about Victorian life. Compare life at the beginning and end of Victoria's reign.</p>
-------------------	---	--	----------	--	--	--

				Elizabeth to previous study in Y2 and evaluate who was the better monarch, Elizabeth of Henry VIII.		
Year 6	<p>WW1 Hi2/2.1 + 2.2</p> <p>Sequence ten key events on a timeline. Know key dates, characters and events of WWI. Explore causes and effect of WWI. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings e.g. conscientious objectors. Use primary and secondary sources to answer questions about Pimlico during WWI. Bring knowledge from several sources together in a fluent account. Link sources and work out how conclusions were arrived at.</p>	<p>WW2 Hi2/2.1 + 2.2</p> <p>Compare beliefs and behaviour with those in WWI. Use a range of sources to find out about evacuation. Suggest omissions in sources and the means of finding out. Consider ways of checking the accuracy of interpretations. Use documents, archive materials, the Internet, databases, pictures, photographs, music, artefacts, historic buildings and visits to sites to collect evidence about the past. Recognise primary and secondary sources with confidence. Write another explanation of a past event in terms of cause and effect using evidence to support.</p>	-	-	<p>Early Islamic Civilisation Hi2/2.5a - Construct timeline with relevant vocabulary and events. Investigate own lines of enquiry, deciding where best to search for information. Use a variety of ways to communicate knowledge and understanding, including extended writing. Note connections, contrasts and trends over time.</p>	-