

History Progression Map

Year One

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Learning challenge Big Question		Are we there yet? (History driver)		What was life like when our parents were 5? (History driver)		
History Skills/Knowledge		<ul style="list-style-type: none"> • Events beyond living memory that are significant • nationally or globally • The lives of significant people in the past who have contributed to achievements 		<ul style="list-style-type: none"> • Changes within living memory – revealing aspects of change in national life 		

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year Two

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Learning challenge Big Question	Did a dragon start the Great Fire of London? (History Driver)		How did children play in the past? (History driver)			
History Skills/Knowledge	Learn about: <ul style="list-style-type: none"> •Events beyond living memory that are significant nationally or globally. •The lives of significant individuals in the past who have contributed to international achievements (Black History month). Some should be used to 		Learn about : <ul style="list-style-type: none"> •The lives of significant individuals in the past who have contributed to international achievements. Some should be used to compare aspects of life in different periods [Pieter Bruegel the Elder and LS Lowry] 			

	compare aspects of life in different periods. •Significant historical events, people and places in their own locality.					
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<h1>Year Three</h1>						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Learning challenge Big Question		Who first lived in Britain? (History)	How can we rediscover the wonders of Egypt? (History)			
History Skills/Knowledge		Changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none"> Describe events from the past using dates when things happened. Describe events and periods using the words: ancient and century. Use a timeline within a specific time in history to set out the order things may have happened. Use their mathematical knowledge to work out how long ago events would have happened. 	<ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Ancient Egyptian civilization. Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Use various sources of evidence to answer questions. Use various sources to piece together information about 			

			<p>a period in history.</p> <ul style="list-style-type: none"> • Research a specific event from the past. Use their 'information finding' skills in writing to help them write about historical information. • Through research, identify similarities and differences between given periods in history. 			
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Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources

Year Four						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Learning challenge Big Question	How did the battle of Britain change WW2?(History driver)		Why were the Romans so powerful and what did we learn from them?	Why were the Romans so powerful and what did we learn from them?		
History Skills/Knowledge			<ul style="list-style-type: none"> • Do they recognize that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging in to the past are helping us to build up an accurate picture of how people lived in 	<ul style="list-style-type: none"> • Do they recognize that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging in to the past are helping us to build up an accurate picture of how people lived in 		

			the past? <ul style="list-style-type: none"> • Can they explain how events from the past have helped shape our lives? • Can they research two versions of an event and say how they differ? 	the past? <ul style="list-style-type: none"> • Can they explain how events from the past have helped shape our lives? • Can they research two versions of an event and say how they differ? 		
Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades?						

Year Five						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Learning challenge Big Question				What is the legacy of the Ancient Greeks? (History driver)	Were the Anglo Saxons really smashing? (History driver)	Who were more victorious -the Vikings or the Anglo-Saxons? (History driver)
History Skills/Knowledge				A study of Greek life and achievements and their influence on the Western world.	Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture	Anglo-Saxon laws and justice Christian conversion – Canterbury, Iona and Lindisfarne Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Edward the Confessor and his death in 1066
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Year Six

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Learning challenge Big Question	Who were the Mayans and what have we learned from them? (History)			How has Croydon changed over time? (History)		
History Skills/Knowledge	Early Islamic civilization – incl study of Baghdad c.AD900 A non-European society that provides contrasts with British History. (Thomas Becket study – a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 LINK with English)			A local History Study A study over time tracing how several aspects of national history are reflected in the locality (beyond1066) Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.		

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