







History Progression Map

Years 1 – 6



	Autumn	Spring	Summer
Year 1 	<p>Where I Live Children working at expected standard: I can talk about old and new objects / photographs. I can sort between old and new</p> <p>Children working at greater depth: I can organise my ideas and give reasons as to why something looks older or newer, showing the difference between old and new buildings.</p> <p>Being Famous Children working at expected standard: I can show who is famous to me. I can talk about the events in the Gunpowder Plot. I can order the events of the Gunpowder Plot. I can talk about Remembrance Day with understanding. I can show respect for those who have died. I can ask questions about a famous person. I can name some famous artists.</p> <p>Children working at greater depth: I can give reasons why someone is famous I can talk with accuracy and use oracy effectively to talk about people, dates and places in the Gunpowder Plot. I can order the events of Guy Fawkes life with accurate dates. I talk about Remembrance Day with accuracy and ambitious vocabulary</p>	<p>My Amazing Body Children working at expected standard: I can ask questions about my own past I can talk about my own past and use correct vocabulary. I can make a timeline about my own life. I can talk about my own past showing how I have changed and use correct vocabulary.</p> <p>Children working at greater depth: I can add extra information about my past and use dates and ages.</p>	<p>The History Box Children working at the expected standard: I can talk about objects from the past using correct vocabulary. I can describe objects from the past using correct vocabulary. I can ask questions about the past. I can order objects from oldest to newest. I can talk about them using the correct vocabulary. I can talk about an artefact from the past showing how it is different. I can use the correct vocabulary when talking about artefacts. I can talk about differences between past and present childhoods. I can talk about a famous person and how they made people's lives better.</p> <p>Children working at greater depth: I can make an inference about the past by exploring objects I can work with accuracy to find out how old they are. Can use oracy effectively to enhance their work Independently able to explain or talk about something they have observed Independently extend understanding for the object by searching for information using the internet. Uses ambitious vocabulary relevant to age and stage of the child</p>
Year 2 	<p>Autumn 1: 'Lord Lever & Port Sunlight' Children working at expected standard: I can use historical sources to find out about a famous person. I can ask questions. I can correctly order events. I can add key dates. I can talk about how life was different in the past. I can use different sources to ask and answer questions. I can use correct words/ phrases when talking about the past.</p> <p>Children working at greater depth: I can use more ambitious vocabulary. I can work with consistency of purpose to add dates to my timeline with independence. I can use oracy to enhance my work and explain why Port Sunlight is so important.</p> <p>Autumn 2: 'Remembrance & Remembering' Children working at expected standard: I can talk about who Walter Tull was and his achievements. I can recount a time in the past that was different to today. I can talk about remembrance day and why it is important. I can know about how life in the trenches was hard. I can ask questions to find out about the past, and know that some questions are hard to answer. I can recount a famous event showing the sequence of events. I can talk about how and why people acted as they did.</p> <p>Children working at greater depth: I can use some ambitious vocabulary with understanding and consistency. I can make some inferences about my work. I can ask some inference based questions. I can work with confidence, using more ambitious vocabulary..</p>	.	<p>Summer 1: 'Lighthouses' Children working at expected standard: I can use deduction and prediction skills to enquire about a famous person. I know who Grace Darling is and I know facts about her life. I can talk about and label clues about the past from a photograph. I can compare how life is similar and different to today.</p> <p>Children working at greater depth: I can use ambitious vocabulary relevant to age and stage about Grace Darling's life and achievements. I can answer inference questions about what I have read. I can use ambitious vocabulary relevant to my age and stage with understanding.</p>

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Year 3 				Stone Age <p>I can understand that the past is divided into different periods of time e.g BC and AD</p> <p>I can produce an ongoing timeline of the Stone Age period.</p> <p>I can understand how our knowledge of the past is constructed from a range of sources.</p> <p>I can make careful observations of artefacts (or photographs) to find out about the Stone Age.</p> <p>I can ask historically valid questions about change, cause, similarity and difference to understand the lives of people in the Stone Age.</p> <p>I can recognise that change occurred due to intelligence, inventiveness and human resilience to overcome the difficulties of life in the Stone Age.</p> <p>I can construct an informed report of relevant historical information about the Stone Age.</p> <p>I can retrieve and record information from non-fiction to answer my own questions about the Stone Age.</p> <p>I can use key vocabulary linked to the Stone Age</p>	Ancient Egyptians <p>I can produce an ongoing timeline of the Ancient Egyptians.</p> <p>I can compare the achievements of the Ancient Egyptians with what was happening in Britain at the same time.</p> <p>I can use a range of artefacts and sources to find out about life during the Ancient Egyptian period.</p> <p>I can ask questions and suggest how artefacts were made or used and what life was like in the Ancient Egyptian period.</p> <p>I can investigate the ways in which early civilisations had commonalities eg: river location, development of writing</p> <p>I can explore how Britain was influenced by the Ancient Egyptians.</p> <p>I can show understanding of the word "civilisation."</p> <p>I can use key vocabulary linked to the Ancient Egyptians.</p>
Year 4 			Romans <p>I can place the start and end of the Roman period on a timeline, along with the periods studied in year 3</p> <p>I can make a few connections and contrasts, eg: change, cause, similarity, difference and significance.</p> <p>I can describe how the past can be represented or interpreted in a few different ways eg: different views from different members of society.</p> <p>I can use sources, explore significance of the growth of the empire and influence on life today.</p> <p>I can explain what life was like for different groups of society, their diversity and relationships between them.</p> <p>I can devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>I can note connections, contrasts, trends over time (eg Roman Empire began 800 years before it reached Britain.)</p> <p>I can understand that empires grow over time.</p> <p>I can construct informed responses that involve thoughtful selection and organisation of relevant</p>	Vikings <p>I can continue to annotate a timeline throughout the study as they discover more about the time.</p> <p>I can understand how this period built on what had gone before and how it further influence the world.</p> <p>I can use artefacts from the time as a source of evidence; explain how useful they are for information.</p> <p>I can understand the methods of historical enquiry, including how evidence is used to make historical claims.</p> <p>I can give reasons for results of the main events and changes of a time studied and describe the significance for today.</p> <p>I can record increasing knowledge about the effect of the Vikings on Europe, Britain and the local area, building on existing developments.</p> <p>I can describe the significance of the Vikings and ideas from the period, which still exist today.</p>	

			<p>historical information, using terms such as empire, civilisation and democracy.</p> <p>I can select and justify why a particular achievement from the Roman period was the greatest influence on the Western World.</p> <p>I can compare areas of different empires and draw conclusions about the comparative power and influence. (Romans and Ancient Egyptians.)</p>		
<p>Year 5</p> 		<p>Liverpool</p> <p>I can independently construct and add to an ongoing timeline.</p> <p>I can use evidence and show understanding that there may be bias and different viewpoints.</p> <p>I can understand the complexities of people's lives, the diversities of societies and relationships between different groups.</p> <p>I can compare Britain at a given time with what was occurring elsewhere in the world at the same time.</p> <p>I can demonstrate a chronologically secure knowledge of British, local and world history.</p> <p>I can use and understand key vocabulary linked to the slave trade.</p>	<p>Benin</p> <p>I can understand how Britain has been influenced by the wider world.</p> <p>I can use digital software to create a timeline of the Benin Period. eg tiki-tiki.com</p> <p>I can use a range of sources, including artefacts and written resources to build understanding of what life was like during the Benin period.</p> <p>I can understand that recent discoveries raised new evidence to challenge and aid knowledge about the time.</p> <p>I can draw conclusions on the complexity of life at the time, changes and relationships between groups.</p> <p>I can give reasons why the Benin civilisation grew in power, but then later declined.</p> <p>I can recognise that a non-European civilisation could be more advanced than Britain at the same time.</p> <p>I can conduct my own question-led research into features of a non- European society.</p>		<p>Victorians</p> <p>I can place significant events on the timeline throughout the study as an ongoing activity.</p> <p>I can establish a clear narrative across the Victorian Period. eg the development of industry.</p> <p>I can make contrast between the Victorian and Benin period. I can know how Britain was influenced by the wider world.</p> <p>I can understand the difference between Primary and Secondary sources and begin to evaluate their reliability.</p> <p>I can understand the complexities of people's lives, diversity of society and the relationship between different groups.</p> <p>I can understand the cause and consequence of the industrial revolution.</p> <p>I can understand how laws and justice systems introduced at the time were designed to exert control over different elements of society.</p> <p>I can understand the importance of the monarch during the Victorian period.</p> <p>I can understand the difference in living standards across various groups of society.</p> <p>I can understand the impact the Industrial Revolution had on today.</p> <p>I can use key historical vocabulary in a variety of written responses or descriptions of the Victorian period.</p>
<p>Year 6</p> 	<p>WW2</p> <p>I can add details to the timeline during the ongoing study of WW2 to show how people's lives changed during this time.</p> <p>I can show historical perspective by placing knowledge into context, showing connections between national and international history. Inclusive of economic, military, political, religious and social history.</p> <p>I can interpret and evaluate a source of information about the local area, assess its usefulness and if there is any bias.</p> <p>I can understand how knowledge of the past is constructed from a range of sources for local history.</p>		<p>Charles Darwin</p> <p>I can draw a timeline to scale independently to show where the discoveries of Charles Darwin fit into the wider story of British History.</p> <p>I can devise an effective enquiry following the study of an artefact, documents, a visit to a significant local place/museum, a local walk or interview.</p> <p>I can not effects of changes, causes and consequences for all sections of society and impact on their own life.</p> <p>I can devise increasingly historically valid perceptive questions about change, cause and significance.</p>		<p>Ernest Shackleton</p> <p>I can demonstrate coherent chronologically secure knowledge and understanding of British history, establishing clear narratives with and across the periods they have studied in KS2.</p> <p>I can make use of a range of historical sources to help reach and support a conclusion.</p> <p>I can judge the value of sources and identify those that are useful for answering a question.</p> <p>I can thoughtfully select and organise relevant historical information.</p> <p>I can answer a whole class enquiry question, drawing on a range of historical sources and different interpretations of information.</p>

	<p>I can show independence and the ability to make discerning choices of which sources or pieces of information to use when researching my own questions.</p> <p>I can follow the cycle of historical enquiry by stating what they already know, finding the most relevant question to investigate, and evaluating how to analyse and present the information.</p> <p>I can understand how the past can have an impact on a local area and life today.</p> <p>I can show an understanding of what life was like for people living in the area in the past whilst making connections between regional, national and international history.</p> <p>I can understand the complexity of people's lives, the process of change, diversity of societies and relationships between different groups.</p> <p>I can use appropriate sources and organise information to produce structured written work.</p> <p>I can ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.</p>				<p>I can show maturity when sifting through arguments, coming to their own judgements and conclusion.</p> <p>I can understand the significance of the achievements of Ernest Shackleton.</p>