

HISTORY – PROGRESS MAP

| | <u>FS1</u> | <u>FS2</u> | <u>YEAR 1</u> | <u>YEAR 2</u> | <u>YEAR 3</u> | <u>YEAR 4</u> | <u>YEAR 5</u> | <u>YEAR 6</u> |
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| <u>Context of study</u> | Owl Babies, Christmas story, Pirates, When I grow up, Elmer, Cleversticks, How to catch a star/peace at last, You can't take an elephant on a bus, Important people, Farmer Duck, Shark in the park | | Toys The Seaside Great Fire of London Queen Elizabeth II Local Study: Selston Village | | Stone Age to Iron Age Local Study: Cresswell Crags Ancient Egypt Ancient Greece Roman Empire | | Crime and Punishment Anglo Saxons and Scots Vikings World War Two Baghdad AD 900 | |
| <u>National Curriculum</u> | <p>DM Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p> | <p>ELG Talk about the lives of the people around them and their roles in society. (UW)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW)</p> | <ul style="list-style-type: none"> Understand changes within living memory. Events beyond living memory that are significant nationally or globally – The Great Fire of London Learn about the lives of significant individuals in the past who have contributed to national and international achievements Know significant historical events, people and places in Selston. | | <ul style="list-style-type: none"> Describe and understand changes in Britain from the Stone Age to the Iron Age. Know about the growth of the Roman Empire and its impact on Britain. Study Cresswell Craggs. Study Greek life and achievements and their influence on the western world Know the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. | | <ul style="list-style-type: none"> Describe Britain's settlement by Anglo-Saxons and Scots Understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Crime and Punishment An in depth study of a non-European society that provides contrasts with British history: Baghdad AD 900 A significant turning point in British History: The Battle of Britain | |
| <u>Significant/Diverse Individuals</u> | | Jesus Martin Luther King Queen Elizabeth/ King Charles III | <ul style="list-style-type: none"> Samuel Pepys Elizabeth II Grace Darling Ole Kirk Christiansen Steve Jobs | | <ul style="list-style-type: none"> Severus Septimus Cleopatra Mary Anning Jesse Owens Wilma Rudolph | | <ul style="list-style-type: none"> Alfred the Great Elizabeth Fry Ismail Al-Jazari Anne Frank Josephine Baker | |
| <u>Chronological Understanding</u> | I can recognise my own immediate | I know some similarities and | Place objects in | Sequence a set of events in | Use a timeline within a specific | Plot recent history on a | Use dates and historical | Say where a period of history |

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| | <p>family and relations.</p> <p>I can recognise and describe special times or events for family or friends.</p> | <p>differences between things in the past and now, drawing on knowledge and what has been read in class.</p> <p>I can comment on images of familiar situations in the past.</p> <p>I know some similarities and differences between things in the past and now.</p> | <p>chronological order.</p> <p>Talk about things that happened when they were younger.</p> <p>Recognise that some stories happened a long time ago.</p> <p>Know that some objects belong to the past.</p> <p>Retell familiar stories set in the past.</p> <p>Explain how they have changed since they were born.</p> | <p>order and give reasons for their order.</p> <p>Can use past and present accurately.</p> <p>Can use a range of appropriate words and phrases to describe the past.</p> | <p>time in history to set out the order things may have happened.</p> <p>Use mathematical knowledge to work out how long ago events would have happened.</p> <p>Describe events and periods using the words: BC, AD, century and decade.</p> <p>Describe events from the past using dates when things happened.</p> | <p>timeline using centuries, (19th, 20th, 21st)</p> <p>Place periods of history in a timeline showing different periods of time.</p> <p>To understand the different measures of time - millennium, centuries and decades.</p> | <p>language in their work.</p> <p>Draw a timeline with different time periods which show different information (ie, periods of history, when famous people lived.)</p> <p>Use mathematical skills to work out exact time scales and difference.</p> | <p>fits on a timeline.</p> <p>Place specific events on a timeline by decade.</p> <p>Place features of historical events and people from past societies and periods in a chronological framework.</p> |
| <p><u>Knowledge and Interpretation</u></p> | <p>I can remember and talk about significant events in my own experience.</p> | <p>I can remember and talk about significant events in my own experiences</p> <p>I can recognise and describe special times or events for family and friends.</p> | <p>Appreciate that some famous people have helped our lives to be better today</p> <p>Recognise that we celebrate certain events</p> | <p>Recount the life of someone famous from Britain.</p> <p>Recount interesting facts from an historical event.</p> | <p>Begin to understand how events from the past have helped shaped our lives.</p> <p>Begin to picture what life would have been like</p> | <p>Explain how events from the past have helped shaped our lives.</p> <p>Appreciate that invasion and conquering is a part of Empire.</p> | <p>Describe historical events from the different periods that have been studied.</p> <p>Make comparisons between</p> | <p>Summarise the main events from a specific period in history, explaining the order in which key events happened.</p> |

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| | | | <p>because of what happened many years ago.</p> <p>Recognise that their grandparents' lives were different to ours.</p> <p>Understand we have a queen and that Britain has had a king or queen for many years.</p> <p>Recognise how the local area was different in the past.</p> | <p>Give examples of things that are different from their life compared to their grandparents when they were young.</p> <p>Explain why Britain has a special history by naming some famous events and famous people.</p> <p>Explain what is meant by a parliament.</p> <p>Explain how the local area was different in the past.</p> | <p>for the early settlers.</p> <p>Begin to recognise that Britain has been invaded by different groups over time.</p> <p>Suggest why certain events happened as they did in history.</p> <p>Suggest why certain people acted as they did in history.</p> <p>Understand that ancient civilisations were different around the world.</p> | <p>Know that people who lived in the past had different ways of life.</p> <p>Recognise that lives of wealthy people were very different from those of poor people.</p> <p>Understand why certain events happened as they did in History.</p> <p>Understand why certain people acted as they did in History.</p> <p>Give examples of how ancient civilisations were different around the world.</p> | <p>historical periods; explaining things that have changed and those which have stayed the same.</p> <p>Begin to appreciate that how we make decisions has been through a Parliament for some time.</p> <p>Appreciate that significant events in history have helped shape the country we have today.</p> <p>Understand that Britain has been invaded by several different groups over time.</p> | <p>Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>Describe features of historical events and people from past societies and periods they have studied.</p> <p>Recognise and describe difference and similarities / changes and continuity between different periods of history.</p> <p>Understand the impact that invasion from different groups has had on Britain.</p> |
| <u>Historical Enquiry</u> | | I can compare characters from | Ask questions about old and new objects. | Ask informed questions about old and new objects. | Recognise the part that archaeologists have had in | Recognise the part that specific archaeologists have had in | Look at two versions of an event and say how they show | Use artefacts to infer details about lives in the past. |

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| | | <p>stories, incl. figures from the past.</p> <p>I understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>Spot old and new things in a photograph.</p> <p>Give plausible explanations about what an object was used for in the past.</p> <p>Find something about the past by talking to an older person.</p> | <p>Answer questions using an artefact / photograph</p> <p>Plan to ask relevant questions to find something about the past by talking to an older person.</p> <p>Answer questions by using specific source, such as an information book, internet.</p> <p>Research the past using resources to help them.</p> | <p>helping us understand more about what happened in the past.</p> <p>Research a specific event from the past.</p> <p>Use various sources of evidence to answer questions.</p> <p>Communicate knowledge and understanding orally and in writing.</p> | <p>helping us understand more about what happened in a period of history.</p> <p>Research a given period from the past and use photographs and illustrations to present their findings to an audience.</p> <p>Use various sources to piece together information about a period of history.</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> | <p>different opinions.</p> <p>Appreciate how historical artefacts have helped us understand more about British lives in the past.</p> <p>Give more than one reason to support an historical argument.</p> | <p>Look at two different versions of an event and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>Identify and explain their understanding of propaganda.</p> <p>Describe a key event from Britain's past using a range of evidence from different sources.</p> |
| <p><u>Vocabulary and definitions</u></p> | <p>When: At what time. Family: The main social group and caregivers (Mum, Dad, Sister,</p> | <p>Important: Lots of meaning or value. Similar: Are alike. Different: Are not the same or alike.</p> | <p>History: In the past. Time: Measuring a period with a beginning and an end. Order: Arranged in time. Chronological: The order in which things happened.</p> | <p>Timeline: A representation of a chronology of events. Ancient: Very old Modern: Very recent Decade: 10 years Century: 100 years</p> | <p>Scale: A set of numbered marks made at evenly spaced points. Society: Members of a community or group considered to be together.</p> | | | |

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| | <p>Brother, Grandma, Grandad, Aunt, Uncle, Cousin) Yesterday: The day before. Today: Now Tomorrow: The next day. Birthday: The day a person is born. Born: Being brought to life. Remember: To have a memory.</p> | <p>Old: Around for many years. New: Not around for many years. Then: In the past. Now: In the present. Next: In the future. Week: 7 days Year: 365 days Memory: Something that is remembered. Event: Something special or important happening.</p> | <p>Younger: At an early stage in time. Older: At a later stage in time. Before: In the past. After: Later in time. Past: Something that has happened. Present: Something that is happening. Future: Something that will happen. King: Male head of a Royal family who rules a country. Queen: Female head of a Royal family who rules a country. Research: Carefully studying to find out information. Artefact: Objects made by human beings.</p> | <p>Millennium: 1000 years BCE: Before the common era. CE: Common era. Prehistoric: A time in human history before written records. Period: A section of time with a beginning and end. Civilisation: A developed society with features such as government, laws and written language. Monarchy: A nation ruled by a named King or Queen. Emperor: The male ruler of an Empire. Empire: A group of nations under one ruler or government. Government: A group of people with power to make important decisions that affect the lives of people in that nation. Democracy: A form of government where power rests with the elected members. Invasion: The act of invading by the enemy. Conquer: To gain control through acts of force. Settlement: A place where people have settled. Archaeologist: A Scientist who studies the past by digging up and studying objects. Prejudice: Unfair treatment to others without reason.</p> | <p>Significant: Something important or meaningful. Viewpoint: An opinion. Kingdom: A country ruled by a King or Queen. Conversion: The process of changing. Influence: A thing or person that has the power to affect another. Continuity: Unbroken or uninterrupted. Reform: The changing of wrong or bad to make it better. Impact: A strong and powerful effect. Interpretation: The process of explaining or understanding the meaning of something. Turning point: The moment when a change occurs. Concurrent: At the same time. Hierarchy: A group of people ordered by rank. Bias: An opinion that doesn't allow a person to be fair. Prejudiced. Impartial: Fair. Not prejudiced. Unreliable: Cannot be relied on. Authentic: Real, genuine or true.</p> |
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