

## The Stonebridge School

### History Progression Map

	EYFS Nursery/Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Areas of Study	<p>My History</p> <p>Festivals &amp; People</p> <p>Special days and events</p> <p>Weather &amp; seasons</p> <p>Transport</p>	<p>Changes beyond living memory</p> <p>Local history</p> <p>Significant event – first flight (monarch at the time, role of women in different parts of the world)</p>	<p>Queen Elizabeth II monarchy, role of women</p> <p>The Great Fire of London</p> <p>Florence Nightingale and Mary Seacole (significant people)</p>	<p>Stone Age to Iron Age (settlement, civilisation, change and continuity)</p> <p>Roman Britain (invasion, settlement, revolt, change and continuity)</p> <p>Local study (Roman influence)</p>	<p>Anglo-Saxons, Scots &amp; Viking Invaders (settlement, invasion, immigration, change and continuity)</p> <p>Monarchy – Alfred the Great &amp; Queen Victoria</p> <p>Ancient Greece (settlement, civilisation, democracy, law and society)</p>	<p>The Victorians (child hood experiences, growth of the British Empire and trade)</p> <p>Local history (Alperton during Victorian times &amp; 1948 Olympics)</p> <p>Ancient Egypt (civilisation, Birth and rebirth, change and continuity)</p>	<p>World Wars and its impact (invasion, trade, British Empire, change and continuity)</p> <p>The Mayan civilisation (law and society)</p>
Historical terms /Vocabulary	<p>Old, new, past, now, a long time ago, order</p>	<p>old, new ,a long time ago</p> <p>family tree, past ,present timeline, Significant, Past, Present, opportunities, now, then, before, a long time ago</p>	<p>Monarch, reign, era, British Empire, royal, noble, Tudors, Crimean war, nursing, disease, hospital,</p> <p>Fire Brigade, battle, conqueror, defeat</p> <p>Injured, treatment, ill, wounded, disease, Scutari Hospital</p>	<p>prehistoric, geology, Bronze Age, Golden Age, Neolithic, mammoth, jewellery, cave painting,</p> <p>Julius Caesar, conspiracy, Mycenaen, Athens, Sparta, City states, Democracy, Oligarchy, Tyranny , Invasion, revolt, emperor, gladiators, aqueducts, Britannia, amphitheatre,</p>	<p>Settlement, civilization Civil, Northumbria, Bayeys Tapestry, thatched wooden house, Sutton Hoo, resistance, Angles, Saxons, Jutes, Geats</p> <p>Democracy,Civilisation Culture,Laws</p> <p>Justice, Artefacts, Athens, Sparta, BC/AD, Citizens</p> <p>Ancient, Modern</p>	<p>Cholera, Work house, Mines, Back to back house, Sewage, Urbanisation</p> <p>Canals, Public health</p> <p>Mines, Mills Education Act, Orphan</p> <p>Industrialisation</p> <p>Colonisation, Slave</p> <p>Servant, Industrialisation, contribution, exploitation, world trade, empire</p> <p>Amulet, papyrus, Pharoah, hieroglyphics, sphinx, tomb, Nile, jar</p> <p>Canopic, plough, River Nile</p>	<p>Evacuation, Blitz, spitfire, Winston Churchill, Adolf Hitler, swastika, blackout, air raid shelter, ration, ARP warden, Axis, Allies, armistice</p> <p>Empire, House of Wisdom, Baghdad, Sumer, Caliph, mosque, silk road, trade</p> <p>Civilisation, Culture</p> <p>Justice, Artefacts, BC/AD</p> <p>Ancient, Modern, Tapestry, exploitation, world trade, empire</p>

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Chronology	<p>Make connections between the features of their family and other families.</p> <p>Talk about members of their immediate family and community.</p>	<p>Sequence events in their own in chronological order.</p> <p>Sequence events in chronological order.</p> <p>Talk about past and present events in their own lives and in lives of family members.</p> <p>Talk about past and present events</p>	<p>Sequence events and photos.</p> <p>Describe memories of key events in their lives and lives of family members.</p> <p>Demonstrate sense of chronology by placing events and objects in order, and by using everyday terms (before, yesterday, a long time ago, past, present, future).</p> <p>Identify similarities and differences between periods (how their current life is different to Tudor times).</p>	<p>Place the time studied on a time line (Stone Age, Bronze Age, Iron Age).</p> <p>Use dates and terms related to the study unit.</p> <p>Describe features of past societies and periods o (identify key features of Stone Age man and hunter gatherers).</p> <p>Describe features of past societies and periods o (identify key features of Roman Britain).</p> <p>Understand terms like BC and AD. Know what they mean.</p> <p>Use terms related to the period (Golden Age, Dark Age) and begin to date events.</p>	<p>Place the time studied on a time line (use Year 3 knowledge as well).</p> <p>Devise historically valid questions about change, and cause once features of past societies and periods are known (identify key features of Anglo Saxon settlement and why did they live like that).</p> <p>Understand history as a coherent, chronological narrative, from the earliest times to the present day</p> <p>Make comparisons between different times in the past (e.g. rule under Anglo-Saxons was different to rule under Romans because...).</p>	<p>Place the time studied on a time line build on Year 3 and 4 knowledge.</p> <p>Use terms related to the period and date events.</p> <p>Make comparisons between different times in the past (e.g. rule under the Victorian period was different to rule under the Viking because...).</p> <p>Devise historically valid questions about change, and cause once features of past societies and periods are known.</p>	<p>Arrange ten events studied on a time line showing some period overlapping each other.</p> <p>Establish clear narratives within periods studied.</p> <p>Devise historically valid questions once knowledge of past societies is secured.</p> <p>Recognise connections, contrasts and trends over time (identify key features of Mayan civilisation).</p>
Depth of Historical	<p>Notice differences between people.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</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.</p>	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>Know about significant events that have shaped the world and how.</p>	<p>Recognise what people did in the past and know about the events that had happened in the past.</p> <p>Know about the lives of significant individuals in the past who have contributed to national and international achievements (Henry VIII, Mary Seacole &amp; Florence Nightingale).</p>	<p>Understand the reasons why people in the past acted as they did and the consequence of it (e.g. Boudicca led British resistance due to Claudius' successful conquest of Britain).</p>	<p>Examine and explain the reasons for, and results of people's actions events and changes (e.g. Roman withdrawal from Britain led to Anglo-Saxon invasion. This directed towards a struggle for the Kingdom of England).</p>	<p>Identify some of the different ways in which the past is represented.</p>	<p>Examine and explain the reasons for and results of, people's actions events and changes.</p> <p>Show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world.</p>



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Historical Enquiry	<p>Talk about the lives of the people around them and their roles in society.</p>	<p>Find answers to some simple questions about the past from sources of information.</p> <p>Look closely at pictures or objects to find out new information Sort artefacts “then” and “now”.</p>	<p>Observe or handle sources of information to answer questions about the past on the basis of simple observations.</p> <p>Look closely at pictures or objects to find out new information Sequence a collection of artefacts.</p>	<p>Use sources observe or handle sources to answer questions about the past – tools related to Stone Age.</p> <p>Pupils able to select relevant information to answer a question.</p>	<p>Begin to evaluate the usefulness of different sources.</p> <p>Ask questions and find answers about the past Use evidence to build up a picture of a past event.</p>	<p>Recognise primary and secondary sources Investigate own lines of enquiry by posing questions to answer.</p> <p>Select and combine information from different sources.</p>	<p>Identify and evaluate sources of information, which they use critically to reach and support conclusions using their knowledge and understanding.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Determine how and why contrasting arguments and interpretations of the past have been constructed (seeing it from both sides).</p>
Historical Interpretations	<p>Understand that some things were different in the past.</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p>	<p>Explore the idea that there are different accounts of history.</p>	<p>Identify differences of the same event in history when presented in different versions.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p>	<p>Understand that some evidence from the past is opinion or misinformation, and that this affects interpretations of history.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p>	<p>Understand the term propaganda.</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>
Organisation &	<p>Share ideas /findings about artefacts and stories.</p>	<p>Record what they have found out.</p>	<p>Record relevant information to answer a question.</p>	<p>Record relevant information to answer a question using dates and terms related to the study unit.</p>	<p>Produce structured work, making appropriate use of dates and historical vocabulary.</p> <p>Communicate ideas about/from the past using different genres of writing, drawing, diagrams, role-play, and storytelling.</p>	<p>Organise information to produce structured work making appropriate use of dates and historical vocabulary.</p> <p>Communicate ideas about/ from the past using different genres of writing, drawing, diagrams, roleplay, and storytelling.</p>	<p>Organise information to produce structured work.</p> <p>Use historical vocabulary related to that topic and use dates.</p> <p>Communicate ideas about from the past using different genres of writing, diagrams, symbols and drama.</p>