

Severnbanks Primary School Progression Map

Subject: History

Intent: At Severnbanks Primary School it is the intent that through History we will ensure that students acquire the essential educational, cultural and social capital to which they are entitled. We seek to facilitate the personal development of our students as well as provide them with the skills necessary to ensure they are able to adapt well in further educational and social pursuits. The key skills we seek to embed and enrich are: chronology, communication, understanding of the past, locally and worldwide, asking perspective questions, weighing evidence and confidence. We believe that demanding and challenging work is an entitlement to all students, rather than something that is an 'addition' or an 'enrichment'. It is our intent to push and challenge all students academically as a matter of course by delivering History within all subject areas, thus enhancing all learning, inspiring curiosity and creating memorable and exciting experiences.

Autumn	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1 Autumn 2	Year 2 Autumn 1 and 2	Year 3 Autumn 2	Year 4 Autumn 2	Year 5 Autumn 1	Year 6
Knowledge	<p>- All About Me</p> <p>Children to learn about changes within their lifetime.</p> <p>- Bonfire Night</p> <p>Introducing Guy Fawkes</p> <p>- Remembrance Sunday</p> <p>Understanding the importance of the past and how it has impacted our lives today.</p>	<p>Significant events from history</p> <p>- The Gunpowder Plot</p> <p>Children will learn about significant events and make links to celebrations that occur as a result.</p> <p>Guy Fawkes</p> <p>Learn about significant people from the past and recognise that there are reasons why people in the past acted as they did.</p> <p>- Remembrance Day</p> <p>Children will gain an understanding of the</p>	<p>Significant events and people from history</p> <p>- Travel and Transport</p> <p>First Aeroplane Flight</p> <p>Learn about significant events that have shaped our history.</p> <p>Neil Armstrong</p> <p>Learn about significant individuals linked to travel.</p> <p>Flight local study</p> <p>Learn about significant historical events in their own locality.</p>	<p>The Stone Age</p> <p>Learn about Neolithic hunter-gatherers and what living in the Stone Age would have been like.</p> <p>To compare life in The Stone Age to that of our lives today.</p> <p>Placing significant changes on timelines, using dates and where appropriate, gaining an understanding of BC and AD.</p>	<p>Ancient Greeks</p> <p>To learn about different Greek Gods.</p> <p>To understand how the Greek democracy worked and how it is different to our democracy today.</p> <p>The Olympics and how they were created and how they are different to now.</p> <p>The Trojan War</p>	<p>Raiders</p> <p>- Anglo Saxons</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the Western Roman Empire.</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture.</p> <p>- Vikings</p> <p>To learn where Vikings came from and to understand how and why they invaded Britain.</p>	N/A

		<p>concept of a nation and a nation's history. Children will learn that as a result of past events, our nation is what it is today.</p> <p>Gain an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>				<p>To understand how some Kings in Britain dealt with the Viking invaders.</p> <p>To understand what happened during the Viking invasions and know what Viking warriors were like.</p>	
Skills	<p>Talk about the lives of the people around them and their roles in society</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>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Chronology (using words such as first, next, then, before, after)</p> <p>Comparing time periods.</p> <p>Evaluating impact of significant events</p> <p>Understand how things were different in the past and will be different in the future.</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past</p>	<p>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.</p> <p>Using words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer.</p>	<p>Identify and explain how and why people lived in a certain way.</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Make interpretations based on archaeological evidence.</p>	<p>Draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p> <p>Understanding timelines</p> <p>Comparing democracy from then to now.</p> <p>Learning from artefacts</p> <p>Comparing modern Olympics to ancient Olympics.</p> <p>Recalling key events</p>	<p>Maps work</p> <p>Empathy with people in the past.</p> <p>Make interpretations based on archaeological evidence.</p> <p>Compare and contrast with other times</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences</p>	

			To communicate historically			of men, women and children. Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events.	
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Spring	EYFS	Key Stage 1		Key Stage 2			
	Year R Spring 1	Year 1 Spring 1	Year 2 Spring 1 and 2	Year 3	Year 4 Spring 1	Year 5	Year 6 Spring 1

<p>Knowledge</p>	<p>Houses and Homes</p> <p>- Castles and Cottages</p> <p>Identifying similarities and differences to houses today and in the past.</p>	<p>Dinosaurs and fossils</p> <p>- Mary Anning To learn about a significant figure from history.</p> <p>Identify some of the different ways the past has been represented.</p> <p>The study of paleontology - finding evidence from the past.</p> <p>Timelines of Mary Anning's life and discoveries.</p>	<p>Significant events from history</p> <p>- Great fire of London</p> <p>Date and key events including changes as a result of the fire.</p> <p>Notice changes to life before and after the fire and compare.</p> <p>- Titanic Investigation</p> <p>To learn about the Titanic and what life would have been like during that time period. Making comparisons to life then and now.</p> <p>Molly Brown</p> <p>Learning about the life of Molly Brown, using different forms of evidence to try and interpret what it would have been like.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>Tudors</p> <p>To learn about what life was like during Henry VIII reign for both the rich and the poor.</p> <p>To gain an understanding of Henry VIII and his 8 wives.</p> <p>To learn about the way of life during this period, including; houses, the theatre and Shakespeare.</p>
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Skills	<p>Talk about the lives of the people around them and their roles in society</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>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Comparing time periods.</p> <p>Looking at types of historical evidence.</p> <p>Asking historical questions.</p> <p>Label time lines with words or phrases such as: past, present, older and newer, using dates where appropriate.</p>	<p>Asking historical questions</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate.</p>	N/A			<p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Refine lines of enquiry as appropriate.</p> <p>Identify continuity and change in the history of the locality of the school.</p> <p>Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.</p> <p>Use original ways to present information and ideas.</p>

Summer	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1 Summer 1 and 2	Year 2 Summer 1	Year 3 Summer 1 and 2	Year 4 Summer 1	Year 5 Summer 1	Year 6

<p>Knowledge</p>	<p>Transport</p> <p>- Old and New</p> <p>Researching old and new vehicles, understanding features that have changed. Starting to explain how and why.</p> <p>- Life at the Beach</p> <p>Learning what going to the beach may have been like in the past and make links to what it is like now.</p>	<p>Past and Present</p> <p>- The Seaside</p> <p>Learning about the seaside during the Victorian Era.</p> <p>Identifying similarities and differences to life today at the seaside.</p>	<p>N/A</p>	<p>Ancient Egyptians</p> <p>To learn about different pyramids and Egyptian Life and how it is different to today.</p> <p>Learning about Cleopatra and her ruling of Egypt.</p> <p>Learning about Egyptian Gods and what their role in Egyptian life was.</p>	<p>Romans</p> <p>Julius Caesar's attempted invasion in 55-54 BC</p> <p>The Roman Empire by AD 42 and the power of its army</p> <p>Successful invasion by Claudius and conquest of Britain</p> <p>Life in the Roman army</p> <p>British resistance, for example, Boudica.</p> <p>Develop the children's knowledge of the Romans and Celts.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Mayan Civilisation</p> <p>Children will learn facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived.</p> <p>Learning about the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.</p> <p>Children will learn about the way Maya people lived, including the food that they ate and understand why certain foods were particularly important.</p>	<p>World War Two</p> <p>Start of WW2, The Blitz, protection during WW2, air raids, evacuation, rationing and impact of war.</p> <p>How life has changed today as a result of the war in our local environment.</p> <p>Local Study- Victorians</p>
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<p>Skills</p>	<p>Talk about the lives of the people around them and their roles in society</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>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Comparing time periods.</p> <p>Asking historical questions.</p> <p>Using different sources to find evidence</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p>		<p>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Understand timelines using artefacts and different sources of evidence to learn.</p>	<p>Understanding and using timelines for chronology.</p> <p>Learning from artefacts.</p> <p>Recalling key events.</p> <p>Children learn about and compare the two cultures and warfare tactics, understand chronology, and study key individuals</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events.</p>	<p>Chronology of events, investigating cause and effects of the war and some smaller events within it, looking at the impact the war had and linking historical events to the local area.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Refine lines of enquiry as appropriate.</p> <p>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p>
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Impact (End Points)

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>A Reception child can talk about the similarities and differences in past and present. Make observations about how they have changed and show awareness of what they could do when younger compared to what they can do now.</p>	<p>A Year 1 child should be able to understand that the world has changed through time and compare their life now to lives of people in the past. They should recognise why things have changed.</p>	<p>A Year 2 child can understand that past events can be placed in order on a timeline. They understand that life was very different in the past to how it is now. They use sources of information about to help them understand how it was different.</p>	<p>A Year 3 child can understand the concept of before and after Christ and can place events that happened BC on a timeline. They can use artefacts to help them discover facts about the past and compare their lives with different eras.</p>	<p>A Year 4 child has a solid understanding of chronology in different times. They understand how this nation has been influenced by others from the past. They can explain how people lived during certain times in the past and why things changed.</p>	<p>A Year 5 child has a solid understanding of chronology in different times. They understand how people lived during different periods of history and can compare it to their own. They can describe the impact that events in history have had on life today.</p>	<p>A Year 6 child can confidently place events in chronological order and can describe the impact that events in history have had on life today.</p>