**Progression Map for History**

**Finstall First School**

Last updated (2021)

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| **Year Group** | **Historical Knowledge** | **Historical Concepts** | **Historical Terminology** | **Historical Enquiry** |
| **Reception**  Topics:  - Family history and the history of their own lives  - Bonfire night and Remembrance Day  - Pirates  - Space Travel | To recall events from their own past and the lives of familiar people (family).  To talk about past and present events. | **Change**  To talk about why familiar annual events occur (in simple terms). | Day, week, year, past, family, why, bonfire night, Remembrance Day, soldiers, war, remember, pirates, Neil Armstrong, rocket, moon, space race. | To ask simple questions about the past. |
| **Year 1**  Topics:  - Guy Fawkes and  Remembrance Day  - Homes in the past  - Toys in the past  - Victorians – seaside holidays | To recall and discuss events that are special to them and to say why they are special.  To sort objects into ‘old’ and ‘new’.  To say how objects have changed over time.  To say how seaside holidays are similar/different now compared to in the Victorian era. | **Similarity**  **Difference**  **Consequence**  To understand why we remember key, culturally significant, historical events.  To compare old and new objects (toys and household objects) | To use everyday words and phrases to describe an artefact.  Guy Fawkes, Houses of Parliament, event, old, new, past, present, compare, same, different, change, Victorian, history. | To observe and discuss familiar items (past and present).  To suggest what an historical object might be and what it might have been used for in a familiar setting. |
| **Year 2**  Topics:  - The Gunpowder Plot  - Travel and Transport  - Famous Faces (people who have influenced our lives)  - The Great Fire of London  - Castles and Medieval Life | To order a simple series of events chronologically.  To sequence changes over time.  To complete a timeline.  To create a simple timeline by ordering images/facts.  To recall facts about a famous person/event.  To present historical information using a given format.  To identify the key features of a castle.  To know about everyday life in a castle. | **Similarity**  **Difference**  **Cause**  **Consequence**  **Change**  To understand why a famous historical event occurred.  To understand why changes to modes of transport, such as the Wright Brother’s invention/the moon landing, are important historically.  To begin to understand why famous historical figures are remembered.  To discuss the effects of a major historical event.  To understand why a major historical event occurred.  To state ways in which life was different in the past and to make comparisons between life in the past and modern life (related to travel and transport, fire fighting and medieval life). | To use topic related vocabulary to order events in time and use everyday terms about the passing of time.  Time line, order, sequence, past, present, century, change, similarities, differences, historical, source, contemporary, transport, Dunlop, Wright Brothers, Neil Armstrong, Florence Nightingale, Mary Seacole, Samuel Pepys, The Great Fire of London, fire hook, fire squirt, fire mark, cause, consequence, effects, Medieval, William the Conqueror, invasion, kingdom, castle, moat, curtain walls, portcullis, turrets, gatehouse, arrow slits, defence, attack, feudal, magna carta, knight, page, armour. | To ask questions about a famous historical event.  To use evidence beyond living memory to find out how/why things were done.  To use a range of resources to find out about a key historical event with greater independence.  To infer information from pictures of the past.  Use a range of resources to gather information in order to answer simple questions about life in the past. |
| **Year 3**  Topics:  - Ancient Egypt  - The Romans  - The Victorians | To locate Ancient Egypt in time and place.  To know about the Ancient Egyptian beliefs about life after death and the importance of mummification.  To know who the Romans were, when and where they lived.  To complete a Roman timeline of significant dates in the correct order.  To know about a historically important figure (Boudicca) and why they did the things they did.  To place the Victorians on a timeline in relation to other periods of History studied so far.  To learn about Victorian family life and compare with family life today.  To place the dates of significant changes on their timelines. | **Similarity**  **Difference**  **Change**  **Consequence**  **Significance**  To know that Britain was invaded by the Romans and begin to understand why.  To consider why the Roman Army was so successful.  To understand Boudicca’s motivations.  To recall some of the consequences of the Roman invasion of Britain on life in Britain.  To compare Victorian schools with schools today. | To use topic related vocabulary to discuss particular periods in history and to make comparisons between life in the past and life in the present.  Chronological order, time line, similarities, differences, changes, consequences, significance, Ancient Egypt, tomb, Howard Carter, burial practises, mummification, canopic jars, ritual, ceremony, The Roman Empire, emperor, conquest, invasion, Celts, military, centurion, Hadrian’s Wall, border, Victorian, work house. | To use a range of resources to find out about Egyptian life.  To find out about the appearance of Roman Soldiers using a range of sources.  To understand how we know about the Victorians today (what are reliable sources of historical information).  To use different sources of information to find out about the past in order to research and answer their own question(s) about the past. |
| **Year 4**  Topics:  - Stone Age to Iron Age.  - Anglo-Saxons and Vikings.  - WWII | To note connections, contrasts and trends over time.  Arrange events from the past in chronological order.  To recall and understand the features of an Iron Age Hill fort.  To understand the concept of Invaders and Settlers in Britain with particular reference to the Anglo Saxons.  To communicate their knowledge and understanding of the Anglo Saxons and Vikings in a variety of ways.  To develop a chronologically secure knowledge and understanding of British, local and world history (in relation to WWII). | **Similarity**  **Difference**  **Change**  **Cause**  **Consequence**  **Significance**  To discover the reasons for an Historical event (the Viking invasion).  To begin to understand the reasons for WWII.  To consider the main effects of a major historical event (bombing raids on towns and cities in WWII). | To develop the appropriate use of historical terms in order to discuss changes over time, causes and consequences and the significance of historical events.  Stone Age, Iron Age, Skara Brae, hill fort, chronology, features, invaders, settlers, Anglo-Saxon, Viking, raid, evidence, reliable source, enquiry, similarities, differences, comparisons, research, archaeologist, legacy, causes, consequences, World War II, Nazi Party, Hitler, Winston Churchill, RAF (Royal Air Force), Battle of Britain, rationing, evacuation, evacuee, bomb. | To understand how our knowledge of the past is constructed from a range of sources.  To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.  To understand how our knowledge of the past is constructed from a range of sources.  To devise historically valid questions about change, cause, similarity and difference, and significance.  Research Skara Brae using a range of resources.  To investigate the past by understanding the role of the Archaeologist.  To develop research skills in order to assimilate and present key points.  To investigate the legacy of the Vikings.  To construct informed responses to historical questions that involve thoughtful selection and organisation of relevant historical information. |