



A love of learning  
A desire for God

## Progression Map

### History

<b>Reception</b> <b>Understanding the world - people and communities</b> ELG: children talk about the past and present events in their own lives and the lives of family members. Children know about similarities and differences between themselves and others, and among families, communities and traditions. Skills progression: children verbalise events within living memory and memories or accounts of those close to them. They can answer questions about basic past and present events and some will be able to transfer this knowledge to their drawing and writing. <b>Understanding the World - The World</b> ELG: Look closely at similarities, differences, patterns and change in relation to places, objects, materials and living things. Skills progression: children identify differences and changes between past and present photographs of themselves, others or objects. In relation to the world and seasonal changes, they can discuss changes in landscapes overtime.						
Historical skills	Y1	Y2	Y3	Y4	Y5	Y6
<b>Historical interpretation</b>	<ul style="list-style-type: none"> <li>I can find out how family history, such as Queen Victoria's and my own family, can be represented (KQ).</li> </ul>	<ul style="list-style-type: none"> <li>I can explain that there are different sources of evidence that tell us about the Great Fire of London (GFL).</li> <li>I can compare pictures and other evidence to find out how London was rebuilt after the Great Fire (GFL).</li> <li>I can choose information that tells me how trains changed people's lives in the 19<sup>th</sup> Century (TT).</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse and describe Anglo-Saxon artefacts and explain what they teach us about A-S culture. (ASS)</li> </ul>	<ul style="list-style-type: none"> <li>I can find out about the life of Dick Turpin based on historical sources.</li> <li>I can begin to evaluate the usefulness of different sources.(CP).</li> <li>I can use a range of sources to find out about the past and offer some reasons for different versions of the past. (AG).</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to evaluate the usefulness of different sources (EC)</li> <li>I can identify and use a range of evidence sources to help me understand more about the Maya civilisation (MC).</li> </ul>	<ul style="list-style-type: none"> <li>I can understand how evidence about Stonehenge can give us different answers about the past (SA to IA).</li> <li>I can examine and interpret different artefacts and sources of evidence about Egyptian life (AE).</li> <li>I can show an awareness of the concept of propaganda (WW2).</li> </ul>
<b>Historical Investigations</b>	<ul style="list-style-type: none"> <li>I can ask and answer questions to compare the lives of different nurses (NN).</li> </ul>	<ul style="list-style-type: none"> <li>I can choose and select evidence to find out how the Great Fire started and spread across London (GFL).</li> <li>I can use evidence (photographs, artefacts, accounts) to find out the different ways in which travel and transport have changed from the past to the present (TT).</li> <li>I can observe/handle evidence to ask simple questions about different ways that humans have tried to fly through history (TT).</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of sources to find out why the Romans built new roads in Britain; know where some of the roads ran from and to and know how the roads were made. (R)</li> <li>I can ask questions about how the Anglo-Saxons have influenced Britain by explaining some of the place names and their meanings. (ASS)</li> <li>I can gather information to explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity (ASS).</li> <li>I can compare the significance of Anglo-Saxon kings during the Viking period and give reasons why accounts may be different (V A-S).</li> <li>I can use different sources of information to explain who King Ethelred II was and say when and why Danegeld was introduced (VA-S).</li> </ul>	<ul style="list-style-type: none"> <li>I can pose questions about how the Normans came to rule Britain in 1066 and begin to reach conclusions (RR).</li> <li>I can begin to carry out my own research about what the British Empire meant to Victorian people (RR).</li> <li>I can use different sources of information to answer questions about our royal family (RR).</li> <li>I can choose relevant material from different sources find out how the legal system worked in Anglo-Saxon Britain (CP).</li> <li>I can compare both the modern British and Roman justice system with that of the Anglo-Saxons (CP).</li> <li>I can reach a valid conclusion after asking and answer questions about what was important to people during ancient Egyptian times (CP).</li> <li>I can learn about the past from various sources including art (Greek vases, the Olympics) (AG).</li> </ul>	<ul style="list-style-type: none"> <li>I can investigate my own line of enquiry by posing historically valid questions to answer (EC)</li> <li>I can ask and respond to questions about the religious beliefs of the Maya people (MC).</li> <li>I can use different sources to find out how the Maya number system works (MC).</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of evidence sources to investigate what humans needed for survival in the Stone Age (ST to IA).</li> <li>I can bring knowledge together from several sources to explain what was found at Skara Brae and why it is important (SA to IA).</li> <li>I can use a range of different sources to find out about women's wartime jobs (WWII).</li> <li>I can select relevant sections of information to explain what the Holocaust was and describe some events that happened (WWII).</li> <li>I can use a range of different artefacts and sources of evidence to devise and respond to questions about Ancient Egyptian life (AE).</li> <li>I can use a range of different sources to devise and respond to questions about Tutankhamun (AE).</li> </ul>
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>I can sequence pictures and use artefacts to explore what a monarch is and the qualities needed to be a good monarch (KQ).</li> <li>I can sequence events and find out how the title of King or Queen is inherited (KQ).</li> <li>I can describe memories and changes that have happened in my life (T).</li> </ul>	<ul style="list-style-type: none"> <li>I can sequence pictures to find out about some of the ways in which London has changed (GFL)</li> <li>I can find out about an early form of travel: the Viking longboat (TT).</li> <li>I can order dates from earliest to latest on simple timelines (TT).</li> </ul>	<ul style="list-style-type: none"> <li>I can sequence several events on a timeline to help to explain the spread of the Roman Empire and recall key facts about the invasion of Britain. ®</li> <li>I can describe why, where and when the Scots and Anglo-Saxons invaded Britain and describe a key historical character from the time. (ASS)</li> <li>I can explain when and where the Vikings came from and why they raided Britain (VA-S).</li> </ul>	<ul style="list-style-type: none"> <li>I can sequence events on a timeline to support my explanation of why King John is an important king in English history (Magna Carta) (RR).</li> <li>I can explain why King Henry VIII wanted an heir (RR).</li> <li>I can find out what the Romans believed about crime and punishment and locate this period on a timeline. (CP).</li> <li>I can find out about different punishment methods that were</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how some historical periods occurred concurrently in different locations (EC).</li> <li>I can discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived. (MC)</li> </ul>	<ul style="list-style-type: none"> <li>I can understand and describe what copper mining meant to the people of the Bronze Age (ST to IA).</li> <li>I can understand when Ancient Egypt occurred in comparison to other points in history (AE).</li> <li>I can explain why World War II began and order events on a timeline (WWII).</li> <li>I can accurately use dates and key terms to describe what happened during some events in WWII.</li> </ul>

			<ul style="list-style-type: none"> <li>I can explain how the last Anglo-Saxon kings shaped Britain (V A-S).</li> </ul>	<p>popular during the Tudor period and locate this period on a timeline. (CP).</p> <ul style="list-style-type: none"> <li>I can explain the chronology of a timeline (AG).</li> </ul>		
<b>Knowledge and understanding of events, people and changes in the past</b>	<ul style="list-style-type: none"> <li>I can find out about some important British monarchs (KQ).</li> <li>I can find out some key facts about the life of Richard III (KQ).</li> <li>I can find out what kings and queens ate during Medieval banquets (KQ).</li> <li>I can find out about and compare the lives of Elizabeth I and Queen Victoria (KQ).</li> <li>I can explain what makes a person significant (NN).</li> <li>I can explain how Florence Nightingale improved nursing (NN).</li> <li>I can explain who Mary Seacole was and how she improved nursing (NN).</li> <li>I can explain who Edith Cavell was and how she improved nursing (NN).</li> </ul>	<ul style="list-style-type: none"> <li>I can find out some of the ways in which how we live now is different and similar to how people lived in 1666 (GFL).</li> <li>I can recognise some similarities and differences between the fire-service then and now (GFL).</li> <li>I can find out how cars have changed since they were invented (TT).</li> <li>I can find out about George Stevenson's life and inventions (TT).</li> <li>I can find out about the Wright brothers and the invention of the aeroplane (TT).</li> </ul>	<ul style="list-style-type: none"> <li>I can understand how the Roman Empire affected different people and how they felt and reacted to the changes that were being made.</li> <li>I can describe a typical A-S village and the jobs people did compared with our lives today (ASS)</li> <li>I can explain the religious beliefs and practices of the early Anglo-Saxon people. (ASS)</li> <li>I can explain how the legal system worked in Anglo-Saxon and Viking Britain (V A-S).</li> </ul>	<ul style="list-style-type: none"> <li>I can understand why Queen Anne was important in creating the United Kingdom of Great Britain (RR).</li> <li>I can find out about the experiences of Victorian prisoners and give reasons for changes (CP).</li> <li>I can explain how and why empires grow (AG).</li> <li>I can explain how the political system worked in Ancient Greece (AG).</li> <li>I can compare different city states and recall facts about the Battle of Marathon (AG).</li> </ul>	<ul style="list-style-type: none"> <li>I can explore connections and contrasts between ancient civilisations: locations and inventions.</li> <li>I can explain what the Mayan writing system consists of (MC).</li> <li>I can describe a range of foods that were eaten by the ancient Maya people (MC).</li> </ul>	<ul style="list-style-type: none"> <li>I can understand how and why hillforts were developed in the Iron Age (SA to IA).</li> <li>I can describe how people's diets were different during World War II.</li> <li>I can understand the process of mummification (AE).</li> <li>I can explain the similarities and differences between hieroglyphs and English (AE).</li> <li>I can describe some Egyptian Gods and compare and contrast their powers( AE).</li> </ul>
<b>Presenting, organising and communicating</b>	<ul style="list-style-type: none"> <li>I can talk, write and draw to persuade others to remember Florence Nightingale, Mary Seacole and Edith Cavell (NN).</li> </ul>	<ul style="list-style-type: none"> <li>I can use historical vocabulary to retell the events of the Great Fire of London (GFL).</li> <li>I can compare travel and transport of the past, present and future (TT).</li> </ul>	<ul style="list-style-type: none"> <li>I can use historical vocabulary to describe who Emperor Hadrian was and why he built a wall and explain the features of the wall. (R)</li> <li>I can understand what the religious beliefs the Romans had and know about some of the Gods and Goddesses they worshipped. (R)</li> <li>I can organise information about what the Roman baths were. (R)</li> <li>I can identify and explain key aspects of Viking life using appropriate historical vocabulary. (V A-S)</li> </ul>	<ul style="list-style-type: none"> <li>I can use appropriate historical vocabulary to communicate information about crime and punishment (CP).</li> <li>I can present ideas based on my own research about the history of crime and punishment in Britain (CP).</li> <li>I can compare modern methods of crime prevention and detection with what existed in the past (CP).</li> <li>I can show a good understanding of historical vocabulary when comparing the Ancient Greek system with other political systems (AG).</li> <li>I can communicate and organise ideas about Ancient Greek gods and goddesses and use this knowledge to plan my own Greek myth. (AG)</li> </ul>	<ul style="list-style-type: none"> <li>I can plan and present self-directed research about what early civilisations needed in order to function as cities.</li> <li>I can select one of the early civilisations and one of their achievements to present a persuasive argument based on evidence that this was the most important development by an early civilisation.</li> <li>I can show a good understanding of historical vocabulary when I present, communicate and organise my ideas. (MC)</li> </ul>	<ul style="list-style-type: none"> <li>I can write a letter in role as an evacuee (WWII).</li> <li>I can organise information about Tutankhamun and present it as a newspaper (AE).</li> <li>I can present information about hieroglyphics (AE).</li> </ul>