

## Langley Park Primary Academy History Progression Map

HISTORY	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Nursery</b>	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.
<b>Reception</b>	Comment on images of familiar situations in the past.	Comment on images of familiar situations in the past.	Comment on images of familiar situations in the past.	Comment on images of familiar situations in the past.	Comment on images of familiar situations in the past.	Comment on images of familiar situations in the past.
<b>Year 1</b>	<p>Stories through time TRANSDIS• Can they use the words before and after correctly?</p> <p>• Can they say why they think a story was set in the past?• Can they recognise that a story that is read to them may have happened a long time ago?</p>	<p>Stories through time TRANSDIS• Do they know that some objects belonged to the past?</p> <p>• Can they retell a familiar story set in the past?• Can they answer questions using a artefact/ photograph provided?</p>	<p>Famous people (Women in science) TRANDIS Do they appreciate that some famous people have helped our lives be better today?</p>	<p>LIVING HISTORY Transdis: Can they put up to three (challenge: 5) objects in chronological order (recent history)? Can they use words and phrases like: old, new and a long time ago? Can they tell me about things that happened when they were little? Can they explain how they have changed since they were born?</p> <p>Dis: Can they ask and answer questions about old and new objects? Can they spot old and new things in a picture? Can they give a plausible explanation about what an object was used for in the past? Can they use words and phrases like: very old, when mummy and daddy were little? Can they use the words before and after correctly?</p>	<p>TRANSDIS (PLANTIUM JUBILEE)• Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as vinyl record?• Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? Can they say why they think a story was set in the past?</p>	<p>TRANSDIS Can they explain why certain objects were different in the past, e.g., iron, music systems, televisions? • Can they tell us about an important historical event that happened in the past? • Can they explain differences between past and present in their life and that of other children from a different time in history? • Do they know who will succeed the queen and how the succession works?</p>
<b>Year 2</b>	<p>TD - Chronological understanding sequence events about their own life Knowledge and interpretation explain how their local area was different in the past Historical Inquiry find out something about the past by talking to an older person</p>	<p>Disciplinary Can they use the words 'past' and 'present' accurately</p>	<p>Transdisciplinary:A Chronological Understanding sequence a set of events in chronological order and give reasons for their order sequence a set of objects in chronological order and give reasons for their order' Sequence events about the life of a famous person?</p>	<p>Transdisciplinary: Historical enquiry answer questions by using a specific source, such as an information book</p>	<p>TD- Knowledge and Interpretation recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later recount some interesting facts from an historical event, such as where the 'Fire of London' started give examples of things that are different in their life from that of their grandparents when they were young explain why Britain has a special history by naming some famous events and some famous people give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times explain why their locality (as wide as it needs to be) is associated with a special historical event Historical Enquiry Can they find out something about the past by talking to an older person? Can they answer questions by using a specific source, such as an information book? Can they research the life of a famous Briton from the past using different resources to help them? Can they research about a famous event that happens in Britain and why it has been happening for some time? Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? Can they say at least two ways they can find out about the past, for example using books and the internet? Can they explain why eye-witness accounts may vary? Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?</p>	<p>TD- Knowledge and Interpretation Give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times. Explain what is meant by a democracy and why it is a good thing Explain why someone in the past acted in the way they did Historical Enquiry research about a famous event that happens somewhere else in the world and why it has been happening for some time?</p>
<b>Year 3</b>	<p>History of gender and racial inequality</p>	<p>T.D- Chronological understanding T.D- Historical inquiry Making a timeline of the events that led to the destruction of Pompeii. How do the fossils of Pompeii lead to more understanding of civilisations from the past?</p>	<p>How have diets changed over time? (the appendix)</p>	<p>Looking into the past of organisations and the comparisons of where they came from. Can you put them into chronological order?</p>	<p>Looking into the past of organisations and the comparisons of where they came from. Can you put them into chronological order?</p>	<p>T.D Chronological understanding, T.D Knowledge and interpretation T.D- Historical inquiry T.D changes from the Stone Age- Iron Age T.D Achievements of early civilisations • late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae • Bronze Age religion, technology and travel, e.g. Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt;</p>

Year 4	<p>A local history study For example: • a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066)</p>	<p>Historical Inquiry Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they through research identify similarities and differences between given periods in history</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>Chronological Understanding Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened?</p>	<p>Britain's settlement by Anglo-Saxons and Scots This could include: • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne</p>	<p>Knowledge and Interpretation • Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? • Can they begin to picture what life would have been like for the early settlers? • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history?</p>
Year 5	<p>Thematic view of crime and punishment from ancient Greeks to modern day. A Chronological Understanding. Can they use dates and historical language in their work? Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. B Knowledge and Interpretation. Can they describe historical events from the different period/s they are studying/have studied? Do they appreciate that significant events in history have helped shape the country we have today? Do they have a good understanding as to how crime and punishment has changed over the years? The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion further Viking invasions and Danegeld Anglo-Saxon laws and justice A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Thematic view of scientific development from ancient Romans to modern day. A Chronological Understanding. Can they use dates and historical language in their work? Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can they use their mathematical skills to work out exact time scales and differences as need be? Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. B Knowledge and Interpretation Can they describe historical events from the different period/s they are studying/have studied? Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? C Historical Enquiry A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 democracy in Britain</p>	<p>Thematic view of migration and movement with a focus on Vikings. A Chronological Understanding. Can they use dates and historical language in their work? Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can they use their mathematical skills to work out exact time scales and differences as need be? Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. B Knowledge and Interpretation Can they describe historical events from the different period/s they are studying/have studied? Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Do they appreciate that significant events in history have helped shape the country we have today? Can they explain the role that Britain has had in spreading Christian values across the world? C Historical Enquiry Can they test out a hypothesis in order to answer a question? The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion further Viking invasions and Danegeld</p>	<p>Thematic view of communication over time. Focus on early iron age oral tradition and cave paintings to modern forms of communication. A Chronological Understanding. Can they use dates and historical language in their work? Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can they use their mathematical skills to work out exact time scales and differences as need be? Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. B Knowledge and Interpretation Can they describe historical events from the different period/s they are studying/have studied? Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Do they appreciate that significant events in history have helped shape the country we have today? C Historical Enquiry Can they test out a hypothesis in order to answer a question? Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, e.g. the Industrial Revolution (Darwinism, Irish potato famine, rationing in the war). A local history study a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>	<p>Thematic view of the development of societal decision making. Focus on monarchy and changes in power. A Chronological Understanding. Can they use dates and historical language in their work? Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can they use their mathematical skills to work out exact time scales and differences as need be? Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. B Knowledge and Interpretation Can they describe historical events from the different period/s they are studying/have studied? Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? C Historical Enquiry A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 democracy in Britain</p>	<p>Thematic view of the development of peace and conflict resolution. Focus on monarchy and changes in power. A Chronological Understanding. Can they use dates and historical language in their work? Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can they use their mathematical skills to work out exact time scales and differences as need be? Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. B Knowledge and Interpretation Can they describe historical events from the different period/s they are studying/have studied? Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? C Historical Enquiry A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 democracy in Britain</p>
Year 6	<p>A LOCAL HISTORY STUDY a depth study linked to one of the British areas of study listed in the National Curriculum World War Two. A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS' CHRONOLOGICAL BEYOND 1066 (e.g. the Windrush generation A NON -EUROPEAN SOCIETY THAT PROVIDES CONTRAST WITH BRITISH HISTORY one in-depth study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; c. AD 900-1300.</p>		<p>KNOWLEDGE AND INTERPRETATION + HISTORY INQUIRY - Summarising the main events from a specific period in history, explaining the order in which key events happened. Summarising how Britain has had a major influence on world history Victorians - punishment leading to the colonisation of Australia and women's rights. Can they describe features of historical events and people from past societies and periods they have studied - Dr Barnardo</p>	<p>KNOWLEDGE AND INTERPRETATION - Can they describe features of historical events and people from past societies and periods they have studied? Looking at the invention of the light bulb, how this came from the Victorian period, linking in within previous terms learning, back to the industrial revolution. Can they suggest relationships between causes in history? Again linking back to the Victorian period, looking at Women's rights and comparing them back to Term 1's look at women's rights before and after WW2.</p>	<p>PHYSICAL GEOGRAPHY Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? Maidstone on OS MAPS 50 years ago compared to modern day</p>	