



History Progression Map

	Year 3	Year 4	Year 5	Year 6
Themes	Romans Stone Age & Iron Age	Transformation of Medieval England Anglo Saxons & Vikings	Derbyshire's Industrial Revolution Victorian Britain	The World before during and after World War II Derby during WWII
Vocabulary	<p>Stone Age to Iron Age: Chronology, Source, Prehistory, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Homosapiens, Bronze, Smelting, Wattle and daub, Roundhouses</p> <p>Romans: Emperor, Empire, Centurion, Senate, Republic, Mosaic, Legionary, Circus Maximus</p>	<p>Anglo-Saxons: Chronology, Angles, Saxons, Jutes, Mead, Invaders, Settlers, Settlement, Runes, War chief, Tribe, Famer-warrior, Sutton Hoo, Lindisfarne, Hengest and Horsa, Monk, Illumination, Manuscript, Athelstan, Augustine, Alfred the Great, Aethelred the Unready</p> <p>Vikings: Longboat, Longhouse, Chieftain, Berserker, Danegeld, Thing, Feast, Raid, Trade, Yggdrasil, Runes, Famer-warrior, Pagan, Danelaw, Asgard, Jarl, Karl, Figurehead, Chainmail, Valhalla</p>	<p>Agriculture, Assembly line, Cotton gin, Demand, Entrepreneur, Factory, Industrialisation, Industrial Revolution, Industry, Infrastructure, Invention, Invest, Labour, Labourer, Locomotive, Manufacture, Mass Production, Mechanisation, Merchant, Middle Class, Mill, Modernisation, Natural Resources, Production, Profit, Railroad, Revolution, Rural, Shuttle, Spinning jenny, Steamboat, Steam Engine, Stock, Strike, Suffragette, Supply, Textile mill, Treadle, Union, Urbanisation, Working class, Queen Victoria, Prince Albert, The workhouse, Washing dolly or Posser</p>	<p>Air raid, Allies, Blackout, Blitz, British Empire, Censorship, Civilians, Concentration camp, Coupons, Evacuee, Gas mask, General Election, Adolf Hitler, Host family, Invaded, Jews, Military Uniform, Liberate, Nazi, Neutral, Holocaust, Prime Minister, Prisoners of War, Propaganda, Rationing, Refugee, Siren, Slogan, Soviet Union, Stirrup pump, Telegram, United Nations</p>
Chronological understanding	<ul style="list-style-type: none"> • Uses timelines to place events in order. • Understands timeline can be divided into BC and AD. • Uses words and phrases: century, decade. • Sequence several events or artefacts. 	<ul style="list-style-type: none"> • Name and place dates of significant events from past on a timeline. • Use terms related to the period and begin to date events. • Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. 	<ul style="list-style-type: none"> • Uses timelines to place and sequence local, national and international events. • Sequences historical periods. • Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. • Identifies changes and make comparisons within and across historical periods. 	<ul style="list-style-type: none"> • Place current study on timeline in relation to other studies. • Uses timelines to place 10 events, periods and cultural movements from around the world. • Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. • Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.



History Progression Map

	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding or past events, people and changes in the past	<ul style="list-style-type: none"> • Find out about everyday lives of people in time studied. • Use evidence to describe past: <ul style="list-style-type: none"> ~ Houses and settlements, culture and leisure activities. ~ Clothes, way of life and actions of people ~ Buildings and their uses ~ People's beliefs and attitudes ~ Things of importance to people ~ The differences between the lives of the rich and poor. • Compare with our life today. • Identify reasons for and results of people's actions. 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied. • Identify key features and events of time studied. • Look for links and effects in time studied. • Offer a reasonable explanation for some events. • Describes how some of the past events/people affect life today. 	<ul style="list-style-type: none"> • Study different aspects of different people - differences between men and women. • Examine causes and results of great events and the impact on people. • Compare life in early and late 'times' studied. • Compare an aspect of life with the same aspect in another period. • Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. 	<ul style="list-style-type: none"> • Chooses reliable sources of factual evidence to describe: <ul style="list-style-type: none"> ~ Houses and settlements, culture and leisure activities. ~ Clothes, way of life and actions of people ~ Buildings and their uses ~ People's beliefs and attitudes ~ Things of importance to people ~ The differences between the lives of the rich and poor. And recognise that not everyone shares the same views and feelings. • Describes how some changes affect life today. • Compare beliefs and behaviour with another time studied. • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. • Know key dates, characters and events of time studied.
Historical interpretation	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented. • Distinguish between different sources – compare different versions of the same story. 	<ul style="list-style-type: none"> • Look at the evidence available. • Begin to evaluate the usefulness of different sources. • Use books and historical knowledge. • Gives reasons why there may be different accounts of history. 	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction. • Offer some reasons for different versions of events. • Knows that people (now and in past) can represent events or ideas in ways that persuade others. 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at. • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. • Be aware that different evidence will lead to different conclusions. • Confidently use the library and internet for research.



History Progression Map

	Year 3	Year 4	Year 5	Year 6
Historical enquiry	<ul style="list-style-type: none"> • Use a range of sources to find out about a period. • Observe small details – artefacts, pictures. • Select and record information relevant to the study. • Begin to use the library and internet for research. • Asks questions such as 'how did people? What did people do for?' 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event. • Choose relevant material to present a picture of one aspect of life in time past. • Ask a variety of questions. • Use the library and internet for research. 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources. • Use evidence to build up a picture of a past event. • Select relevant sections of information. • Use the library and internet for research with increasing confidence. • Asks a range of questions about the past. • Realises that there is often not a single answer to historical questions. 	<ul style="list-style-type: none"> • Recognise primary and secondary sources. • Use a range of sources to find out about an aspect of time past. • Bring knowledge gathered from several sources together in a fluent account. • Evaluates the usefulness and accurateness of different sources of evidence. • Forms own opinions about historical events from a range of sources.
Organisation and communication	<ul style="list-style-type: none"> • Presents findings about past using speaking, writing, ICT and drawing skill. • Uses dates and terms with increasing accuracy. • Discusses different ways of presenting information for different purposes. 	<ul style="list-style-type: none"> • Recall, select and organise historical information • Uses dates and terms correctly. • Discusses most appropriate way to present information, realising that it is for an audience. • Uses subject specific words such as monarch, settlement, invader. 	<ul style="list-style-type: none"> • Recall, select and organise historical information • Uses dates and terms accurately. • Chooses most appropriate way to present information to an audience. 	<ul style="list-style-type: none"> • Select and organise information to produce structured work, making appropriate use of dates and terms. • Makes use of different ways of presenting information. • Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). • Makes accurate use of specific dates and terms.