

Eastcote Primary Academy History Progression Map

Can children...

	Nursery	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Begin to make sense of their own life story and family's history	Use chronological vocabulary such as before, a long time ago. Say whether a story is set in the past or present.	Put up to three objects in chronological order. Recognise simple differences between their lives and people's lives in the past. Say why they think a story was set in the past.	Sequence a set of events correctly. Say how their lives and people's lives in the past are different using the word because to explain. Use a timeline to order a series of events.	Sequence three of the time periods/events/people studied into order. Recognise differences and similarities between two named societies in the same time period. (Ancient Egypt and the Iron Age). Use a timeline including BC and split into 500 year intervals.	Sequence four of the time periods/events/people studied into order. Use dates accurately when ordering events from a significant period in history such as the Roman Invasion of Britain. Use a timeline to plot images into centuries and later into decades.	Sequence five of the time periods/events/people studied into order? Compare societies' governance/structure across the same time period and different locations. (Maya and UK: Anglo Saxons and Vikings c900) Use a timeline to plot key world events or themes into centuries.	Sequence and overlap the time periods studied. Know and use terms such as social, political, religious and cultural. Compare beliefs and behaviour in different periods of time. Use a timeline to represent concepts of continuity and change over time (periods of rapid change contrasted with

			Use chronological vocabulary/phrases such as before I was born, when my mummy/daddy was little.	Use chronological vocabulary such as more than 100 years ago, hundreds of years ago, past, present, future in their oral and written work.	Use chronological vocabulary such as AD, ancient, artefact, BC, century and some approximate dates in oral and written work.	Increasing use of chronological vocabulary such as AD, ancient, artefact, BC, century, decade and dates in oral and written work.	Increasing use of chronological vocabulary such as AD, BC, decade in written and oral work. Make approximations and use the phrase, 'xx years ago'.	periods of little change) Increasing chronological understanding in using phrases such as: during the decline of, throughout the XX period, during the reign of xx in written and oral work..
Knowledge of Events, People and Changes	Continue developing positive attitudes about the differences between people Sharing celebrations and family photos	Bonfire Night, Guy Fawkes, Relationships - our special people: family & friends Personal history - times of celebration	Explain the main difference between objects from today and the past in terms of materials. Say what people in the past did for fun.	Recognise that celebrations can mark a specific historical event. Name significant people from history and say why they are remembered.	Say how art reflects the beliefs and culture of the people that made it. Recount the life and achievements of a significant individual from the past.	Identify how war and conflict impacted citizens' daily lives and their future. Identify the changes that invasion brings.	Understand the term monarchy and democracy and how these are different across the globe and over time. Say how one individual has had an enormous impact upon the world.	Identify the causes of the Industrial Revolution and its subsequent impact. Explain the differences between a wealthy and poor individuals' lives in a specific time period.
Enquiry -investigating sources -research -finding	Sharing baby photos on whiteboard for discussion	Talk to and ask family to recall times of celebration, to learn more	Talk to and ask older people questions to find out about when they were	Find out about a person in history by reading about them.	Recognise the work that archaeologists do and how their	Understand the difference between a primary and secondary	Understand the importance of using a range of source material when	Independently conduct research using a variety of sources.

<p>information -artefacts Asking questions Answering questions</p> <p>Disciplinary Knowledge</p>		<p>about family relationships</p> <p>Use images to generate questions about events and people</p> <p>Learn to use books and internet as research tools to answer our questions about Bonfire Night</p>	<p>children.</p> <p>Ask and answer simple questions about images and old and new artefacts by looking at them.</p>	<p>Ask and answer questions about photographs and artefacts.</p>	<p>investigations are carried out.</p> <p>Explain how they will find out information about a specific person or event.</p> <p>Compare and contrast different forms of evidence to support research.</p>	<p>source of information.</p> <p>Choose sources that will provide answers to their own inquiries.</p> <p>Answer questions more accurately and use different forms to present findings.</p>	<p>conducting research to gain more accurate understanding.</p> <p>Identify what a source cannot tell its viewer.</p> <p>Make suitable evidence choices to support enquiry and to devise and answer historical questions.</p>	<p>Select suitable sources and give reasons for their choices.</p> <p>Be able to give more than one reason to support a historical argument.</p> <p>Fact check their writing against historical sources.</p> <p>Devise and answer historical questions about change, cause, similarities and differences.</p>
<p>Interpretation -opinions -conjecture -role play -reasoning -human elements -bias</p> <p>Disciplinary Knowledge</p>		<p>Talk about actions of people from the past</p> <p>Masks and puppets for role play to reenact past events</p>	<p>Make guesses about how an object was used in the past.</p> <p>Play with/mimic using objects/replicas from the past.</p>	<p>Make guesses about how an object was used in the past using 'because' to elaborate on their ideas.</p> <p>Researching important people and events from</p>	<p>Begin to explain why events happened and why people acted as they did.</p> <p>Create questions to ask a person from a specific time period and</p>	<p>Write as a person in a historical context with some elaboration on your thoughts and feelings about the event that you are experiencing.</p>	<p>Understand that a historical figure can be both hero and villain in the eyes of society/their community.</p> <p>Identify bias in historical sources.</p>	<p>Evaluate a source's integrity.</p> <p>Give reasons for the information and evidence chosen.</p> <p>Use an awareness of</p>

				history, explaining how it changed the way we do things now.	conduct role play in character. Say what an anachronism is.	Share what the possible points of view could have been at the time of an event. Identify and give reasons why accounts of the same event may differ. Develop understanding of anachronisms.	Become more aware of the concept of propaganda. Justify my written opinions using sources. Carefully consider and select the most reliable information and evidence to use.	the concept of propaganda to compare behaviour to other times in history e.g. <i>(vaccination propaganda in Victorian era- compare to covid)</i> <i>(compare compulsory smallpox vaccinations in Victorian period to protesting, anti-vax protesters today)</i>
Example Key Questions for debate: -cause -consequence -change and continuity -similarities and differences -Historical significance -sources and evidence -interpretations	How have you changed since you were born?	Why do we have celebrations? What now happens on 5th November every year?	Why do we think people started going to the seaside? What impact has plastic had on toys?	Will we ever know what caused the fire? What impact has plastic had on the world?	Why do we think Ancient Egyptian society and Bronze Iron Britain are such different civilisations? How do people's opinions change as a result of one	Why did the Vikings invade Britain? What impact have the Romans had on Britain?	Why do we think the Maya civilisation declined? What were the consequences of Henry VIII's reign?	What is the most important factor which caused the Industrial Revolution? Was the Industrial Revolution inevitable? What impact has Victorian charity had on the world today?

					person's actions?			
			How has/have the seaside/habitats changed over time? Are any features still similar?	What changes to nursing did Florence Nightingale bring?	Why did the Egyptians stop building pyramids?	What do you think stayed the same after the Roman conquest?	Was democracy in ancient Greece the same as in modern Greece?	What changes to daily life have been the result of discovering and harnessing electrical power?
			How are a poor child and a rich child's toys different?	What is similar and what is different about nurses today? (do not do Mary Seacole)	What is the same and what is different about the lives of the Ancient Egyptians and Iron Age Europeans?	How were the measures put in place to protect people from the Spanish Flu similar to Corona Virus measures?	What is similar and different about the Maya and Anglo-saxon civilisations? What was similar about Offa and Aja Tan Te K'inich's leadership?	How did men and women's lives differ throughout history?
			Why is going to the seaside special to us?	Why do we learn about the Fire of London?	Why is what happened at Pompeii so well-known to this day?	Why was WW2 important?	What influence Ancient Greece had on the Modern world ?	Why does the Industrial Revolution have such historical significance?
			Toys have improved over time. Do you agree or disagree?	Is Samuel Pepys diary a good source of information? Why?	What questions do archaeologists have when they find an artefact?	Why do accounts from opposing sides differ? Is a primary source better?	If two sources are conflicting, what can we learn from them? (differing views on the Space Race)	What can a biased source tell us about people's attitudes, feelings and beliefs at the time it was created?

			How do we use this toy?	How do we use this nursing equipment? Build on responding to one another's ideas.	You have found these items in a grave dig. Tell us about the person.	What were these Anglo Saxon artefacts used for?	What can this source not tell us?	In what ways can our sources be misleading (biased)?
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Key Vocabulary and Concept Introduction

N	R	1	2
Before a long time ago.	Before I was born Different Today Tomorrow Same When my mummy/daddy was little Yesterday	Artefact Impact Living Memory Modern New (er) Old (er) Living Memory Victorian - toys, seaside	Explorer Discovery Invention Materials/resources Myth/legend Timeline Time Order Victorian - medicine Stuart - Great Fire 20th Century - invention Traditional Stories

3	4	5	6
AD Ancient Archaeology BC Century	Empire Evidence Innovative Invasion Migration	Civilisation Court Decade Democracy Interpretation	Agriculture Class Colony Emigrant Execution

<p>Chronological Civilisation Evidence Era Fact Hunter-gatherer Monarch Nomad Opinion Slave Trade Stone Age to Iron Age - archaeology Ancient Egyptian - hierarchy Pompeii (Romans) - disasters Viking and Anglo Saxon - art 20th Cent - Rosa Parkes</p>	<p>Primary Source Propaganda Rebellion Revolt Secondary Source Settlement Tourism (places of historical interest) World War 2 - impact, propaganda Romans and Celts - invasion 20th Century - music Victorian - Great Stink UK Landmarks (all time) tourism</p>	<p>Monarchy Monastery Protesting Reformation Slavery Theory Vocabulary for leadership: ruler, kingdom/king, monarch, Tzar, empress, sultan, etc. XX years ago Maya and Anglo Saxons - hierarchy Leaders (all time) 20th Cent - Space Race Ancient Greece - democracy</p>	<p>Heresy Immigrant Industrial Parliament Peasant Reform Revolution Treason Tudors - propaganda in portraits, law Victorian - charity, invention, Industrial Revolution, migration Maya - tourism Viking and Saxon - law</p>
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