

History Topic & Progression Map						
Threshold Concept	Milestone 1		Milestone 2		Milestone 3	
	Year 1 Basic	Year 2 Advancing & Deep	Year 3 Basic	Year 4 Advancing & Deep	Year 5 Basic	Year 6 Advancing & Deep
	Autumn 1: Play at West Lodge Autumn 2: Toys Spring 1: Significant People, Kings and Queens Spring 2: Significant People, Kings and Queens Summer 1: Homes in the Past Summer 2: Homes in the Past	Autumn 1: Holidays in the Past Autumn 2: Holidays on the Past Spring 1: The Black Plague and The Great Fire of London Spring 2: The Black Plague and The Great Fire of London Summer 1: Significant Individuals Summer 2: Significant Individuals	Autumn 1: Changes in Britain from Stone Age to Iron Age Autumn 2: Changes in Britain from Stone Age to Iron Age Spring 1: Local History Spring 2: Local History Summer 1: The Roman Empire and its impact on Britain. Summer 2: The Roman Empire and its impact on Britain.	Autumn 1: The Viking & Anglo-Saxon Struggle for the Kingdom of England up to 1066 Autumn 2: The Viking & Anglo-Saxon Struggle for the Kingdom of England up to 1066 Spring 1: Ancient Egypt Spring 2: Ancient Egypt Summer 1: Explorers Summer 2: Explorers	Autumn 1: Victorian Britain Autumn 2: Rise of Metroland Spring 1: WW2/ Local History Spring 2: WW2 /Local History Summer 1: Waves of Migration (Post WW2) Summer 2: Waves of Migration (Post WW2)	Autumn 1: Ancient Greece Autumn 2: Ancient Greece Spring 1: Early Islamic Civilisation Spring 2: Early Islamic Civilisation Summer 1: History of Rights in South Africa Summer 2: History of Rights in Britain
Investigate & Interpret the Past <u>Red – repeated in both year groups within a milestone.</u>	- Ask questions such as: What was it like for people? What happened? How long ago? - Use artefacts, pictures, stories, online sources and databases to find out about the past.	- Observe or handle evidence to ask questions and find answers to questions about the past. - Identify some of the different ways the past has been represented. Use artefacts, pictures, stories, online sources and databases to find out about the past.	- Use evidence to ask questions and find answers to questions about the past. - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	- Suggest causes and consequences of some of the main events and changes in history. - Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. - Suggest suitable sources of evidence for historical enquiries.	- Use sources of evidence to deduce information about the past. - Select suitable sources of evidence, giving reasons for choices. - Understand that no single source of evidence gives the full answer to questions about the past.	- Seek out and analyse a wide range of evidence in order to justify claims about the past. - Use sources of information to form testable hypotheses about the past. - Refine lines of enquiry as appropriate - Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
Build an Overview of World History <u>Blue – repeated in both milestones</u>	- Describe historical events. - Describe significant people from the past.	- Recognise that there are reasons why people in the past acted as they did. Describe historical events. Describe significant people from the past.	- Describe changes that have happened in the locality of the school throughout history. Describe the characteristic features of the past, including ideas, beliefs, attitudes and	- Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world.	- Identify continuity and change in the history of the locality of the school. Describe the characteristic features of the past, including ideas, beliefs, attitudes and	- Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world.

			experiences of men, women and children.	• Describe the social, ethnic, cultural or religious diversity of past society.	experiences of men, women and children	. • Describe the social, ethnic, cultural or religious diversity of past society.
Understand Chronology	- Place events and artefacts in order on a time line. - Label time lines with words or phrases such as: past, present, older and newer. - Recount changes that have occurred in their own lives.	- Place events and artefacts in order on a time line. - Use dates where appropriate.	- Place events, artefacts and historical figures on a time line using dates. - Use dates and terms to describe events.	Understand the concept of change over time, representing this, along with evidence, on a time line.	- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). - Use dates and terms accurately in describing events.	- Identify periods of rapid change in history and contrast them with times of relatively little change. - Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
Communicate Historically	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	- Show an understanding of the concept of nation and a nation's history. - Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	- Use appropriate historical vocabulary to communicate, including: - dates - time period - era - change - chronology. - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	- Use appropriate historical vocabulary to communicate, including: - dates - time period - era - change - chronology. - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	- Use appropriate historical vocabulary to communicate, including: - dates - time period - era - chronology - continuity - change - century - decade - legacy. - Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.	- Use appropriate historical vocabulary to communicate, including: - dates - time period - era - chronology - continuity - change - century - decade - legacy. - Use original ways to present information and ideas.

Significant Individuals:

Christopher Columbus: Yr 4

William Shakespeare: Yr 5

Grace Darling: Yr 2

Queen Victoria: Yr 5

Florence Nightingale: Yr 2

Marie Curie:

Emily Davison:

Rosa Parks: Yr 6

Martin Luther King Jr: Yr 6

Queen Elizabeth II: Yr 1

Neil Armstrong: Yr 4

Tim Berners-Lee

David Attenborough

Nelson Mandela: Yr 6

Mahatma Gandhi: Yr 2

Ernest Shackleton: Yr 3