






Poulton Lancelyn History Progression Map




2020-2021





	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
National curriculum coverage	1. Changes within living memory 2. Events beyond living memory 3. The lives of significant individuals who have contributed to national and international achievements (some to compare aspects of life in different periods) 4. Significant historical events, people and places in their own locality	1. Changes within living memory 2. Events beyond living memory 3. The lives of significant individuals who have contributed to national and international achievements (some to compare aspects of life in different periods) 4. Significant historical events, people and places in their own locality	1. Changes in Britain from the Stone Age to the Iron Age 2. The Roman Empire and its impact on Britain 3. A non-European society that provides contrasts with British history – Mayan civilization c. AD 900	1. Britain's settlement by Anglo-Saxons and Scots 2. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 3. The achievements of the earliest civilizations (an overview of where and when the first civilizations appeared/ a depth study of Ancient Egypt)	1. A significant turning point in British history (the Reformation of the Church) 2. The achievements of the earliest civilizations (an overview of where and when the first civilizations appeared/ a depth study of The Shang Dynasty of Ancient China)	1. A local history study/changes in social history (Victorians) 2. A study of Greek life and achievements and their influence on the western world 3. Ancient Greece – a study of Greek life and achievements and their influence on the western world
Historical knowledge	1. History of our school and the Lancelyn Green family 3. Grace Darling and the history of the RNLI 4. <i>Summer topics TBC</i>	1. History of Port Sunlight village 2. The Great Fire of London 3. <i>Summer topics TBC</i>	1. Life in Britain from Stone Age to Iron Age 2. The Roman Empire and its impact on Britain 3. History of recycling 4. Ancient Maya 5. <i>Summer TBC</i>	1. Life in Britain during Anglo-Saxon and Viking rule 2. Ancient Egyptians 4. <i>Summer TBC</i>	1. Life in Tudor Britain 2. History of aviation 3. The achievements of The Shang Dynasty of Ancient China 4. <i>Summer TBC</i>	1. Life in Victorian Britain 2. Industrial Revolution and Chernobyl 3. Ancient Greece 4. <i>Summer TBC</i>

 Chronology	<ol style="list-style-type: none"> 1. Understand the difference between things that happened in the past and the present 2. Use common words and phrases related to the passing of time 3. Order a set of events or objects onto a simple timeline 4. Describe things that happened to themselves and other people in the past 	<ol style="list-style-type: none"> 1. Know where all people/events studied fit into a chronological framework 2. Identify similarities and differences between periods of time 3. Use the words 'past' and 'present' when telling others about an event 4. Understand how to put people, events and objects in order of when they happened using a simple timeline 	<ol style="list-style-type: none"> 1. Understand that a timeline can be divided into BC and AD 2. Use a timeline to place historical events in chronological order 3. Describe dates of and order significant events from the period studied 4. Learning is set within a chronological framework (with references to prior learning) 5. Establish narratives within and across periods studied 	<ol style="list-style-type: none"> 1. Understand that a timeline can be divided into BC and AD 2. Use a timeline to place historical events in chronological order using years 3. Learning is set within a chronological context (with references to prior learning) 4. Describe the main changes within or across periods of history 5. Establish clear narratives within and across periods studied 6. Note connections, contrasts and trends over time 	<ol style="list-style-type: none"> 1. Order significant events, movements and dates on a timeline (using more complex dates e.g. 8th May 1945) 2. Describe the main changes within or across periods of history 3. Place current study on a timeline in relation to other periods of study (linking to prior learning) and make comparisons to extend and deepen their chronological understanding and historical knowledge 4. Use a timeline to support learning of one of the concepts e.g. causes and consequences of the Reformation 	<ol style="list-style-type: none"> 1. Extend and deepen their chronologically secure knowledge of history and provide a well-informed context for further learning in KS3 2. Play key events/dates from current period of study on a timeline in relation to other periods studied 3. Use a timeline to track/compare aspects of one or more of the themes (e.g. crime and punishment) or concepts within the period being studied and a previous period. 4. Identify significant events, make connections draw contrasts and analyse trends within periods and over long arcs of time
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 Historical enquiry	1. Ask and answer basic questions by exploring events, pictures and artefacts	1. Ask and answer questions related to different sources and objects using concepts e.g. similarity and difference 2. With support, identify some different ways in which the past is represented 3. Ask questions about the past and use a range of information to answer questions	1. Use documents, printed sources (e.g. archive materials), the internet, databases, drawings, photographs, music, artefacts, historic buildings, museums, galleries or historic sites as evidence about the past 2. Ask questions and find answers about the past	1. Use a variety of sources as evidence about the past 2. Regularly address and sometimes devise historically valid questions (linked to the 4 concepts) 3. Construct informed responses by selecting and organising relevant information 4. With support, begin to explore the concept of primary and secondary sources	1. Understand how different types of sources are rigorously used to make historical claims 2. Choose a variety of reliable sources of evidence to answer questions and recognise that there is often not a single answer to historical questions 3. Investigate own lines of enquiry by posing questions to answer 4. Begin to recognise primary and secondary sources	1. Choose a variety of reliable sources of evidence to answer questions. Recognise that there are often contrasting opinions when answering historical enquiries. 2. Investigate own lines of enquiry by posing questions to answer to create relevant, structures and evidentially supported accounts (using evidence from more than one source) 3. Recognise primary and secondary sources
 Historical interpretation	1. Look at books, videos, photographs, pictures and artefacts to find out about the past 2. Understand some ways we find out about the past	1. Use a source – why, what, who, how, where, when to ask questions and find answers (including books, stories, eye-witness accounts, photographs, drawings, artefacts, buildings, museums, galleries, historical sites or the internet) 2. With support, discuss the effectiveness of sources 3. With support, identify different ways in which the past is represented	1. Explore the idea that there are different accounts of history 2. Understand how knowledge of the past is constructed from a range of sources	1. Begin to look at different versions of the same event in history and identify differences 2. Understand that different versions of the past may exist, giving some reasons for this	1. Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history 2. Evaluate evidence to choose the most reliable forms 3. Investigate how and why contrasting arguments and interpretations of the past have been constructed	1. Evaluate evidence to choose the most reliable forms 2. Know that people in the past have a point of view and that this can affect interpretation 3. Discern how and why contrasting arguments and interpretations of the past have been constructed, giving clear reasons why there may be different accounts of history, linking this to factual understanding of the past

 Significance	1. Talk about someone who was important e.g. in a simple historical account	1. Describe significant individuals from the past 2. Discuss (with support) how historical events and people can have an impact on life after an event	1. Identify historically significant people and events within the period studied and consider why they were significant 2. Understand the significant contribution made to society by a historical figure	1. Evaluate significant historical events in one period of history 2. Consider the lasting impacts a person or event had on different aspects of society.	1. Consider/explain the significance of events, people and developments in their context and in the present day 2. Evaluate the significant historical events or people in one or more periods of time and how they impacted life then and consider the impact on life now	1. Evaluate the significant historical events or people in one or more periods of time and how they impacted life then and the impact on life now 2. To recognise how important the consequences of a person's actions or an event was on a local, national and international scale and why it would be considered significant
 Cause and consequence	1. Understand that there are reasons why people in the past acted as they did and that this has consequences	1. Link to chronology – explore the events leading up to another event and the direct consequences after and the impact on people and society (e.g. Great Fire of London)	1. Recognise why people did things, why events happened and what happened as a result 2. To understand what has changed (society, settlements, beliefs etc.) as a result of an event	1. Explain how people and events in the past have influenced life today 2. Summarise what caused the event 3. Identify and explain reasons for results of historical events	1. Examine the short and long term causes and results of great events and the impact these had on people (e.g. Reformation of the Church) 2. Begin to make justifications on which causes were the most important	1. Analyse or explain reasons for, and results of, historical events, situations or change 2. Evaluate how the period/event impacted Britain and one or more areas of historical focus (e.g. society, culture, government etc.) in the short and long term.
 Continuity and change	1. Identify things that have changed or stayed the same between their own lives and life in a different time period	1. Compare and contrast changes that have been made in a particular period of time	1. Compare and contrast changes that have been made in and between different periods of times	1. Compare and contrast changes that have been made in and between different periods of times and begin to suggest reasons for this	1. Identify and explain continuity and change within and across periods of history. 2. Identify and note connections, contrasts and trends over time in the everyday lives of people	1. Identify and note connections, contrasts and trends over time 2. Explain and demonstrate an understanding of continuity and change within and across different periods and societies.

 Similarities and difference	1. Recognise some similarities and differences between the past and the present	1. Recognise some similarities and differences between different periods studied.	1. Use social, cultural, religious or ethnic diversity within a time period to show similarities and differences 2. To explore similarities and differences in a period of history in relation to now	1. Begin to demonstrate an understanding of the social, cultural and ethnic diversity in Britain and the wider world through history 2. Explore similarities and differences (e.g. social, cultural, religious etc.) to compare life in a different period to now	1. Demonstrate an understanding of the social, cultural and ethnic diversity in Britain and the wider world 2. Reach informed conclusions in relation to one or more time periods studied	1. Demonstrate an understanding of the social, cultural and ethnic diversity in Britain and the wider world 2. Reach informed conclusions in relation to one or more time periods studied and make hypothesis of why things are similar and different before using sources of evidence to seek answers.
 Presenting, organising and communicating	1. Talk, write and draw about things from the past 2. Use historical vocabulary to retell simple stories about the past 3. Use drama/role play to communicate about the past 4. Use simple timelines	1. Describe objects, people or events in history 2. Show an understanding of historical terms 3. Use simple timelines 4. Communicate ideas about the past in speaking, writing, drawing, role-play or computing	1. Use and understand appropriate historical vocabulary to communicate information 2. Present, communicate and organise ideas about the past e.g. speaking, writing or computing	1. Use and understand appropriate historical vocabulary to communicate information 2. Present, communicate and organise ideas about the past e.g. speaking, writing or computing 3. Start to present ideas based on their own research about a studied period	1. Use a variety of ways to present, communicate and organise knowledge and understanding including detailed discussions or debates 2. Demonstrate a good understanding of historical vocabulary including abstract terms related to topic 3. Engage with topic by researching and presenting information e.g. a child-led homework project or constructing and answering an enquiry question	1. Use a variety of ways to present, communicate and organise knowledge and understanding including detailed discussions or debates 2. Demonstrate a good understanding of historical vocabulary including abstract terms related to topic 3. Engage with topic by researching and presenting information e.g. a child-led homework project or constructing and answering an enquiry question