



## St James the Great HISTORY Progression Map



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Areas of study</b>	<p>Grace Darling- the lives of significant individuals.</p> <p>Changes in our living memory –Toys.</p> <p>Space Significant historical figures Neil Armstrong and Christopher Columbus.</p>	<p>Mary Seacole – the lives of significant individuals.</p> <p>Peckham – Changes within living memory and significant historical events.</p> <p>Great Fire of London – events beyond living memory that are significant.</p>	<p>Changes in Britain Stone Age to Iron Age. -daily life ion Stone Age, Bronze Age, Iron Age. -farming, tools.</p> <p>Ancient Egypt -importance of Nile -beliefs</p>	<p>Romans- Invaders and settlers -infrastructures, roads, towns.</p> <p>Anglo- Saxons -settlements and daily life.</p> <p>Ancient China -traditions</p>	<p>Vikings -Vikings raids and invasions.</p> <p>Ancient Greece Diversity of ancient Greek civilizations Government</p> <p>Influence of Ancient Greece Language Architecture Sport- Olympics</p>	<p>World War 2- The Blitz, impact of WW2 on London.</p> <p>Ancient civilisation- The Maya. -daily life -beliefs</p>
<b>Chronological understanding</b>	<p>Sequence events in their life.</p> <p>Sequence 2 or 3 objects (toys) from distinctly different periods of time.</p> <p>Match objects to people of different periods.</p>	<p>Sequence artefacts closer together in time.</p> <p>Sequence photographs etc. from different periods.</p> <p>Describe memories of key events in lives (Diary of Samuel Pepys).</p> <p>Peckham Town Project, looking at significate buildings in Peckham within a timeline.</p>	<p>Place the time studied on a time line. – Palaeolithic Period, Mesolithic Period, Neolithic Period. Also when studying Ancient Egypt.</p> <p>Use dates and terms related to the Stone Age and Ancient Egypt.</p> <p>Sequence several events within the Stone Age and Ancient Egypt.</p>	<p>Place events from period studied on time line. - Romans 625 BC. Anglo Saxons began 410 to 1066AD.</p> <p>Use terms related to the period and begin to date events of the Romans and Anglo Saxons.</p> <p>Understand more complex terms e.g BC/AD.</p> <p>Make comparisons between the Romans and the Anglo Saxons.</p>	<p>Know and sequence key events of time studied within the Vikings -began 793 and end in 1066 AD.</p> <p>Use relevant terms and period labels within the study of Vikings and Ancient Greece.</p>	<p>Place World War 2 on time line in relation to other studies.</p> <p>Use relevant dates and terms 1 September 1939 – 2 September 1945.</p> <p>Sequence up to 10 significant events within World War 2 on a time line.</p> <p>Mayan culture was well established by 1000 BCE, and it lasted until 1697 BCE.</p>
<b>Historical knowledge</b>	<p>Recognise the difference between past and present in their own and others' lives.</p>	<p>Recognise why people did things, why events happened and what happened as a result linking to Mary Seacole, The Great</p>	<p>Find out about everyday lives of people in time studied. Looking at how the Stone Age people survived e.g. shelter, clothes and food.</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied- Romans and Anglo Saxons.</p>	<p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late 'times' studied looking</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views</p>



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	They know and recount episodes from stories about the past.	Fire of London and Peckham town project.  Identify differences between ways of life at different times. Comparing the Great fire of London with today. Also looking at past photos/ maps of how Peckham has changed over time.	Compare the Stone Age lifestyle and the life style of those who lived in Ancient Egypt with our life today.  Identify reasons for and results of people's actions. Why did the Stone Age use animal's skins for clothing? Why did they use Whale bones to build housing? Why did the Ancient Egyptians carry out mummification?	Look for links and effects in the Roman and Anglo Saxons time.  Offer a reasonable explanation for some events. Why did the Anglo Saxons settle in Britain?	at the developments within time periods of Greece.  Compare an aspect of life with the same aspect in another period- Anglo Saxons.	and feelings. Within World War 2 and Maya civilisation.  Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Within World War 2 and Maya civilisation.  Know key dates, characters and events of time studied.
<b>Interpretations of history</b>	Use stories to encourage children to distinguish between fact and fiction.  Comparing toys Grandparents may have played with in comparison to what the children play with now.	Compare pictures or photographs of people or events in the past linked with Peckham and the Great Fire of London and Mary Seacole.  Discuss reliability of photos/ accounts/stories.	Identify and give reasons for different ways in which the past is represented through photos, newspaper articles and artefacts.  Distinguish between different sources – compare different versions of the same story.	Look at the evidence available.  Begin to evaluate the usefulness of different sources.  Use text books and historical knowledge.	Compare accounts of events from different sources – fact or fiction.  Offer some reasons for different versions of events.	Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.  Be aware that different evidence will lead to different conclusions looking at the bombing raids.
<b>Historical Enquiry</b>	Ask questions about visual sources.  Find answers to simple questions about the past.	Ask questions about historical events or people.  To observe or handle sources to answer questions about the past on the basis of simple observations of artefacts from the Victorians and The Great Fire of London.	Ask relevant questions about details in events/ people's lives. Use a range of sources e.g artefacts, articles, photos to find out about the Stone Age and Ancient Egypt.  Using evidence to build up a picture of past events.	Ask valid, open ended questions.  Begin to identify primary and secondary sources in the Romans and Anglo Saxons.	Ask a variety of valid, open ended questions.  Recognise primary and secondary sources.  Use evidence to build up a picture of a past event.	Ask a variety of valid, open ended questions.  To interrogate primary and secondary sources.  Use a range of sources to find out about World War Two.



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		<p>Looking at the primary resource of Samuel Pepys diary.</p>	<p>Looking at primary resources from Howard Carter for ancient Egyptians.</p> <p>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the Stone Age and Ancient Egypt.</p> <p>Begin to use the library and internet for research.</p>	<p>Ask a variety of questions about the Romans and Anglo Saxons.</p> <p>Use the library and internet for research.</p>	<p>Select relevant sections of information.</p> <p>Use the library and internet for research with increasing confidence.</p>	<p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Finding out when Maya civilisation was first discovered by archaeologists.</p> <p>Investigating the organisations of Maya cities and comparing this to London.</p>
<p><b>Organisation and communication</b></p>	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> <li>Discussion....</li> <li>Drawing pictures...</li> <li>Drama/role play..</li> <li>Making models.....</li> <li>Writing..</li> <li>Using ICT...</li> <li>Assemblies</li> <li>Trips</li> </ul>			<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p> <p>Assemblies</p> <p>Trips</p>		<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Assemblies</p> <p>Trips</p>