

History Progression Map		
Topic	Year Group	Content
Local History	Year 1	<ul style="list-style-type: none"> Woolwich: Ferry, DLR, General Gordon Square Mary Seacole/ Florence Nightingale - Nightingale hospital.
	Year 2	<ul style="list-style-type: none"> Greenwich palace and Greenwich during the Tudor period. Dr Barnardo, The ragged school – East London. Victorian Woolwich – Royal arsenal factories
	Year 3	<ul style="list-style-type: none"> Nightingale hospital. Great Stink – Thames & London’s sewage system. Crossworks Thamesmead pumping station. Woolwich/Greenwich in the Suffragette movement – Woolwich Arsenal workers
	Year 4	<ul style="list-style-type: none"> Roman settlement – Londinium. Burials in Southwark – depict diversity of Romanisation of the Thames Museum of London Docklands. Anglo Saxon London – Lundenwic (Covent Garden)
	Year 5	<ul style="list-style-type: none"> Anglo Saxon town names – London (Greenwich, Woolwich, Croydon). Counties – Kent, Essex, Sussex. St Pauls cathedral
	Year 6	<ul style="list-style-type: none"> Greenwich Royal artilleries (WW2), army barracks. East India company – British rule in India
Chronological Understanding	Year 1	<ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present Describe things that happened to themselves and other people in the past Order a set of events or objects based on when they happened
	Year 2	<ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Describe things that happened to themselves and other people in the past and present their findings Understand how to put people, events and objects in order of when they happened, using a timeline
	Year 3	<ul style="list-style-type: none"> Understand that a timeline can be organised into BC (Before Christ) and AD (Anno Domini) and BCE/CE Describe and order significant events within the period studied and compare to present day, using dates Use a timeline to place historical periods and events in chronological order and give reasons for their order
	Year 4	<ul style="list-style-type: none"> Understand that a timeline can be organised into BC/AD, BCE/CE and eras Use mathematical skills to help work out the time differences between certain major events in history Describe and order significant events and dates on a timeline using prepositional language Describe significant events within a period of history and how they have evolved over time
	Year 5	<ul style="list-style-type: none"> Make connections between time periods within British history and the wider world, constructing a detailed timeline, using mathematical skills to work out time scales Explain how significant events and dates have impacted on a period of time Research and explain the origins of a concept and its development through time
	Year 6	<ul style="list-style-type: none"> Draw parallels and conclusions between time periods within British history and the wider world, explaining when they occurred within a decade Independently place features of historical events and people from past societies and periods in a chronological framework

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		<ul style="list-style-type: none"> Identify and compare changes within and across different periods Argue how a historical concept can have both continuity and change and the impact of this on society
Understanding of events, people and changes in the past	Year 1	<ul style="list-style-type: none"> Recall some facts about people/events within living memory Understand how a location has changed over time Describe how a significant person from the past has contributed to society
	Year 2	<ul style="list-style-type: none"> Use information given to describe events and people beyond living memory Compare and contrast the differences within a locality, over time Give reasons why a significant person in the past may have made decisions in order to bring about change Give examples of how their lives are different to the lives of others in the past
	Year 3	<ul style="list-style-type: none"> Use information given to describe key features of a time period Identify reasons for and results of peoples actions in the past Identify similarities and differences between social classes
	Year 4	<ul style="list-style-type: none"> Research what life was like and the key features of a given time period Identify similarities and differences between social classes and the causes behind them Identify reasons for and results of peoples actions in the past and the explain the impact on modern day life
	Year 5	<ul style="list-style-type: none"> Research and evaluate what life was like and the key features of a given time period Identify similarities and differences between social classes and the causes behind them, within and between time periods Give own reasons why changes may have occurred, backed up by evidence
	Year 6	<ul style="list-style-type: none"> Research and formulate an opinion about what life would have been like and the key features of a given time period Analyse trends between different social classes and the causes behind them, within and between time periods Create a structured account of a past event, from multiple perspectives
Historical Enquiry And Interpretation	Year 1	<ul style="list-style-type: none"> Explore the different ways in which the past is represented Explore events, look at pictures, objects and artefacts and ask questions to compare Look at books, videos, photographs, pictures and artefacts to build a picture about the past Ask and answer questions about old and new objects
	Year 2	<ul style="list-style-type: none"> Recall different ways in which the past is represented Ask questions and find out answers about the past Use a wide range of sources, including trips and eye witness accounts to build a picture about the past Identify the difference between primary and secondary sources
	Year 3	<ul style="list-style-type: none"> Use primary and secondary sources as evidence about the past Ask questions and find answers about the past from a range of sources Explore the idea that there are different accounts of history and why they exist Suggest why certain events happened as they did in history

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		<ul style="list-style-type: none"> Recognise the part that archaeologists have had in helping us understand more about the past
	Year 4	<ul style="list-style-type: none"> Analyse and evaluate primary and secondary sources to collect evidence about the past Ask questions and find answers about the past, from a range of sources, evaluating the reliability Look at different versions of the same event in history and identify differences, in order to formulate a hypothesis Know that people in the past represent events or ideas in a way that persuades others
	Year 5	<ul style="list-style-type: none"> Compare and contrast primary and secondary sources to collect evidence about the past Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing probing questions to answer Know that people in the past could also have a point of view and that this can affect interpretation Give reasons why there may be different accounts of history Identify how history can impact on the decisions that are made i.e. government, wars, monarchy, crime and punishment Pose a historical hypothesis using primary and secondary sources to reach a reasoned conclusion
	Year 6	<ul style="list-style-type: none"> Critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some maybe more significant than others Choose reliable sources of evidence to pose and answer questions, where answers may be contradictory, in order to justify viewpoints Create a historical account, using existing primary and secondary sources as evidence Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past
Communication	Year 1	<ul style="list-style-type: none"> Tell stories and experiences about the past Talk, write, draw and role play events and people from the past
	Year 2	<ul style="list-style-type: none"> Describe objects, people or events in history, building on others ideas and discussions Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.
	Year 3	<ul style="list-style-type: none"> Build on, challenge and summarise others ideas in discussions, giving reasons for their opinions
	Year 4	<ul style="list-style-type: none"> Present opinions that are contradictory to their own Build on, challenge and summarise others ideas in discussions, giving reasons for their opinions coherently
	Year 5	<ul style="list-style-type: none"> Structure a detailed argument or complex narrative on a period of time Reach a shared agreement during discussions when evaluating a historical hypothesis or the validity of a source
	Year 6	<ul style="list-style-type: none"> Structure talk and debate in both formal and informal ways by grouping arguments by theme Respond to differences in opinion, offering increasingly complex responses, citing a wide range of evidence to support

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Greater Depth	Year 1	<ul style="list-style-type: none"> • Give reasons why a story was set in the past • Explain why certain objects were different in the past • Ask relevant questions, using artefacts provided
	Year 2	<ul style="list-style-type: none"> • Use a timeline to order objects or events chronologically using dates • Research the past using multiple sources to find relevant information • Explain why different accounts of the past may vary
	Year 3	<ul style="list-style-type: none"> • Use mathematical knowledge to work out how long ago events happened • Describe and explain events using cause and effect • Begin to use more than one source of information to bring together a conclusion about a historical event
	Year 4	<ul style="list-style-type: none"> • Use mathematical skills to round up time differences into centuries and decades • Communicate knowledge and understanding offering points of view based on their research • Recognise that people's way of life in the past was dictated by a variety of factors
	Year 5	<ul style="list-style-type: none"> • Explain how major events have impacted on our lives, such as medicine, technology and natural disasters • Understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past • Explore mankind's greatest follies from a specific time period
	Year 6	<ul style="list-style-type: none"> • Compare the advancements from two different time periods • Suggest relationships between causes in history • Compare mankind's greatest follies from one or more time periods

History Key Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young, old, new, then, same, different, past, present, after, future, museum, historian	chronology, source, local, community, recent, similar, contrast, difference, similarity, artefact, eye-witness, significant, compare, historical, ancient, modern	pre-historic, Neolithic, archaeology, excavate, century, primary source, secondary source, first hand, second hand, decade, century, civilisation, cause, consequence, nomadic, Anno Domini, millennium, Before Christ, suffrage	interpretation, gods, goddesses, Caesar, conquer, conquest, legacy, invasion, resistance, democracy, revolt, dark ages, middle ages, continuity, reliable, unreliable, truce, medieval	empire, revolution, legislation, reformation, anachronism, interpretation	propaganda, bias, motive, morale, alliance, home front, subjective, objective, orthodox, cavalry