

All Saints' Church of England Federation of Academies- Progression Map

(Progression of Skills found on Page 15)

Subject- History							
Intent- At All Saints' CE Federation, we are committed to providing children with a culture of resourcefulness, investigation and problem-solving in history. History is about real people who lived, and real events which happened in the past. Through engaging topics, led by children, we aim to develop pupils' skills in research, analysis, evaluation and communication, which would be valuable for their futures. In a positive caring environment, we provide the opportunity for every child to reach their full potential.							
Substantive Concept/ Strand- Empire							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Summer 1 Once Upon a Time...	Spring 2 We Are Great Britain	Summer 1 Bright lights, Big city	Spring 1 When in Rome	Autumn 2 Greece is the Word	Spring 2 Vanishing Empires	Summer 1 Walk like an Egyptian
National Curriculum Objective	- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;	The lives of significant individuals in the past who have contributed to national and international achievements	Events beyond living memory that are significant nationally or globally	The Roman Empire and its impact on Britain	Study of Greek life - their achievements and their influence on Western World.	The achievements of the earliest civilizations: an overview of where and when the first civilizations appeared.	Pupils have a depth of factual knowledge and understanding of Britain and the wider world. Pupils can identify features and make link between past societies and periods.
Knowledge	To be able to retell different fairytale stories that include kings, queens, princesses and and princes.	Who is Queen Elizabeth? What is her role? Why is she important? Important dates - Jubilee	Monarchy- family tree London in the past- building structure, streets, living conditions	Where Rome is located and how it got its name. How and why the Romans invaded (including Julius Caesar).	-Identify when the Ancient Greek period was in a timeline -Comparison of the Ancient Olympics with the modern Olympics.	-Differences between Mayan civilisation and Britain in Victorian times. -Understand that Mayans had Gods for different areas of their life and the	Who are the Egyptians? When did the Ancient Egyptian period start and end? To use primary and secondary sources

All Saints' Church of England Federation of Academies- Progression Map

		Timeline - Sorting pictures and simple dates	London present-how has London changed. Key events of the GFoL- Samuel Pepys diary, started in a bakery on Pudding Lane, fire spread due to living conditions and no fire safety. The fire lasted 5 days. 1666 London being rebuilt after the fire.	The importance of Roman roads to Britain. The significance of Hadrian's wall. The Roman Army. The Celts and the story of Boudicca.	- How the Greeks colonised and expanded. -Use artefacts to learn about Greek Gods and Goddesses -How the Greeks have influenced the modern/Western world. - Make comparisons between the Greek and Roman empire.	story of Mayan creation. -To recall reasons why the Mayans were a successful civilisation. -Theories of why the Mayan civilisation ended. - Mayan faiths and civilisations. - Make comparisons with western empires.	to learn about life in Ancient Egypt. How do Egyptian compare beliefs and behaviour with another time - (burying their dead/ gods/after life etc) Know the process of mummification and why they did it. Revisit soldiers and conflicts from WW2 and prior and compare tactics/ weapons etc.
Vocabulary	past , present long ago, grimm brothers? traditional ttales,	Jubilee Monarch Celebration Royal Family Coronation	London capital city fire Samuel Pepys mediaeval safety monarch jubilee	AD/CE, BC/BCE, army, soldiers, invasion, Celts, leaders, legion, straight roads, empire, conquer,	Acropolis, Ancient, City State, Civilization, Mount Olympus, Parthenon, Temple, Theatre, Tragedy, Comedy, Sparta, Athens, Alexander the Great, Column, Democracy, Myths, Pottery, Demi-gods, Zeus.	Mayans Civilisation Empire Southern Mexico Itzamna agriculture temples Mesoamerica hieroglyph expansion pyramid maize Poc to Poc	Ancient Egyptians Nile mummification canopic jars North Africa Tomb Pharaoh Pyramid artefacts primary/secondary sources
Substantive Concept/ Strand- Explorers							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic		Spring 1 Ice, Ice Baby Summer 1 Blast Off	Autumn 1 Around the World Spring 1	Spring 2 Volcanoes v Mountains		Spring 1 To infinity and beyond	Autumn 1 Ice, Ice Baby

All Saints' Church of England Federation of Academies- Progression Map

			Stomp in the Swamp (Mary Anning)				
National Curriculum Objective		<p>The lives of significant individuals in the past who have contributed to national and international achievements- Arctic explorers: Richard Weber -</p> <p>Look at women who have explored the arctic: Ingrid Christensen</p> <p>Events beyond living memory that are significant nationally or globally Look at women who have been in space- Lives of Tim Peake and Neil Armstrong (significant individuals from the past) -</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>-Amy Johnson</p> <p>Significant historical events, people and places in their own locality</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Mary Anning</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Link the study if mountains to the achievements of Edmund Hillary and Sherpa Tenzing (climbed mount Everest)</p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Pupils use historical concepts to create their own structured accounts, including written narratives and analyses. Pupils are aware that different evidence will lead to different conclusions (Shackleton's Journey and Titanic)</p>
Knowledge		<p>Who is Richard Weber and simple facts related to him.</p> <p>Timeline of his life - using pictures.</p> <p>Significant person - Mae Jemison</p>	<p>Amy Johnson was the first female pilot to fly alone from England to Australia</p> <p>Amy Johnson was born in Hull</p>	<p>Events leading up to and proceeding the eruption of Mount Vesuvius in Pompeii</p> <p>Impact of the eruption</p>		<p>Under the impact of the 'Space Race' on the western world and Britain.</p> <p>Explore Britain's contribution to space travel.</p>	<p>Knowledge of historical explorations to the polar regions</p> <p>Knowledge of a historical significant figure (Ernest Shackleton)</p>

All Saints' Church of England Federation of Academies- Progression Map

		<p>(Non-chronological report)</p> <p>Significant changes - Pluto no longer a planet</p> <p>Timeline of the animals that have been to space.</p> <p>Why did people long ago not go to space?</p> <p>Neil Armstrong - basic facts</p>	<p>Compare Amy Johnson and Tim Peaks achievements.</p> <p>Mary Anning: Fossil hunter who discovered some of the first dinosaur bones.</p> <p>Mary Anning's discoveries</p> <p>Important people in her life</p>	<p>How archeologists use artefacts to find out about events.</p>		<p>To investigate significant British people and their influence on the space travel- including Tim Peak.</p>	<p>To know about the events that contributed to the sinking of the Titanic</p>
Vocabulary		<p>explorer navigation journey travel discover endeavour</p> <p>Long ago Astronaut Earth Space Solar System Orbit African-American</p>	<p>significant pioneer influential piolet inequality</p> <p>research palaeontology fossils amenities</p>	<p>Primary sources Secondary sources, evidence, archeologist, excavate impact trustworthy</p>		<p>space race space travel influence contributions comparisons impact significance</p>	<p>exploration Shackleton endurance perseverance resilience survival Historical Sources</p>
Substantive Concept/ Strand- Invasion							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Come and Sing a Rhyme	Summer 2 Shiver Me Timbers		Spring 1 When in Rome	Spring 1 Invaders and Raiders Spring 2 Let the Battle Commence	Autumn 1 Wanted; Dead or Alive	Spring 1 We'll Meet Again

All Saints' Church of England Federation of Academies- Progression Map

<p>National Curriculum Objective</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling; 	<p>Blackbeard and other significant pirates</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p>		<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudicca - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>This could include:</p> <ul style="list-style-type: none"> -Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire -Anglo-Saxon invasions, settlements and kingdoms: place names and village life -Anglo-Saxon art and culture -Christian conversion – Canterbury, Iona and Lindisfarne <p>The Viking struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none"> -Viking raids and invasion -Resistance by Alfred the Great - Athelstan, first king of England -Further Viking invasions. -Anglo-Saxon laws and justice 	<p>Crime and Punishment</p> <ul style="list-style-type: none"> - Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - The Roman Empire and its impact on Britain - Britain's settlement by Anglo-Saxons and Scots - Vikings and Anglo Saxons - A local history study 	<p>Pupils recognise primary and secondary sources. Pupils use a range of sources to find out about an aspect of time past.</p> <p>Pupils can understand the methods of historical enquiry, including how evidence is used and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
--------------------------------------	---	---	--	---	--	--	--

All Saints' Church of England Federation of Academies- Progression Map

					-Edward the Confessor and his death in 1066		
Knowledge	To learn the nursery rhyme; - Humpty Dumpty - Jack and Jill	Significant person in history - Blackbeard How Blackbeard took treasure from others.		Where Rome is located and how it got its name. How and why the Romans invaded (including Julius Caesar). The importance of Roman roads to Britain. The significance of Hadrian's wall. The Roman Army. The Celts and the story of Boudicca.	-Why, when and where the Romans left Britain -Arrival of Anglo Saxons to Britain -Sutton Hoo -How Christianity has come in to England through Anglo Saxons -Anglo Saxon Kingdoms -Why the Vikings came to Britain -How the Vikings travelled to Britain -Viking lifestyle -Comparison of Anglo Saxon and Viking life.	What the Romans taught us about crime and punishment. What the Anglo Saxons and Vikings taught us about crime and punishment. What the Early Modern Era taught us about crime and punishment. Who invented prisons and the police? Palaeolithic, Mesolithic, Neolithic.	Understand how WWII started. - Know who was involved in WWII - allies/axis? -Understand the turning points of WWII - Understand the impact of the Battle of Supplies - Know how women supported the war effort -Understand what life was like for the people of Hull during WWII - Understand what life was like for Jews during WWII - Know how British Mathematicians helped to win the war. - Understand how a WWII soldier compares with a Roman soldier (Prior learning throughout school)
Vocabulary	march king's horses king's men grand old duke	Stealing Taking Crimes Pirate		-AD/CE, BC/BCE, army, soldiers, invasion, Celts, leaders, legion,	-AD/CE, BC/BCE, primary sources, secondary sources, century, village,	Jury Trial Judge Lawyer	code breaking conflict allies and axis Battle of Supplies

All Saints' Church of England Federation of Academies- Progression Map

		crew Blackbeard Edward Teach Queen Anne's Revenge Jolly Roger		straight roads, empire, sources	settlement, kingdom, religion, invaders, raiders, Paganism, Christianity, conversion.	Transportation Magistrate	World War Two blitz air raid Sources - reliable, interpretation Nazi Concentration Camp Holocaust Anne Frank
Substantive Concept/ Strand- British History							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Summer 2 We're All Going on a Summer Holiday/Ticket to Ride		Summer 1 Bright Lights, Big City	Autumn 1 Stone Age, Bone Age Spring 1 When in Rome	Summer 1 It's Electric!	Autumn 2 Into the Revolution	Spring 1 We'll Meet Again Spring 2 You're in the Army Now
National Curriculum Objective	Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;		Events beyond living memory that are significant nationally or globally	Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age -late Neolithic hunter-gatherers and early farmers for example, Skara Brae. (-Bronze Age religion, technology and travel, -for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture. To be incorporated in 2022-23)	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history, - The invention of electricity. Study of Thomas Edison and Lewis Latimer.	- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Pupils make appropriate use of dates and specialist terms. Sequence and compare the different time periods studied in previous years. Identify and evaluate how they have impacted one another, thus affecting the world that we live in today. Pupils recognise primary and secondary sources. Pupils use a range of sources to find

All Saints' Church of England Federation of Academies- Progression Map

	<p>Begin to make sense of their own life-story and family's history.</p> <p>Comment on differences in pictures - past and present.</p>			<p>The Roman Empire and its impact on Britain.</p> <ul style="list-style-type: none"> - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 			<p>out about an aspect of time past.</p> <p>Pupils can understand the methods of historical enquiry, including how evidence is used and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Pupils have a depth of factual knowledge and understanding of Britain and the wider world. Pupils can identify features and make links between past societies and periods.</p> <p>Pupils use historical concepts to create their own structured accounts, including written narratives and analyses. Pupils are aware that different evidence will lead to different conclusions</p>
--	--	--	--	--	--	--	--

All Saints' Church of England Federation of Academies- Progression Map

<p>Knowledge</p>	<p>Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.</p>		<p>London in the past- building structure, streets, living conditions</p> <p>London present- how has London changed.</p> <p>Key events of the GFoL- Samuel Pepy's diary, started in a bakery on Pudding Lane, fire spread due to living conditions and no fire safety. The fire lasted 5 days. 1666</p> <p>London being rebuilt after the fire.</p> <p>monarchy- family tre</p>	<p>The Stone Age has 3 different periods - Palaeolithic, Mesolithic, Neolithic.</p> <p>Stone Age tools were made from wood and bone.</p> <p>Stone Age people settled near rivers/woods to hunt food to survive.</p> <p>Archaeologists found information about the Stone Age times by looking at cave paintings and artefacts such as bones and food waste.</p> <p>Skara Brae is an English Stone Age Settlement in Orkney Islands, Scotland.</p> <p>Discovered after a storm. Most intact Stone Age settlement.</p> <p>Where Rome is located and how it got its name.</p> <p>How and why the Romans invaded</p>	<p>To discover how the invention of electricity has impacted on the world that we live in. To research who Thomas Edison and Lewis Latimer were.</p>	<p>What was the industrial revolution?</p> <p>What changed over this time?</p> <p>Why were rivers important?</p> <p>Local knowledge of how Hessle changed over the industrial revolution. It was rural so how did this affect the village/town?</p>	<p>Understand how WWII started.</p> <ul style="list-style-type: none"> - Know who was involved in WWII - allies/axis? -Understand the turning points of WWII - Understand the impact of the Battle of Supplies - Know how women supported the war effort -Understand what life was like for the people of Hull during WWII - Understand what life was like for Jews during WWII - Know how British Mathematicians helped to win the war. - Understand how a WWII soldier compares with a Roman soldier (Prior learning throughout school) -Understand and evaluate the significance and impact of Dunkirk and Operation dynamo. - Describe events from the Battle of
------------------	---	--	---	---	--	---	--

All Saints' Church of England Federation of Academies- Progression Map

				<p>(including Julius Caesar).</p> <p>The importance of Roman roads to Britain.</p> <p>The significance of Hadrian's wall.</p> <p>The Roman Army.</p> <p>The Celts and the story of Boudicca.</p>			<p>Britain and explain why it was a turning point in the war.</p> <ul style="list-style-type: none"> - Discuss and analyse the Allied plans for D-Day. - Evaluate whether D-Day was a success in both the short and long term - Discuss and debate VE day and know what it signifies to people in Britain and around the world. -Understand that VE day was not a time for celebration for everyone. -To understand why it is important to remember significant days in history. -Reflect on how life would have been different had they been a child living in 1945
Vocabulary	<p>grandparents mummy, daddy, brother, sister, auntie, uncle, younger, older</p> <p>A long time ago</p>		<p>London city fire Samuel Pepys mediaeval safety monarch</p>	<p>hunter gatherers</p> <p>Palaeolithic, Mesolithic, Neolithic.</p> <p>survival</p> <p>stone age</p> <p>food/clothes/</p>	<p>Inventor change recognition patent significant turning point impact</p>	<p>Industrialisation Humber River Transportation Coastal trade Urban Rural</p>	<p>code breaking conflict allies and axis Battle of Supplies World War Two blitz air raid Sources (Primary/Secondary)</p>

All Saints' Church of England Federation of Academies- Progression Map

				shelter - AD/CE, BC/BCE, - army, soldiers, invasion, Celts, leaders, legion, straight roads, empire,			Nazi Concentration Camp Holocaust Anne Frank Battle of Britain Evacuation Allies Axis Powers Civilians D-Day Evacuee Forces Military Naval Occupied VE Day Blitz Spitfire Operation Infantry Deception
Substantive Concept/ Strand- Local History							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Autumn 1 Look at me, I'm Special/Marvellous Me Autumn 2 Food, Glorious Food	Autumn 1 All The Fun of the Fair Autumn 2 Home is Where the Heart is	Autumn 2 Fish and Ships Summer 2 Going for Gold		Summer 2 Curious about the Coast	Autumn 2 Into the Revolution	Spring 1 We'll Meet Again
National Curriculum Objective	Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities	History of Hull Fair (local area history) - Significant historical events, people and places in their own locality.	Changes within living memory. Where appropriate, these should be used to reveal aspects of		A local history study	- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within	- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within

All Saints' Church of England Federation of Academies- Progression Map

	<p>and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>	<p>Why are animals no longer part of the circus? - Changes within living memory.</p> <p>Changes within local living memory</p> <p>Significant historical events, people and places in their own locality.</p>	<p>change in national life.</p> <p>Changes in Hesse</p> <p>Changes in transport</p> <p>Significant historical events ,people and places in their own local history</p>			<p>and across the periods they study.</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>and across the periods they study.</p>
Knowledge	<p>Begin to make sense of their own life-story and family's history.</p> <p>Know who is in their family.</p> <p>Where do they fit in the family?</p>	<p>Hull fair - Has Hull fair always looked the same?</p> <p>What is a circus?</p> <p>Timeline - simple no dates</p> <p>Local area - Has Hesse always looked the same?</p> <p>Questions based around the Humber Bridge</p> <p>What would the children like to find out about Hesse?</p> <p>What do they already know?</p> <p>How can you tell if something is old?</p>	<p>transport changes</p> <p>Use of transport: boats- fishing, transporting, sport, holiday</p> <p>how transport has evolved:</p> <ul style="list-style-type: none"> - change from horse to electric, petrol - bikes change from walking machine (wood, no pedals) to metal with pedals and breaks etc. 		<p>Changes over time of the Holderness coastline.</p>	<p>What was the industrial revolution?</p> <p>What changed over this time?</p> <p>Why were rivers important?</p> <p>Local knowledge of how Hesse changed over the industrial revolution. It was rural so how did this affect the village/town?</p>	<p>Local knowledge about hoe Hull changed and was affected during and after the events of World War 2.</p>

All Saints' Church of England Federation of Academies- Progression Map

			<ul style="list-style-type: none"> - compare similarities and differences in bikes <p>Sorting vehicles to past and present. change in use of transport:</p> <p>To explore when the local school opened and how it changed.</p>				
Vocabulary	grandparents mummy, daddy, brother, sister, auntie, uncle, younger, older	Hull history fair ride names travellers long ago/years ago Before tradition	<p>Eastriding transport vehicles travelling similarities and differences mode of transport</p> <p>Changes, locality, significance</p>		Holderness coastline, lost villages, change over time, local impact,	Industrialisation Humber River Transportation Coastal trade Urban Rural	code breaking conflict allies and axis Battle of Supplies World War Two blitz air raid Sources(Primary/Secondary) Nazi Concentration Camp Holocaust Anne Frank

All Saints' Church of England Federation of Academies- Progression Map

To be built into every strand throughout key stages.

EYFS & KS1

- From around the age of 4, children should begin to develop an awareness of the past. This includes being able to talk about the passing of time using keywords and phrases like “last year”. This vocabulary should develop as they learn and grow.
- As children progress, they should be able to recognise where events and people fit within a chronological framework or timeline. This could be a decade, like the 1960s, or a period of history with its own name - like the Victorian period, for instance.
- They should ask and answer questions and start to be able to describe something that happened using a piece of evidence or knowledge of a topic to explain their answer.
- There are different ways we can find out about the past and represent it, too: between the ages of 5 and 7, children should learn some of these ways. It may be that local history of a certain time gives us a very different perspective of a way of life than from someone in another part of the world, for example.

KS2 -

- Children should be able to describe clear narratives across the periods they study. What changes happened over this time? What happened, and how does it characterise the period?
- Being able to connect, contrast and identify trends over time becomes important - as does being able to use an array of historical terms.
- Selecting and organising primary and secondary sources to respond to a question - and ask their own, too. To question changes - why did that happen? What would the alternative have been?
- They will learn that history is constructed from different sources, and engage in critical thinking.

All Saints' Church of England Federation of Academies- Progression Map

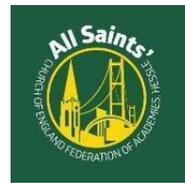
Progression of Skills

Year	Chronological understanding	Knowledge and understanding of significant aspects of history	Understand historical concepts	Historical enquiry	Organise, evaluate and communicate ideas
EYFS	Pupils can verbalise which came first between two pictures of their own experience. Pupils are exposed to appropriate terminology such as then and now and past and present. With support, pupils can order their family members.	Pupils are exposed to different stories and books that include elements of different eras and historical periods. Pupils talk about the lives of the people around them and their roles in society.	Pupils can discuss the past through settings, characters and events encountered in books read in class and storytelling.	Pupils can ask questions about books and stories that interest them.	Pupils can begin to verbally describe an event that has happened in their own past. Pupils can describe what they can see in a picture or photograph.
1	Pupils can sequence simple pictures within their own experience. Pupils can begin to use appropriate terminology such as past, then and now. Pupils can match objects to people of different ages. Time line of own life events linking to local area.	Pupils compare historical periods using the term 'then' and 'now' and identify the changes within these different time periods. Relate to local history exploring Hessle, 'then' and 'now'.	Pupils can give a simple explanation of a consequence to an action specifically a result of an event or action of an individual. Pupils use stories to encourage children to distinguish between fact and fiction. Explore the 'space race' and make simple explanations of what effect this had on the science world.	Pupils can find answers to simple questions about the past from sources of information. Ensure that children are not given too many sources.	Pupils can write simple sentences to describe an event or period of time. Pupils can obtain ideas about the past from pictures.
2	Pupils can identify similarities and differences between their lives and events studied. Recognise that dates are used to identify when events happened in the past. Pupils can sequence photographs etc. from different periods of their life. Linking to the local changes in Hessle, compare the similarities and differences and sequence pictures.	Pupils can draw simple conclusions and deduce information on the past from pictures and information. Pupils are beginning to give simple reasons why changes occur in the past. Explore how transport has changed over time and begin to give simple reasons why it has changed.	Pupils can give more than one effect of an event and give simple explanations. Identify 1 or 2 effects that the invention of different modes of transport had on society.	Pupils observe or handle sources to answer questions about the past on the basis of simple observations. Begin to explore more than one source and give simple observations.	Pupils can describe an event using temporal markers to show structure. Pupils can connect ideas and give simple phrases as to why an event occurred. Pupils begin to understand that information on the past may differ.
3	Pupils have some awareness of the different periods of the past and can identify some of the	Pupils have knowledge and understanding of some of the main events' people and changes from the past.	Pupils can give reasons for the result of the main events and changes. Pupils can describe and explain simple concepts such as	Pupils use a range of sources to find out about a period. Pupils observe small details artefact and pictures.	Pupils can identify some of the different ways in which the past is represented.

All Saints' Church of England Federation of Academies- Progression Map

	<p>differences and similarities between the periods. Pupils can sequence artefacts. Begin to compare the Stone Age and the Romans. Discuss how they are similar and different.</p>	<p>Pupils understand why people may have wanted to do something. Expand knowledge of the Stone age and how people lived. Give reason why they may have done the things they did.</p>	<p>cause and effect. Children can explore the impact of events that happened during the roman time and identify what consequence occurred.</p>	<p>Children begin to think about what a source can tell us about a person or time period.</p>	
4	<p>Pupils can describe and compare different periods from the past. Pupils have some awareness of how people's lives have shaped the nation. Pupils begin to understand more complex terms. Compare the Greeks to the Romans (that they looked at in the previous year). Explore how the likes of Boudica, and other significant individuals impacted on the way that history developed.</p>	<p>Pupils can explain some of the main events and give reasons for, and results of, the changes. Pupils can make connections between local, regional, national and internal history. Pupils offer a reasonable explanation for some events.</p>	<p>Pupils can understand more complex, abstract concepts. Pupils begin to evaluate the usefulness of different sources Children to start to look at different sources when researching different time periods and begin to discuss how reliable they are. Discuss how information changes, giving the example of Greek Myths.</p>	<p>Pupils use evidence to build up a picture of a past event. Pupils choose relevant material to present a picture of one aspect of life in time past. Pupils ask a variety of questions.</p>	<p>Pupils can understand that aspects of the past have been represented and interpreted in different ways.</p>
5	<p>Pupils can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world. Explore how crime and punishment has changed through time and evaluate how this has impacted on modern day.</p>	<p>Pupils can understand why some civilisations have been successful and why others have not. Pupils compare an aspect of life with the same aspect in another period. Explore the mayans and identify if they were a successful civilisation. Explore why.</p>	<p>Pupils understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past. Pupils offer some reasons for different versions of event. Children are able to look at different sources and comment on how reliable they are. When exploring crime and punishment explore different points of view.</p>	<p>Pupils begin to identify primary and secondary sources. Pupils use evidence to build up a picture of a past event.</p>	<p>Pupils can evaluate sources and identify those that are useful to the task. Pupils are beginning to make use of dates and terms to structure their work.</p>
6	<p>Pupils make appropriate use of dates and specialist terms. Sequence and compare the different time periods studied in previous years. Identify and evaluate how they have impacted one another, thus</p>	<p>Pupils have a depth of factual knowledge and understanding of Britain and the wider world. Pupils can identify features and make links between past societies and periods.</p>	<p>Pupils use historical concepts to create their own structured accounts, including written narratives and analyses. Pupils are aware that different evidence will lead to different conclusions</p>	<p>Pupils recognise primary and secondary sources. Pupils use a range of sources to find out about an aspect of time past.</p>	<p>Pupils can understand the methods of historical enquiry, including how evidence is used and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>

All Saints' Church of England Federation of Academies- Progression Map



	affecting the world that we live in today.	Pupils compare beliefs and behaviour with another time studied Look at the Egyptians and identify their beliefs and behaviours. Make links to other periods of time and which has had the greatest influence.			
--	--	--	--	--	--