

Progression Map - History



		Implementation	Intent
Subject	Year Group	Knowledge - Declarative (Factual information) and Procedural (Skill/application of skills)	Applied Learning and Skills - Used for assessment and retrieval
History - 1. Areas of Study	Y3	<p>Year group focus: To complete a study of the Romans. To know about changes in Britain from the Stone Age to Iron Age.</p>	<p>To be able to describe the Roman Empire and its impact on Britain. To be able to describe changes in Britain from the Stone Age to the Iron Age. To be able to describe changes over time and their impact on modern life.</p>
History - 1. Areas of Study	Y4	<p>Year Group Focus: Vikings, Anglo Saxons and Scots and their impact on Britain To complete a study of the ancient civilisation of Sumer.</p>	<p>To be able to describe Britain's settlement by Anglo-Saxons and Scots. To be able to describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. To be able to describe the achievements of the earliest civilisations</p>
History - 1. Areas of Study	Y5	<p>Year Group Focus: To complete a study of the Ancient Egyptians and Ancient Greeks and their impact on the modern world.</p>	<p>To be able to describe the achievements of the earliest civilisations To be able to describe the achievements and the impact of the Ancient Greeks</p>
History - 1. Areas of Study	Y6	<p>Year Group Focus: To complete a study of the Maya that contrasts with British history. To know about the impact of the Victorian era (linking to Industrial Revolution) in Britain, linked to local history. To know about the impact of WW2 in Britain, linked to local history.</p>	<p>To be able to create a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. To be able to describe a non-European society that provides contrasts with British history. To be able to explore local history links within Victorians/WW2 study.</p>

<p>History - Chronological Understanding</p>	<p>Y3</p>	<p>Declarative: To know the year AD (Anno Domini) marks the birth of Christ and BC (Before Christ) marks the period before Christ was born Declarative: To explore the time period between the origins of human civilization (Stone Age). Declarative: To know that pre-historic is time that occurred before human societies could write Procedural: To know how the terms AD and BC relate to a timeline. Procedural: To be able to place the Stone Age, Iron Age and Romans on a timeline</p>	<p>To be able to use dates and vocabulary relating to the study unit and passing of time.</p>
<p>History - Chronological Understanding</p>	<p>Y4</p>	<p>Declarative: To know that key changes and events of historical periods can be chronologically placed on a timeline using AD and BC markers. Declarative: To know that an alternative way of recognising AD is BCE (Before Christian Era) and CE (Christian Era) Declarative: To know that AD dates become larger the closer they get to the present day and BC dates become larger the further away they get from the present day.</p>	<p>To be able to describe the main changes in a period in history.</p>
<p>History - Chronological Understanding</p>	<p>Y5</p>	<p>Declarative: To know that timelines demonstrate the chronology and links between key civilisations in world history.</p>	<p>To be able to sequence key events and changes in the periods studied and show where these periods overlap.</p>
<p>History - Chronological Understanding</p>	<p>Y6</p>	<p>Declarative: To know that timelines demonstrate the chronology and links between key events and with note to significant inventions in world history. Procedural: To know how to explain that some events through history will have occurred concurrently in different locations. Procedural: To know how the power of the monarchy has changed over the last thousand years</p>	<p>To be able to identify and compare changes within and across different periods in terms of chronology.</p>

History - Historical communication	Y3	<p>Declarative: To know that historical information can be presented as a fact file, timeline, description.</p> <p>Procedural: To know how to present ideas and information about the past in variety of ways.</p> <p>Procedural: To know and develop understanding of how key historical concepts have affected the area of study: monarchy, church, invasion, civilisation, revolution, government, slavery, empire</p>	To be able to access historical information from a variety of different written sources.
History - Historical communication	Y4	<p>Declarative: To know that historical information can be presented as a fact file, timeline, description.</p> <p>Procedural: To know how to present ideas and information about the past in variety of ways.</p> <p>Procedural: To know and develop understanding of how key historical concepts have affected the area of study: monarchy, church, invasion, civilisation, revolution, government, slavery, empire.</p>	To be able to access historical information from a variety of sources including diagrams, lists, charts etc.
History - Historical communication	Y5	<p>Declarative: To know that historical information can be presented as a fact file, timeline, description.</p> <p>Procedural: To know how to present ideas and information about the past in variety of ways.</p> <p>Procedural: To know and develop understanding of how key historical concepts have affected the area of study: monarchy, church, invasion, civilisation, revolution, government, slavery, empire.</p>	To be able to present historical information in a variety of ways.

History - Historical communication	Y6	<p>Declarative: To know that historical information can be presented as a fact file, timeline, description or within a balanced argument.</p> <p>Procedural: To know how to present ideas and information about the past in variety of ways.</p> <p>Procedural: To know how the key historical concepts have affected the area of study: monarchy, church, invasion, civilisation, revolution, government, slavery, empire</p>	To be able to use and understand abstract historical terms and apply historical concepts taught across the curriculum.
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History - Historical enquiry	Y3	<p>Declarative: To know the sources include documents or artefacts created by a witness to a historical event at the time it happened.</p> <p>Declarative: To know that secondary sources were created by someone who did not experience or participate in the event.</p> <p>Procedural: To know how to ask relevant and effective questions using primary and secondary sources of information and follow a line of enquiry.</p>	To be able to use a range of sources to find out about the past: documents, pictures, photographs, artefacts and online sources.
History - Historical enquiry	Y4	<p>Procedural: To know how to choose from a range of sources (primary and secondary) to ask and answer questions which reflect a deeper historical understanding about the past: documents, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites.</p>	To be able to use evidence to build up a picture of a past event.

History - Historical enquiry	Y5	<p>Declarative: To know that events throughout history are triggered by earlier events and recognise the significance.</p> <p>Procedural: To know how to to compare and contrast aspects of history including rulers and monarchs, everyday life, homes and work, technology and innovation.</p> <p>Procedural: To know how to pose questions to better their own understanding</p>	<p>To be able to use a range of sources to find out about the past, identifying which of these are primary and secondary sources of evidence e.g. documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings.</p> <p>To be able to choose reliable sources of evidence to answer questions and build a picture of past events, realising that there is often not a single answer to historical questions.</p>
History - Historical enquiry	Y6	<p>Declarative: To know that sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p> <p>Declarative: To know that questions can be used to evaluate the usefulness of a historical source.</p> <p>Declarative: To know that sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p> <p>Declarative: To know that sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written.</p> <p>Procedural: To know how to examine artefacts and explain what they show us about that time in history.</p>	<p>To be able to analyse sources of information for accuracy, usefulness and relevance realising that there is often not a single answer to historical questions.</p>

History - Historical interpretation	Y3	<p>Declarative: To know that historical viewpoints demonstrate what a person thinks and feels about a historical event or person.</p> <p>Declarative: To know that the quality and amount of evidence affects the interpretation of events (e.g. hunting - cave paintings of hunters, is there any other evidence to back this up?)</p> <p>Declarative: To know that a secondary source interprets and analyses a primary source.</p> <p>Procedural: To know how to form an opinion using a variety of sources of evidence to make an interpretation.</p>	To be able to look at different versions of the same event in history and identify differences.
History - Historical interpretation	Y4	<p>Declarative: To know that historical artefacts can reveal much about the object's use or owner.</p> <p>Declarative: To know that some historical source materials are more reliable than others.</p> <p>Declarative: To know that primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.</p> <p>Procedural: To know how to gather evidence and use it to justify a historical interpretation</p>	To be able to use evidence to build up a picture of a past event

History - Historical interpretation	Y5	<p>Declarative: To know that a balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.</p> <p>Declarative: To know that there can be different versions of the same event due to different viewpoints.</p> <p>Declarative: To know that there can be different versions of the same event due to different viewpoints and some evidence can be classed as reliable/unreliable.</p> <p>Declarative: To know that people, both now and in the past, have a point of view and that this can affect interpretation; consider ways of checking the accuracy of interpretations.</p>	To be able to evaluate evidence to choose the most reliable forms.
History - Historical interpretation	Y6	<p>Declarative: To know that some evidence from the past is propaganda, opinion or misinformation.</p> <p>Declarative: To know that people, both now and in the past, have a point of view and that this can affect interpretation; consider ways of checking the accuracy of interpretations.</p> <p>Procedural: To know how to evaluate different perspectives of the past events to inform their own interpretations.</p> <p>Procedural: To know how to have an awareness of bias in historical sources when making an interpretation.</p> <p>Procedural: To know how personal bias may impact on historical interpretation.</p>	To be able to link sources and work out how conclusions were arrived at.

<p>History - Historical knowledge understanding events, people and changes in the past</p>	<p>Y3</p>	<p>Tribal tales</p> <p>Power Monarchs / Government:</p> <p>Declarative – To know that the Stone Age and Iron Age had no organised system of government. Stone/Iron Age -no organised system of government.</p> <p>Invasion / Struggle of minority groups:</p> <p>Declarative: To know how war looked in the Stone/Iron Age. Stone/Iron Age - tribal war</p> <p>Empire:</p> <p>Declarative: To know that stone/Iron age communities lived in small tribes. Stone/Iron Age - small tribal communities</p> <p>Civilisation - Lifestyle: Procedural: To know how stone/Iron age people lived including - living (subsistence), homes, tools to live, weapons to hunt, fire to survive, cave drawings.</p> <p>Beliefs - Religion / Rituals: Declarative: To know the importance of Stonehenge. Stone/Iron Age -worshipping of the sun, places of worship (Stonehenge).</p> <p>Inventions/Discoveries: Procedural: To know how they made fire/tools in the Stone and Iron Age. Stone/Iron Age - Fire, tools to survive</p> <p>Romans</p> <p>Power Monarchs / Government:</p> <p>Declarative: To know the governmental structure of the Romans. Romans - Roman hierarchy, Emperors (Julius Cesar, Claudius)</p> <p>Invasion / Struggle of minority groups:</p> <p>Procedural: To know how the Romans grew their empire. Romans - Roman army (organisation and effectiveness), invasion of Britain in 54BC</p>	<p>To be able to recognise why people did things, why events happened and what happened as a result</p>
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		<p>(Caesar) and 43AD (Claudius) reference to slavery and the struggle between rich and poor.</p> <p>Empire:</p> <p>Declarative: To know that the Roman Empire spanned Europe with links to modern day Europe.</p> <p>Civilisation - Lifestyle:</p> <p>Procedural: To know how the Romans lived including - rich versus poor, slavery, towns, homes, food, diet, clothing.</p> <p>Beliefs - Religion / Rituals:</p> <p>Declarative: To know that the Roman gods were important to them. Romans: Roman Gods</p> <p>Inventions/Discoveries:</p> <p>Declarative: To know that the Roman invented the following: aqueducts, flushing toilets, sewers, roads, tortoise shell formation for battle.</p>	
<p>History - Historical knowledge understanding events, people and changes in the past</p>	<p>Y4</p>	<p><u>Sumerians</u></p> <p><u>Empire:</u></p> <p>Procedural: To know a variety of reasons how the Sumerians rose to power.</p> <p>Sumerians: Rise to power.</p> <ul style="list-style-type: none"> • Agricultural advancements such as irrigation systems. • Urbanisation – established some of world’s first cities such as Uruk. <p><u>Monarchs / Government:</u></p> <p>Declarative- To know that Sargon was an important Sumerian leader.</p> <p>Sumerians- Sargon as one of the earliest established leaders and his achievements including:</p> <ul style="list-style-type: none"> • founded the Akkadian Empire. • unified various city states in Mesopotamia. <p><u>Invasion / Struggle of minority groups:</u></p>	<p>To be able to describe the impact of significant historical events, people and places in Britain.</p> <p>To be able to use evidence to reconstruct life in time studied.</p>

Declarative- To know that the Sumerians developed successful agriculture techniques and urban development.

Additional information below:

- Innovate agriculture such as techniques and tools.
- Urban development- surplus of food led to growth of cities such as Eridu.
- Trade networks- surplus of food led to specialised professions and complex social structures e.g. government.

Civilisation -Lifestyle:

Procedural- To know the Sumerians developed the writing system rather than paintings.

Beliefs - Religion / Rituals:

Declarative- To know that the Sumerians had their own gods.

The Sumerian gods- (Anu, Enll, Enka, Ninhursag, Inana, how they were worshipped in temples and were important in everyday lives.

Inventions/Discoveries:

Declarative- To know that the Sumerians invented a number system, wheel, script, tools and chariots.

Saxons/Vikings

Invasion / Struggle of minority groups:

Declarative- To know that the Anglo-Saxons settled, and the Vikings invaded including: Roman - In Britain: 410AD first **invasion** of Anglo-Saxons on mainland Britain - change in **dominant civilisation**.

Civilisation -Lifestyle:

Declarative- To know how Anglo-Saxons structured villages and how this impacted everyday life.

Beliefs - Religion / Rituals:

Declarative- To know that the Anglo-Saxons had a growing influence on the church, use of the church and beliefs of the afterlife.

Invasion / Struggle of minority groups:

Procedural- To know how the Vikings battled for control of Britain and how invasions supported this claim including Lindisfarne 1793AD, battle with Anglo-Saxons for control of Britain (Danelaw - Viking control), king of Wessex (Anglo-Saxon resistance. Use of long ships to invade.

Monarchs / Government:

Declarative- To know that King Aldred the great was a successful leader and how his empire was organised, including that he was the first king to unite all English Kingdoms.

Empire:

Declarative- To know that Britain was separated into Anglo Saxon Kingdoms.

Declarative- To know that Vikings divided Britain (Norsemen and Danelaw)

Dividing Britain into Anglo-Saxon kingdoms e.g. King of Wessex)
Vikings - **Norsemen** of the north, large parts of the Midlands and north of Britain
(Danelaw)

Civilisation and lifestyle

Declarative- To know that life in Viking Britain differs from life in modern day Britain.

Beliefs- Religion/rituals

Declarative- To know that Vikings worshipped gods and believed in life after death, including the concept of Valhalla and Asgard.

Inventions/Discoveries: (included in the above objectives.

Declarative- To know that Vikings developed longships and runes.

Declarative- To know that the Saxons used metal to create tools and weapons.

<p>History - Historical knowledge understanding events, people and changes in the past</p>	<p>Y5</p>	<p><u>Co-driver knowledge</u></p> <p>Declarative- To know that the fair coming to Ilkeston is a part of its history.</p> <p>Declarative- To know that the moon was discovered by Galileo.</p> <p>Procedural- To know how the moon was discovered.</p> <p>Declarative- To know that humanity visited the moon.</p> <p>Procedural- To know how humanity visited the moon and the concept of the 'space race.'</p> <p><u>Egyptians</u></p> <p><u>Power</u></p> <p><u>Monarchs/government</u></p> <p>Declarative- To know that the Egyptians were ruled by pharaohs.</p> <p>Declarative- To know of key pharaohs such as Tutankhamun.</p> <p><u>Invasion / Struggle of minority groups:</u></p> <p>Declarative- To know who the Egyptians were.</p> <p>Procedural- To know how the Egyptians farmed and settled near the Nile.</p> <p><u>Empire:</u></p> <p>Declarative- To know that the Egyptians were the most dominant civilisation of the time.</p> <p><u>Civilisation - Lifestyle:</u></p> <p>Declarative- To know that the Egyptians used slaves.</p> <p>Procedural- To know how slaves were used.</p> <p>Declarative- To know that the Egyptians worshipped their pharaohs and treated them as gods.</p> <p><u>Beliefs - Religion / Rituals:</u></p>	<p>To be able to compare and make links between some of the features of past societies (religion, houses, society, technology)</p>
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Egyptians - **Anubis** the God of **Mummification** and the after life, pyramids.

Declarative- To know that the Egyptians worshipped a range of gods.

Declarative- To know that the Egyptians believed in Anubis as the god of mummification.

Declarative- To know of the Book of the Dead and its links to the afterlife.

Procedural- To know how and why the Egyptians used mummification as a means of preserving the body.

Procedural: To know how to find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.

Inventions/Discoveries:

Egyptians - Using the **Nile** for transport of goods to other civilisations and movement of good from boats to land, writing, clocks, moving large stone to make pyramids, hieroglyphics.

Declarative- To know that the Nile was used to transport goods to other civilisations.

Procedural- To know how the impacted the building of the pyramids.

Declarative- To know that the Egyptians used hieroglyphics.

Ancient Greeks

Power

Monarchs/government

Declarative- To know that Alexander the Great was a Greek leader.

Procedural- To know how Alexander the Great grew his empire.

Procedural- To know how Alexander the great compared to other Greek leaders and his lasting impact.

Invasion / Struggle of minority groups:

Declarative- To know where the Ancient Greeks came within the civilisation timelines.

Procedural- To know how the ancient Greeks lived, and the development of their fighting skills.

Procedural- To know how the ancient Greeks compared to the Egyptians. (fighters)

Empire:

Greeks- Trojan War and the impact on Greece

Declarative- To know what happened in the Trojan War.

Procedural- To know how the Trojan War impacted the ancient Greeks.

Civilisation - Lifestyle:

Declarative- To know that Athens and Sparta existed within the Ancient Greek civilisation.

Procedural- To know how life differed between Athens and Sparta.

Procedural- To know that Athens and Sparta had conflict and how this was presented.

Beliefs - Religion / Rituals:

Declarative- To know that the Greeks believed in the Greek Gods.

Declarative- To name some notable Greek gods- Zeus, Hades, Poseidon.

Procedural- To know how the ancient Greeks worshipped the gods.

Declarative- To know the belief systems of the ancient Greeks for example- the underworld and Mount Olympus.

Procedural: To know how to compare beliefs and behaviour with another time studied- Egyptians.

Inventions/Discoveries:

Procedural- To how know the Olympics in ancient Greek differs from modern day Olympics.

Declarative- To know that the ancient Greeks implemented to concept of democracy.

Procedural- To know how the ancient Greeks implemented democracy and its lasting impact.

<p>History - Historical knowledge understanding events, people and changes in the past</p>	<p>Y6</p>	<p><u>Maya</u> Power:</p> <p>Declarative- To know that the Maya had influence through great leaders such as Pakal the Great.</p> <p>Invasion / Struggle of minority groups:</p> <p>Procedural- To know how the Maya were conquered by the Spanish as the new world was discovered.</p> <p>Empire:</p> <p>Declarative- To know that the Mesoamerican civilisation existed and its reach of power.</p> <p>Civilisation - Lifestyle:</p> <p>Declarative- To know that the Maya grew food and how it was sourced.</p> <p>Beliefs - Religion / Rituals:</p> <p>Procedural- To know how the Maya developed their polytheistic religion and the practise of animism.</p> <p>Inventions/Discoveries:</p> <p>Declarative- To know that the Maya discovered and used the number system.</p> <p><u>Victorians</u></p> <p>Lifestyle</p> <p>Declarative -To know that many schools were built during the Victorian era including ours (local links).</p> <p>Declarative- To know the railways were used effectively during the Industrial Revolution.</p> <p>Power:</p> <p>Declarative- To know that Queen Victoria reigned and her impact on the era.</p> <p>Procedural- To know how Queen Victoria’s reign impacted the Victorian era.</p>	<p>To be able to compare life in early and late 'times' studied.</p> <p>To be able to describe how periods in world history and events in the past affect/influence life today.</p> <p>To be able to describe the impact of significant historical events, people, and places in their own locality (Ilkeston)</p>
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Invasion/struggle of minority groups:

Procedural- To know how children lived in the Victorian era and the impact of Lord Shaftsbury.

Empire:

Declarative- To know that the Victorian era was a 63-year era.

Procedural- To know how the Victorian era and reign impacted Britain and the expansion of the empire across the globe.

Beliefs – Religion/rituals:

Declarative- To know that the Victorians followed Christianity with the introduction to Judaism.

Procedural- To know how Judaism increased through the escape from persecution in Russia.

Inventions/Discoveries:

Declarative- To know that the Victorians invented the telephone, light bulb, flushing toilet and computer.

Britain at war

Power

Declarative- To know that Britain struggled for power as WW2 approached.

Procedural- To know how Britain struggled for power due to Hitler's impact on the world.

Declarative- To know that the Battle of Britain, Dunkirk and the Blitz took place.

Procedural- To know how the Battle of Britain, Dunkirk and the Blitz affected British life, and their impact in the war.

Declarative- To know that the Holocaust is the name given to the genocide of Jewish people.

Procedural- To know how the Holocaust affected Britain.

Declarative- To know of the events of D-Day.

Procedural- To know how the events of D-Day led to it being considered one of the most successful operations in history.

Invasion / Struggle of minority groups:

Declarative- To know that the war had devastating effects for Jewish people.

Procedural- To know how the war affected Jewish people and the impact of the anti-Jewish law.

Empire:

Declarative- To know the role of appeasement and Neville Chamberlain

Procedural- To know how the role of appeasement impacted Britain.

Declarative- To know the role of Winston Churchill and his legacy.

Procedural- To know how Winston Churchill impacted Britain.

Civilisation - Lifestyle:

Declarative- To know that the roles of men and women within the war differed.

Procedural- To know how the role of men and women differed within the war.

Declarative- To know that Ilkeston was affected by the war.

Procedural- To know how Ilkeston was affected, including the bombings used to target the railways.

Beliefs - Religion / Rituals:

Declarative- To know of the anti-Jewish law and the persecution of Jewish people.

Procedural- To know how Jewish people were persecuted.

Procedural- To know how the persecution of Jewish people evoked a moral response.

Inventions/Discoveries:

Britain at War- Anne Frank's diary and what this tells us about historical events. The use of propaganda.

Declarative- To know that Anne Frank's diary is considered a primary source.

Procedural- To know how Anne Frank's diary gives us information about the war.

Declarative- To know that propaganda was used during the war.

Procedural- To know how propaganda was used and its influence.