



Star of the Sea Progression Map For History			
	EYFS	<p>The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for History are taken from Understanding of the World.</p>	
	Nursery		
KEY HISTORY LEARNING POINTS FROM EYFS CURRICULUM		<p><u>Autumn</u></p> <ul style="list-style-type: none"> • Talks about differences between themselves and family members • Recognises and engages with narration of photographs of themselves and people important to them • Represents roles in society within their play • Name family members in photographs • Name and describe some key characteristics of Bonfire Night • Name and describe the key events and characters that form part of the celebration of Christmas in the UK <p><u>Spring</u></p> <ul style="list-style-type: none"> • Talk about the key features of the local area • Give very simple explanations of how things work • Name some key aspects of the Easter story when shown pictures of key events <p><u>Summer</u></p> <ul style="list-style-type: none"> • Narrate, a stage at a time, the way a growing plant or animal is changing • Enact or describe aspects of cultural celebrations in very simple terms using new vocabulary accurately • Generate simple stories inspired by props. Create original stories with small world figure including dialogue 	
	Reception		
		<p><u>Autumn</u></p> <ul style="list-style-type: none"> • Knows what makes them unique including appearance, likes, dislikes, abilities • Knows that they used to be babies 	

		<ul style="list-style-type: none"> • Knows that adults used to be children • Talks about immediate family and what makes them unique / special • Identify similarities and differences between people of different ages • Describe and recall key facts from Bonfire Night, Diwali, Hanukkah and Christmas <p>Spring</p> <ul style="list-style-type: none"> • Describe how buildings have changed over time • Describe how jobs have changed over time • Describe how transport has changed over time • Describe how toys have changed over time • Describe the impact and changes in technology that have impacted our lives • Knows the impact of computers on life and culture and can explain the benefits they bring • Can describe the key people and events in the Easter story <p>Summer</p> <ul style="list-style-type: none"> • Can explain similarities and differences between England and other countries • Knows that their life is different to lives of children in other countries • Can explain the benefits and risks of different modes of travel around the world • Has an awareness of global warming and the things that can be done to reduce environmental impact • Knows how to care for the environment, limiting pollution and littering • Can describe the Eid festival and key features
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	YEAR GROUP 1	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
AREA OF STUDY		<u>TRANSPORT</u> Changes within living memory.	<u>WOMEN IN HISTORY</u>	<u>TOYS THROUGH TIME</u> Chronology Communicating history Investigating the past Thinking like an historian
CHRONOLOGICAL UNDERSTANDING		<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 		

		<ul style="list-style-type: none"> * Use a timeline to place important events * Use words and phrases such as: 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.
KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST		<ul style="list-style-type: none"> * Recall some facts about people/events before living memory * Say why people may have acted the way they did.
HISTORICAL INTERPRETATIONS		Look at books, videos, photographs, pictures and artefacts to find out about the past.
HISTORICAL ENQUIRY		<ul style="list-style-type: none"> * Identify different ways in which the past is represented. * Explore events, look at pictures and ask questions i.e., “Which things are old and which are new?” or “What were people doing?” * Look at objects from the past and ask questions i.e., “What were they used for?” and try to answer.
ORGANISATION AND COMMUNICATION		<ul style="list-style-type: none"> * Sort events or objects into groups (i.e. then and now.) * Use timelines to order events or objects. * Tell stories about the past. * Talk, write and draw about things from the past.

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	Y.G. 2	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
AREA OF STUDY		<u>GREAT FIRE OF LONDON (Newcastle/Gateshead)</u> Events beyond living memory.	<u>COMPARING QUEENS</u> Lives of significant individuals in the past who have contributed to national and international achievements.	<u>GRACE DARLING</u> Significant historical events, people and places in their own locality.
CHRONOLOGICAL UNDERSTANDING		<ul style="list-style-type: none"> * Understand and use the words past and present when telling others about an event. * Recount changes in my own life over time. * Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. * Use a timeline to place important events. 		
KNOWLEDGE AND UNDERSTANDING OF		<ul style="list-style-type: none"> * Use information to describe the past. * Describe the differences between then and now. 		

EVENTS, PEOPLE AND CHANGES IN THE PAST		<ul style="list-style-type: none"> * Look at evidence to give and explain reasons why people in the past may have acted in the way they did. * Recount the main events from a significant event in history
HISTORICAL INTERPRETATIONS		Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.
HISTORICAL ENQUIRY		<ul style="list-style-type: none"> * Identify different ways in which the past is represented. * Ask questions about the past. * Use a wide range of information to answer questions.
ORGANISATION AND COMMUNICATION		<ul style="list-style-type: none"> * Describe objects, people or events in history. * Use timelines to order events or objects or place significant people. * Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.

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	Y.G	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	3			
AREA OF STUDY		<u>CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE</u>	<u>ANCIENT EGYPT</u>	<u>THE NEW HARTLEY PIT DISASTER</u> Local history study.
CHRONOLOGICAL UNDERSTANDING		<ul style="list-style-type: none"> * Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) * Use a timeline to place historical events in chronological order. * Describe dates of and order significant events from the period studied. 		
KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST		<ul style="list-style-type: none"> * Use evidence to describe the culture and leisure activities from the past. * Use evidence to describe the clothes, way of life and actions of people in the past. * Use evidence to describe buildings and their uses of people from the past. 		

HISTORICAL INTERPRETATIONS		Explore the idea that there are different accounts of history.		
HISTORICAL ENQUIRY		<ul style="list-style-type: none"> * Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. * Ask questions and find answers about the past. 		
ORGANISATION AND COMMUNICATION		Communicate ideas about the past using different genres of writing, drawing, diagrams, data- handling, drama role- play, storytelling and using ICT.		
Star of the Sea Progression Map For Maths				
	Y.G 4	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
AREA OF STUDY		<u>ANCIENT GREECE</u>	<u>THE ROMANS</u>	<u>ROMAN EMPIRE (IMPACT ON GREAT BRITAIN)</u>
CHRONOLOGICAL UNDERSTANDING		<ul style="list-style-type: none"> * Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) * Order significant events and dates on a timeline. * Describe the main changes in a period in history. 		
KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST		<ul style="list-style-type: none"> * Use evidence to describe what was important to people from the past. * Use evidence to show how the lives of rich and poor people from the past differed. * Describe similarities and differences between people, events and artefacts studied. * Describe how some of the things I have studied from the past affect/influence life today. 		
HISTORICAL INTERPRETATIONS		<ul style="list-style-type: none"> * Look at different versions of the same event in history and identify differences. * Know that people in the past represent events or ideas in a way that persuades others. 		
HISTORICAL ENQUIRY		<ul style="list-style-type: none"> * Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. * Ask questions and find answers about the past. 		

ORGANISATION AND COMMUNICATION	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
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	Y.G	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	5			
AREA OF STUDY		<u>THE ANGLO SAXONS</u>	<u>THE VIKINGS</u>	<u>EARLY ISLAMIC CIVILISATION</u> Early ancient civilisation.
CHRONOLOGICAL UNDERSTANDING		<ul style="list-style-type: none"> * Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) * Order significant events, movements and dates on a timeline. * Describe the main changes in a period in history. 		
KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST		<ul style="list-style-type: none"> * Choose reliable sources of information to find out about the past. * Give own reasons why changes may have occurred, backed up by evidence. * Describe similarities and differences between some people, events and artefacts studied * Describe how historical events studied affect/influence life today. * Make links between some of the features of past societies. (E.g. religion, houses, society, technology). 		
HISTORICAL INTERPRETATIONS		<ul style="list-style-type: none"> * Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. * Give reasons why there may be different accounts of history. * Evaluate evidence to choose the most reliable forms. 		
HISTORICAL ENQUIRY		<ul style="list-style-type: none"> * Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. 		

		<ul style="list-style-type: none"> * 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 questions to answer. 		
ORGANISATION AND COMMUNICATION		<ul style="list-style-type: none"> * Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites 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 questions to answer. 		
Star of the Sea Progression Map For History				
	Y.G 6	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
AREA OF STUDY		<u>Breadth Studies</u> <u>CONFLICT THROUGH TIME</u>	<u>CRIME AND PUNISHMENT</u> <u>THROUGH TIME</u>	<u>LOCAL HISTORY STUDY</u> <u>NORTH EAST INVENTORS (Stephenson, Armstrong etc.)</u> Life in Britain in the Victorian times and industrial advances during this period.
CHRONOLOGICAL UNDERTANDING		<ul style="list-style-type: none"> * Order significant events, movements and dates on a timeline. * Identify and compare changes within and across different periods. * Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain 		

KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST		<ul style="list-style-type: none"> * Give reasons why changes may have occurred, backed up by evidence. * Describe similarities and differences between some people, events and artefacts studied. * Describe how some of the things studied from the past affect/influence life today. * Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)
HISTORICAL INTERPRETATIONS		<ul style="list-style-type: none"> * Evaluate evidence to choose the most reliable forms. * Know that people both in the past have a point of view and that this can affect interpretation. * Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
HISTORICAL ENQUIRY		<ul style="list-style-type: none"> * Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites 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 questions to answer.
ORGANISATION AND COMMUNICATION		<ul style="list-style-type: none"> * Communicate ideas about from the past using different genres of writing, drawing, diagrams, data- handling, drama role- play, storytelling and using ICT. * Plan and present a self-directed project or research about the studied period.