

Broadwood Primary School

History – Progression Map



Thread	Early Years Nursery Rhymes	Year 1 Toys old and New	Year 1 Grace Darling	Year 2 Florence Nightingale	Year 2 Great Fire	Year 3 Ancient Egypt	Year 3 Stone Age to Iron Age
<i>Understanding of how civilisations have developed and interacted</i>	Introduction to past	Generations within a family.	Roles of people making up a community.	Comparing roles in the past and present.	A society in the past where people helped each other.	A civilised ancient society that wanted to continue itself after death.	Back to the beginning of time. Developing the idea of gods. Humans organising way of life.
<i>Understanding of time Chronology</i>	Introduce the concept of the past.	Change over time Establish terms 'old' and 'new'	Compare our life with life long ago.	Introduce basic timeline over 200 hundred years.	Compare a natural disaster past and present.	Introducing full classroom timeline.	Three periods of time: Excavation in 1920s, today and Early time.
<i>Explanation Oracy (Cause and Effect. Change and Continuity)</i>	Reasons for things looking different in pictures and nursery rhymes.	Developing language to talk about times past.	Reasons for Grace Darling's actions. Changes to sea rescue as a result.	Reasons for Florence's actions. Changes to lives of soldiers as a result.	Studying the different and interrelated reasons for the fire, and prioritise.	Reasons why the funeral procedure was so important to this civilisation.	The effect of the introduction of tool making and farming.
<i>Point of view Oracy (Sources and Interpretations)</i>	Working out from clues. Different guesses.	Toys as sources. Interviewing as sources. Different opinions.	Study different versions of the rescue and realise they	Look at what different people thought of Florence and her actions.	Look at strength of evidence. Compare different	Work out how historians draw conclusions. Archaeology introduced.	Make deductions about way of life based on artefacts and images.

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			are not the same.		written accounts.		
<p>Understanding of concepts (Vocabulary)</p> <p>Job specialisation and social class</p> <p>Organised religion</p> <p>Art and culture</p> <p>Writing</p> <p>Centralised government</p> <p>Empire</p> <p>Chronology</p>	<p>King/Queen</p> <p>Throne</p> <p>Long ago</p> <p>Yesterday</p>	<p>Museum</p> <p>Past</p> <p>Present</p>	<p>Sailor</p> <p>Christian</p> <p>Burial</p> <p>Monument</p> <p>Gold</p> <p>Engrave</p> <p>Queen</p> <p>Island</p> <p>200 years ago</p>	<p>Medicine</p> <p>Church</p> <p>Christianity</p> <p>Tradition</p> <p>Writing</p> <p>Power</p> <p>Country</p> <p>Past Present</p>	<p>Poor Rich</p> <p>Church</p> <p>Art</p> <p>Image</p> <p>Government</p> <p>Royal Heir</p> <p>City</p> <p>Century</p>	<p>Society Caste</p> <p>Gods/Godesses</p> <p>Tomb Afterlife</p> <p>Construction</p> <p>Archaeology</p> <p>Artefact</p> <p>Parchment</p> <p>Papyrus Symbol</p> <p>Sign</p> <p>Hierarchy</p> <p>Pharaoh</p> <p>AD, BC, Ancient</p>	<p>Agriculture Hunter-gatherer</p> <p>Invention</p> <p>Settler Settlement</p> <p>Community</p> <p>Dependence Metal-working</p> <p>Religion</p> <p>Craftsman/woman</p> <p>Cave paintings</p> <p>Community</p> <p>Fort</p> <p>CE, BCE Pre history</p>
<p>Assessment Focus</p>	<p>Comparing pictures: Then and now.</p>	<p>Comparing pictures/toys: Then and now using past/present language.</p>	<p>How are the versions of Grace Darling's rescue different?</p>	<p>Why do we remember Florence Nightingale?</p>	<p>Why did the Great Fire burn down so many buildings?</p>	<p>How can we tell from this picture that the Ancient Egyptians believed in the afterlife?</p>	<p>Can you put these pictures in order from earliest times to later times?</p>

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	Year 4 Roman Empire	Year 4 Anglo Saxons and Vikings	Year 5 Mayans	Year 5 Ancient Greece	Year 6 Crime and Punishment	Year 6 Victorians	Year 6 Local Study
<i>Understanding of how civilisations have developed and interacted</i>	The development of towns and infrastructure.	The effects of having no parliament. The growth of Christianity and its effects on the civilisation.	An advanced stone age society with a highly developed culture.	Role of women and place in society. Democracy.	Development of Justice systems Punishment of criminals. Crime as a necessity to survive.	Effects of class. Laws to give people rights. Industrialisation.	Who was involved? What is their role? How did they fit into the class system? Who did they rule? Who ruled them? What type of evidence has been left?
<i>Understanding of time Chronology</i>	From 54BC through to 400AD	From 400AD to 1066	Link time with Anglo Saxons and Vikings.	Link time with Bronze Age in Britain.	Full thousand years, picking up from Vikings in year 4	Homing in on last section of Thematic and comparing with today	Fit Local Study onto Timeline.
<i>Explanation Oracy (Cause and Effect. Change and Continuity)</i>	Reasons why the Romans wanted to extend their empire. Effects of the Roman invasion on Celtic life.	Reasons for different invaders coming to our shore. The effects of battle for	Reasons for Mayan's success – link to Roman Empire.	Consequences of building of the empire. The effects of the empire on the modern world- The legacy.	Causes of crimes over time. Effects of punishments.	Reasons for people moving to industrialised towns. Different effects of the coming of railways.	What made things happen? What changes did these things bring about?

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		control of these lands.					
Point of view Oracy (Sources and Interpretations)	Gathering, comparing and weighing up information from different text books.	Sources deliberately exaggerated for a purpose. Stereotypical Viking images. Biased sources written by monks.	Interpretations on a civilised Society making human sacrifices.	Interpretations of written accounts of the battle of marathon.	Pupils own points of view. Historians differing views.	Reliability of sources Different perspectives of life in the past. Differing views of Historians.	How reliable are these sources? Do Historians agree on this? Did the different people involved have different views? Was this good or bad in your view?
Understanding of concepts (Vocabulary) Job specialisation and social class Organised religion Art and culture Writing Centralised government Empire Chronology	Slave Temple Theatre Latin Rebellion Governor Authority Suffering Ruler Ancestor Conquest Emperor Invasion Boundary Conflict Decade	Landowner Monastery Pope Painting Chronicle Tax Justice Kingdom Inheritance Migration Frontier Ally Alliance Dark Ages	Diversity Sacrifice Deity Divinity Soul Devotion Architecture Ebony Marble Inscription Honour Unity Empire Ancient BCE	Class Underworld Paradise Amphitheatre Olympics Scribe Parliament Democracy Official Council Politics Rights Emperor Ancient BCE	Peasantry Landholding Heresy Persecution Tapestry Manuscript Court Execution Revolt Torture Traitor Treason Enemy Colonisation Middle Ages Medieval	Aristocracy Estate Rights Moral Artist Literature Monarchy Oppression Resistance Privilege Protest Liberation Diplomacy Imperialism BCE CE	Selection of previous as appropriate

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<p>Assessment Focus</p>	<p>Why did Claudius invade? Why do you think these two artists have painted Boudicca looking so different?</p>	<p>How did people's lives change with the coming of Christianity? Explain why the two pictures show the Vikings so differently?</p>	<p>What can we tell about Mayan civilization 1,000 years ago from these 3 pictures?</p>	<p>What do these images tell us about life for women in Ancient Greece? Why is it so difficult to find out what life was like for women at this time?</p>	<p>Why did punishments become so bloody in the 18th century? (Hogarth painting) Has the way we catch and punish criminals improved that much in the last 100 years?</p>	<p>How can we tell that this is a picture of life in Victorian times?</p>	<p>How has Newcastle helped change the world?</p>
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