

Autumn Term							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of knowledge and skills through enquiries		Why do we know so much about the Great Fire of London?	What does it mean for someone to make history?	What did the Vikings want in Britain and how did Alfred help to stop them getting it?		How did the lives of ancient Britons change from the Stone Age to the Iron Age?	Why was winning the Battle of Britain in 1940 so important?
Identify and recognise		Identify and recognise the events of the Great Fire of London. Identify and describe the differences between primary and secondary historical evidence. Identify and describe the main larger buildings of London based on artistic reconstructions/ modern day.	Identify the person most associated with Guy Fawkes. Recognise that Guy Fawkes is seen as a history maker. Identify six people who are all seen as having made History during their lives. Recognise that the achievements of some history makers are more significant than others. Recognise that everyone can make history.	Recognise that in the past people, referred to as Vikings, attacked Britain. Recognise that Alfred was king of one of several kingdoms that made up England at the time. Identify a Norse longship. Identify on a map some areas of Britain settled by Norsemen.		Recognise who the Amesbury Archer probably was. Recognise the Bronze Age stone monuments at Merrivale. Identify some modern-day monuments. Recognise people known as Ancient or Stone Age Britons. Identify footprints left by a family in Norfolk almost a million years ago. Identify some features of an Iron Age hill fort.	Identify and recognise that the Battle of Dunkirk in 1940 involved British and Allied troops fighting Nazi Germany. Recognise some of the ways in which the Second World War changed life in Britain then/ now.
Describe and suggest reasons		Describe events of Great Fire of London. Describe a typical day for Samuel Pepys. Describe and provide reasons for the causes and effects of the Great of London.	Describe what is commemorated on Guy Fawkes Night. Suggest reasons for this. Describe and compare those identified as having made history during their lives. Describe how they would like to make history in their lifetime. Suggest reasons why some people are remembered as history makers and others not. Describe and suggest reasons for how people have made history during the past 6 or 7 years since they were born.	Identify and describe some features of homes that Norsemen built in Britain. Describe the likely feelings of people in Britain when the attacks by Norsemen began. Describe some likely reasons for the Viking attack on Lindisfarne in 793. Suggest reasons why people in Britain called the invading Norsemen 'Vikings'. Describe and give reasons for the distribution of areas. Describe and explain how King Alfred resisted and overcame the threat of the Norsemen.		Describe and suggest reasons for how life had changed for most people at the end of the Stone Age from that of people at the start. Describe some of the ways of life associated with Ancient Britons. Describe and suggest reasons for why archaeologists can never be certain about the purpose of artefacts they discover. Suggest reasons for how archaeologists think that the Iron Age was a violent period.	Describe why there was a risk of Nazi Germany invading Britain after the Battle of Dunkirk. Describe the events leading up to the Battle of Dunkirk. Describe and suggest reasons for why the Battle of Britain was so important to Second World War. Identify and describe some of the ways in which the ways of life of children, their families and local communities changed in Britain during the Second World War.

Select			Select a reason for the importance of those having made history in their lives.				
Compare and contrast		Compare and contrast the fire service now and then.	Compare and reach a judgement about the relative importance of the achievements of six history makers.	Compare and contrast these homes with those of Anglo- Saxons.		Compare and contrast Merrivale with another famous Bronze Age stone monument and describe and explain the similarities and differences.	
Explain			Explain the difference between a commemoration and a celebration. Explain the difference between history makers who are famous and those who are unfamous.	Explain who the 'Vikings' really were, where they lived and why they began attacking the British Isles. Explain how the myth of Norsemen wearing horned helmets may have originated. Explain how news of the Norse attacks most likely spread to the remainder of the British Isles. Explain why a Norse Longship was an ideal vessel for raiding the east coast of Britain. Explain why Norsemen homes were very different. Explain why King Alfred is known as 'the Great' today.		Explain the difference between a Stone Age summer and winter camp. Explain the difference between history and prehistory and recognise that the Stone Age ended approximately 4500 years ago at the beginning of the Bronze Age. Explain what an artefact is and how archaeologists use them to infer how people may have lived in the past. Explain the main features of an Iron Age hill fort and how it may have looked when it was first constructed. Explain with the help of artefacts why archaeologists infer that the Iron Age was a violent time. Explain the use of monuments.	Explain what happened during and at the end of the fighting during the Battle of Dunkirk. Explain why Britain faced the possibility of invasion. Explain how Hitler in the event of an invasion, would have transported troops to Britain.
Demonstrate understanding						Understand that the first modern humans arrived in Britain between 850,000 and 950,000 years ago. Understand what an archaeologist is and what they do. Understand that the Stone Age lasted for almost a million years and during that time ways of life changed greatly.	Understand that the Luftwaffe needed to defeat the Royal Air Force if Germany was to invade. Understand that the Battle of Britain was fought during the Second World War between the Royal Air Force and the Luftwaffe. Understand what propaganda is.

						Understand why the end of the nomadic hunter gatherer lifestyle and the beginning of a sedentary farming way of life was one of the most significant events in the history of Britain. Understand why the Romans also used Iron Age hill forts after they conquered Britain. Understand that people may have travelled a long way to attend ceremonies at Merivale. Understand what it means to infer or deduce something and how this may lead to misjudgements.	Understand that assigning significance to historical events is a subjective judgement and is influenced by the perspective of the person making it.
Empathise				Empathise with the people of Lindisfarne and the Kingdom of Northumbria as Norse attacks became more frequent and destructive.		Empathise with the likely feelings of someone attending a ceremony at Merivale for the first time.	
Reach informed conclusions and make reasoned judgements						Reach a conclusion about how the important ways in which life for Ancient Britons changed during the Stone Age. Make a reasoned judgement about why Ancient Britons could not have lived permanently in caves as it often thought. Reach and judgement as to why the Bronze Age was a much more peaceful time than the Iron Age. Reach a judgment about the purpose of Merivale.	Reach a judgement about how serious the threat of invasion was. Reach a judgement as to which factors were most significant in contributing to the Royal Air Force winning the Battle of Britain. Reach a judgement about why Hitler decided to make public Nazi Germany's invasion plans. Reach a judgement about how successful Hitler would have been in transporting troops to Britain.
Justify						justify the features of an Iron Age hill fort.	Justify their views and evaluate the causes and effects of the Second World War and the actions taken by Britain.

Evaluate						Evaluate the features of camps and how they would have been different.	Describe and evaluate the various factors which contributed to the Royal Air Force winning the Battle of Britain.
Critique							Read and listen to the speeches of Winston Churchill after the evacuation of Dunkirk. Critique the purpose of the language and intonation he used.
Hypothesise							Hypothesise why Hitler needed to defeat the Royal Air Force before launching an attack.

Southam Primary History Progression Map

History: Past and Present	What can I do now that I couldn't do before? Comparing baby pictures – introduce simple timeline/sequencing Significant people: Who do you live with? Who's in your family? People who help us/exploring different jobs – what would you like to do when you grow up?	Why do we celebrate Bonfire Night? Why do we buy poppies? Where the Poppies may grow.	What is an explorer? Why are explorers important? Past Polar expeditions, Prince Harry's Polar expedition, David Attenborough Moon landing, space rockets/shuttles over time and into the future	What was farming like before tractors? Southam (past/present) – local history Farming (past/present) – changes in technology Significant People: Who is King Charles III?
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