

Rowdown Primary History Progression Map

Year Groups	Chronological Understanding	Cause and consequence: How and why events occur	Change and continuity: How things change over time	Similarity and difference: How things compare	Historical significance: What is important in history	Historical interpretations: How historians interpret the past	Sources and evidence
EYFS	A1 family trees A2: Past and present: - dinosaurs - technology	Autumn 2: Dinosaurs extinction Improving how we carry out everyday tasks using technology	Sum 2: Personal timeline: Growing and changing	Sum 2: Seaside holidays then and now	S2: <i>Queen Vic</i> introduce seaside holidays	A2: Fossils A1: photos	Family photos Fossils Technology from the past Seasides from the past
Year 1	LIFE IN THE PAST Sequence artefacts from different periods of time; Match objects to people of different ages	TOYS/ LIFE IN THE PAST Invention of plastic and new technology made toys more colourful and plentiful and time saved on household tasks.	TOYS/ LIFE IN THE PAST Inventions - how the invention of plastic changed toys and homes	LIFE IN THE PAST How life is different now to Victorian times and 1950s. How homes have changed. TOYS How toys have changed since the last 100 years.	GRACE DARLING Grace Darling saving sailors. Invention of plastic.	GRACE DARLING newspaper clips from the past.	LIFE IN THE PAST Asking questions from their Grandparents. TOYS looking at toys from the past. Looking at pictures from the past.
Year 2	Florence Nightingale and Mary Seacole Sequence photographs etc. from different periods of their life;	Great fire of London How did the fire start and why did it spread?	Great fire of London How buildings changed firefighting equipment change Florence Nightingale How nursing changed over time	Florence Nightingale and Mary Seacole What were the similarities and differences between these two nurses? Victorians Comparing life of poor and rich children	Victorians What countries were part of the empire; How the empire was controlled and ruled Inventions in Victorian era	Great Fire of London Understand what the primary and secondary sources are; What the primary sources are for the Great Fire of London; What the secondary sources are for the Great Fire of London	Florence Nightingale and Mary Seacole use of artefacts look at the photographs

Year 3	<p>What the important events are in the Stone Age; sequence events in chronological order To chronologically order the different periods of the Roman Empire?</p>	<p>The three periods of the Stone Age: Palaeolithic, Mesolithic and Neolithic Who Alexander The Great was/ Olympic games/ democracy Roman invasion of Britain</p>	<p>What Stone Age invention we still use today The cultural achievements of Greece - The Olympic Games - The birth of democracy How the Romans change Britain,</p>	<p>What was life like in the Stone age? The difference between Athens and Sparta</p>	<p>Why was Alexander so Great? What is the significance of the Peloponnesian Wars? Why Boudicca is important in British history</p>	<p>Boudicca a true legend or a fiction:What reliable evidence we have that she existed</p>	<p>How do we know about Ancient Greece? What can we learn from the artefacts What types of buildings did the Romans leave behind?</p>
Year 4	<p>Understand why and when invaders and settlers arrived. Place significant events from the Anglo Saxon, Viking and Norman periods on a timeline,</p>	<p>Look at aftermath of Edward's death and the different claims to the throne. Events leading to the Battle of Hastings. Significance of Bayeux tapestry.</p>	<p>Norman castles - development from the motte and bailey castles to stone castles to improve defences. Building of Tower of London to defend William the Conqueror from enemies</p>	<p>Look at an Anglo Saxon settlement. Compare to Roman towns Find out what Anglo-Saxons ate, what Anglo-Saxon villages looked like, and the jobs Anglo-Saxons did</p>	<p>Vikings Viking longships - : how were they built, materials used - contribution to shipbuilding The pagan beliefs of the Anglo-Saxons, - The importance of Norse mythology, - How Augustine reintroduced Christianity to England</p>	<p>Viking attack on Lindisfarne What primary and secondary sources we have about the Vikings -What the monks say about the Vikings and How reliable these sources are, -What the Saxon and Viking accounts of the same events -How to analyse the historical evidence to really understand what the Vikings were like</p>	<p>Children examine a range of replicas of Anglo Saxon Artefacts. What are they made of? - What might they be used for? -What do they tell us about Anglo Saxon life?</p>
Year 5	<p>WW2 - understanding events in Germany 1930 onwards and how it lead to the start of WW2</p>	<p>WW2 - Bombing London / cities - leads to evacuation of cities to countryside</p>	<p>WW2 - role of women Lives of children in WW2 Ancient Egypt - use of hieroglyphics</p>	<p>Ancient Egypt - roles in society, roles in modern society Aztecs - how do Aztecs move around, compare modern lives to Aztec lives.</p>	<p>Ancient Egypt - pyramids WW2 - Holocaust - memorial day</p>	<p>WW2 - primary and secondary sources, analysing evidence from different countries, propaganda</p>	<p>WW2 - newspaper articles, videos (living memories) Egypt - artefacts,</p>

	Aztecs - which period in history were the Aztecs and compare to the same time period in other countries	Aztecs - Spanish conquest leads to the Aztec Empire				Aztecs - making inferences from artefacts	pyramids, Pharaohs tombs
Year 6	WW1 - events leading up to the war (treaties and alliances)	WW1 - assassination of Archduke Franz Ferdinand, role of the treaties and alliances	WW1 and wars today - weapons changed, military strategy changes (trenches), uniforms and bombing by aircraft, chemical warfare, role of women in factories and medicine	Monarchs - comparisons of portraits of monarchs, why they are painted in a certain way	American history - ongoing discrimination following desegregation (police brutality and black protestors and activists)	Tudors - primary and secondary sources and discussed how we learn about the past and can we trust the evidence - can we just trust primary or secondary alone (why do people write as they do?)	Monarchs - portraits of Elizabeth I and why she presented herself in that way