Brockwell Junior School History Progression Map

History - Understanding the significance of the past.

"How do you know who you are unless you know where you have come from? How can you tell what is going to happen, unless you know what's happened before? History isn't just about the past. It's about why we are who we are – and about what's next." Tony Robinson

,	Year 3			Year 4			Year 5			Year 6		
	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July
	Learning Challenge											
	What were the wonders of Ancient Egypt?	of ancient Britons change during the Stone Age? What is the secret of the standing stones? How do artefacts help us understand the lives of the people in Iron Age Britain?		Who were the Anglo-Saxons and how do we know what was important to them?	How did the arrival of the Romans change Britain?	What did the Vikings want and how did Alfred help to stop them getting it?	The story of The Trojan Horse: historical fact, legend or classical myth? How can we re- discover the wonders of Ancient Greece?		Eyam and Longshaw Why were the villagers of Eyam heroes to the county of Derbyshire and Beyond? Linked to Geography learning challenge question: Who are Britain's National Parks for? Local study within the Peak District Why was winning the Battle of Britain in 1940 so important? What is it like to live in a warzone?	empire the worls has ever seen?	To be or not to be? The Life and Works of William Shakespeare (Home LC)	How could Hitler have influenced a nation like German to have followed him? Who were the Mayans and what have we learnt from them?
Subject Knowledge Overview Coverage												
	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	Changes in Britain from the Stone Age to the Iron Age		Britain's settlement by Anglo-Saxons and Scots	The Roman Empire and its impact on Britain	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Ancient Greece – a study of Greek life and achievements and their influence on the western world		A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	history that extends pupils' chronological	or theme in British	A study of an aspect or theme in British history that extends pupils' chronologica knowledge beyond 1066 A non-European society that provides contrasts with British history ~ the Maya civilization c. AD 900

and AD (Anno Domini) Use a timeline to place histor Describe dates of and order studied.	derstand that a timeline can be divided into BC (Before Christ) and AD (Anno omini) e a timeline to place historical events in chronological order. escribe dates of and order significant events from the period		d AD (Anno events and dates n changes in a p	s on a timeline.	Chronological understandin Understand that a timeline c (Anno Domini) Order significant events, more Identify changes within and Use vocabulary related to sp	Chronological understanding 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 eg. Ancient Egypt and Prehistoric Britain. Use words and phrases for movements or times of change, eg. Industrial Revolution.				
Knowledge and understanding the past Use evidence to describe ho of life and people's beliefs are Use evidence to find out how during a time period. Suggest reasons for why there	Use evidence to describe what was important to people from the past. Identify some ideas, beliefs and attitudes of past cultures, giving reasons for differences.			Knowledge and understandi Choose reliable sources of ir religious and ethnic diversitie world. Identify changes and links w Give reasons why changes r Describe how historical ever	Knowledge and understanding of events, people and changes in the past Choose reliable sources of evidence to describe aspects of life, people's belefs and attitude and differences in status. Make links between some of the features of past societies, e.g. religion, houses, society, technology. Identify how aspects of life have changed during a time period and give reasons why, backing it up with evidence. Describe how some of the events or people studied from the past impact on the immediate future, subsequent periods and on today's society.					
Historical interpretation Identify the difference betwe Explore the idea that there a	Understand the difference between primary and secondary sources.			Historical interpretation Question the reliability of source material and give reasons why something is or is not reliable. Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.			Historical interpretation Evaluate the usefulness and accuracy of different sources, understanding the effect of propaganda, bias, misinformation and opinion. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. Form own opinions about historical events from a range of sources.			
Historical enquiry Use documents, printed source Internet, databases, pictures, photographs, musice museums and galleries and visits to sites as Ask questions and find answer	Historical enquiry 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. Suggest sources of evidence from a selection provided to help answer questions. Organisation and communication Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling			Historical enquiry Use documents, printed sour databases, pictures, photogi museums and galleries and Choose reliable sources of e often not a single answer to Investigate own lines of enqu	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. Select the most appropriate source material, using primary and secondary, for a particular task.					
Organisation and communication Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Use dates and vocabulary related to the topic accurately.				awareness of an audience.						
Cultural Capital / Enrichm										
Cro	aging in the good grounds	History Van	Visit to the Urban Studies Centre	History Van Explorers Day	Design and build a volcano	Visit to Eyam	Visit to Eden Camp	The Great Exhibition of BJS	Live theatre: Young Shakespeare Company	Visit to the National Holocaust Museum

Our vision is to provide a coherent, progressive and rigorous learning experience for our pupils in order to reach the following end points:

- to equip our pupils with the historical skills and knowledge that will enable them to ready for the curriculum at Key Stage 3.
- to develop their cultural capital in order to inspire them and prepare them for life as an adult in the wider world.
- to ensure that our pupils have been engaged and motivated by their learning in history, therefore encouraging them to see the world through the eyes of young historians ~ understanding how events in the past have contributed to shaping the world in which they live today and how gaining such awareness can contribute to building a more informed and sustainable society in the future.

In a nutshell, our mantra is 'learn, love, look after' ~ we will only love something if we learn about it, and if we love it, we will look after it.

"Everyone has a history. What you do with it is up to you. Some repeat it. Some learn from it. The really special ones use it to help others. "John Mark Green.