

History Progression Map

"History is the best guide to the future."

Intent: To gain an understanding of the past, where we have come from and appreciate events, people, cultures and inventions that have reshaped our world.



History

Moss Hey Progression Map

Year Group: Reception

Everyday Life

Monarchy

Transport

Key Knowledge

To be able to:

- order and discuss significant events within their life time
- use photographs to talk about memories, families and occasions and comment on familiar situations that were in the past
- talk about people who help us and talk about Florence Nightingale who is a significant person from the past.

Concept: Everyday life

Key Knowledge

- To know about a significant person in the monarchy - The Queen / The King

Concept: Monarchy

Key Knowledge

To be able to:

- talk about transport before and after they were born

Concept: Everyday life

Key Vocab

old, young, baby, adult, parents, grandparents, long ago, present, timeline, past

Queen, King, Royal Family, history,

Same, different, modern, old, new, change,

Knowledge

Historical Chronology

Historical Concepts

Historical Interpretation

Historical Enquiry

Historical Communication

Comment on images of familiar situations in the past

Compare and contrast characters from stories, including figures from the past



History

Moss Hey Progression Map

Year Group: One



Memory Box

How has life changed since my grandparents were 5 or 6?

Key Knowledge

To be able to explain:

- How has life changed since their parents were 5 or 6 (1980s)
- How has life changed since their grandparents were 5 or 6 (1950s)
- What schools in Victorian times were like – make comparisons to modern day

Concepts Covered

- **Everyday Life:** home life / school life / holidays / hobbies / toys / books
- **Housing:** Homes – comparing past & present / things to consider when choosing a home
- **Social class:** Rich and poor – people / homes
- **Education:** Victorian Schools
- **Monarchy:** Queen Victoria

Links with other Year Themes

Links to **reception** themes: Everyday life – lives of people around them / the past through settings, characters and events

Memory Box

How has our local high street changed since the 1950's?

Key Knowledge

To be able to explain and make comparisons:

- What the High Street was like before
 - How the High Street has changed
 - What was in the shops before
 - What it was like to shop for food
 - How goods were packaged or stored
 - How people paid for purchases
- A local historical place – Bramhall Hall
A local historical event – The opening of Bramhall train station

Concepts Covered

Everyday Life:

- Compare types of shops over time
- What has changed / what has stayed the same?
- Changes to how we pay for things

Settlements / Housing:

- How buildings have changed over time
- How it has expanded over time

Links with other Year Themes

Links to previous theme: How has life changed since my great grandparents were 5 or 6? (**Year 1**)
Looking at historical maps – links to **Year 2** geography theme

Key Vocab

past, present, timeline, childhood, living memory, decade, technology, Victorian, Elizabethan

Local, high street, past, present, timeline, living memory, decade, technology, Elizabethan

Knowledge

Historical Chronology

I can tell you a few similarities and differences between ways of life at different times.

I can put a few objects/ events in order

Historical Concepts

I can identify similarities and differences between different times.

Historical Interpretation

I have developed an awareness of the past and can comment on what or how I found things out.

I understand some of the ways in which we find out about the past.

Historical Enquiry

I ask questions.

I think how I might find out answers

Historical Communication

I use common words & phrases relating to passing of time

I can tell you about a time before I was born and can compare aspects of life in different periods



History
Moss Hey Progression Map
 Year Group: Two



**What have we learnt from the Great Fire of London?
 What did we learn from the Gun Powder Plot?**

Who explored the world and how did they survive?

Key Knowledge

To know and be able to explain what happened to London during the fire of 1666?

- What Stuart London was like
- Could anyone have stopped what happened on 2 September 1666
- How people reacted to the fire
- What happened during the Great Fire of London and how we know
- Why the Great Fire burnt down so many houses
- What more could have been done to slow down the spread of the fire and who was to blame
- How London was rebuilt after the Great Fire

Key Knowledge

To be able to explain and make **comparisons**:

- What do explorers do?
- Do you think Columbus' expedition was a success?
- What equipment might you need to take on an expedition into space?
- How can people work out where they are going on a journey?
- Which type of vessel would you prefer to travel in?
- How has expedition clothing adapted and changed over the years?

Concepts Covered

Social Class: Compare rich and poor families
Everyday Life: Living conditions
Homes: compare then to now / impact of the fire
Government: Rebuilding London
Monarchy: King Charles 11
Significant people: Samuel Pepys / Guy Fawks

Concepts Covered

Significant people: Neil Armstrong / Christopher Columbus / Amelia Earhart / Ibn Battuta
Everyday Life: Compare what life was like on their journeys
Relationship with the Wider World: International Space Race / International explorers

Links with other Year Themes

Homes in Tudor and Victorian times – linked to Year 1. Theme: How has life changed since my great grandparents were 5 or 6?
Princess Mary & the Royal family – timeline to link Queen Victoria (Y1) Theme: How has life changed since my great grandparents were 5 or 6?

Links with other Year Themes

Links – Ibn Battuta travelled the River Nile links to Year 3. Theme: What did all four ancient civilisations have in common?

Key Vocab

Calender, Century, Change, Church, Christinaity, Decade, King/Queen, Long ago, Execution, Parliament, Past present, Revolt, Traitor, Treason, Yesterday

Calender, Century, Change, Discovery, King/Queen, Long ago, Explorer, Global Immigrant, Invasion, Past, Present

Knowledge

Historical Chronology

I know where the people and events I have studied fit on a basic timeline.
 I can name a few people in the past who have contributed to national and international achievements.

Historical Concepts

I can give more than one cause of an event and give a reason why people in the past acted as they did.
 I am able to reflect on the significance of what I have learnt about the past.

Historical Interpretation

I understand some of the ways in which we find out about the past.
 I understand the importance of basing my ideas on evidence
 I am developing the skills of presenting an idea and raising questions about the past.

Historial Enquiry

I am developing skills to study history by hypothesising, questioning and investigating
 I can choose & use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied.

Historical Communication

I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using everyday historical terms.
 I can recount stories accurately and explain why some people and events were important.



History
Moss Hey Progression Map
Year Group: Three



Changes When would you prefer to live: Stone age Bronze Age or Iron Age?	Early city builders. What was the civilisation of the Ancient Egyptians like?
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Key Knowledge

- To Know when were the Stone, Bronze and Iron Ages were

To be able to explain and **make comparisons**:

- What changed in them and how do we know this
 - Achievements
 - Societies
 - Housing
 - Settlements & beliefs

Key Knowledge

To be able to explain and **make comparisons**:

- What all the Ancient Civilisations have in common
- What else was happening in the world at the time of the Ancient Egyptians
- What the ancient civilisations needed to have in order to function as a city
- The greatest achievement of each civilisation
- The rulers of each civilisation
- What all four Ancient Civilisations believed in

Concepts Covered

- Everyday life:** Settlements and housing, finding/growing food, Skara Brae
- Settlements:** Changes from SA to IA. Introduction of farming
- Power:** Iron Age hill forts – introduction of leaders and kings
- Worship:** Bronze Age round barrows, Stone Henge/ Bog body – sacrifice

Concepts Covered

Sacrifice / Worship: Who did/didn't sacrifice/worship the Gods? What were the different opinions? E.g. Indus Valley-lack of royal tombs, modest graves, different concepts about the after-life.

Government: Who ruled and how in each civilisation?

Power: Monuments, e.g. pyramids – why built and who they were for Pharaohs / Slaves. Warfare/Chariots in Sumer.

Social Class: Pharaohs / Slaves Life in each for the rich/poor

Beliefs / Myths: Gods/Goddesses – comparisons between civilisations.

Links with other Year Themes

Links to be made in later year groups:

Year 3 - **What did all four ancient civilisations have in common?**

Year 4 – **Roman invasion**

Links with other Year Themes

Ibn Battuta travelled the River Nile. **Year 2: Who explored the world and how did they survive?**

Compare this time period in relation to the Ancient Civilisations studied in Y3: **Stone Age Bronze Age or Iron Age?**

Bronze used in Ancient Shang Dynasty – **compare to Stone Age- Iron age study**

Kings and leaders – Y3 and Romans (Y4) **Iron Age ended due to Roman invasion. Ancient Egypt was taken over by the Roman Empire also.**

Key Vocab

Chronological, BCE, BC, AD, artefacts, Palaeolithic, Mesolithic and Neolithic, human and non-human history, duration, ages, pre-history, evolution, revolution, mozaweb, farming, society, change, cave, settlement, continuity, housing, change, cause, affect, archaeological, excavation, primary, interpretive, burial, community, stone age, iron age, bronze age.

civilisation, dynasty, location, river, valley, irrigation, achievements, Neolithic, duration, society, change, cause, affect, community, primary, interpretive, housing, settlements, equator, latitude, longitude, worship, government, pharaohs, pre-history, BCE, BC, AD, pyramids, river

Knowledge

Historical Chronology	Historical Concepts	Historical Interpretation	Historical Enquiry	Historical Communication
I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. I can put artefacts or information in chronological order.	I can make a few connections and contrasts eg. change, cause, similarity, difference, and significance.	I can describe how the past can be represented or interpreted in a few different ways.	I can use one or more sources of information to help me answer questions about the past in sentences.	I can describe some of the main events, people and changes in the history of Britain and the wider world.



History
Moss Hey Progression Map
Year Group: Four



Why are the Ancient Greeks so important to the world?

Key Knowledge

To be able to explain and **make comparisons**:

- What artefacts and archaeological sites tell us about what life was like in Ancient Greece
- What we can learn from Greek myths and legends
- The achievements of Alexander the Great
- The achievements of the Ancient Greeks
- How the Ancient Greeks influenced the world we live in today: the Olympics, buildings, democracy, schools

Concepts Covered

- **Beliefs & Myths:** Greek Gods / Theseus and the minotaur
- **Education:** school life – compare then & now
- **Everyday life:** Compare the lives of men, women and children, warfare, slaves, culture, religion of Athens and Sparta
- **Military:** Greek soldiers
- **Power:** Who was allowed to vote in Ancient Athens? Who ruled in Ancient Athens? Compare to now
- **Worship:** The Greek Gods / The Olympic games

Links with other Year Themes

Compare this time period in relation to the Ancient Civilisations studied in Y3: Themes - Stone Age Bronze Age or Iron Age / four ancient civilisations

Link to soldiers in other periods of history - Look at Gods/goddesses in Year 3 – Ancient Civilisations

What did the Romans ever do for us?

Key Knowledge

To be able to explain and **make comparisons**:

- When the Roman's invaded and why
- What kind of men were able to join the Roman Army
- What they know about life on Hadrian's Wall and how do they know
- Did the native Britons welcome or resist the Romans, and why
- Who Boudicca was and why is she remembered
- How the Romans influenced the culture of the people
- How the Celtic people lived and what changed when the Romans arrived

Concepts Covered

Military: The Roman Army: Power / Soldiers / Life in the army / Invasions / battles

Everyday life: Roman Army / Celtic Tribes / Life on Hadrian's Wall

Settlements: A Roman village / Hadrian's Wall

Battles: Roman invasions

Government: How it was formed / Julius Caesar / how life changed

Power: Dictatorship / revolt against Roman Army / Empire – how it spread & where it went / impact on Britain

Significant people: Julius Caesar / Boudicca

Links with other Year Themes

Celtic tribes – linked to Year 3 theme: Stone Age Bronze Age or Iron Age

Power of the Romans Army linked to Hillforts & start of Kings & Leaders in Britain - Year 3 theme: Stone Age Bronze Age or Iron Age

Key Vocab

Democracy, hoplite, myth, Olympics, Gods, Zeus, Poseidon, Athena, Ares, Aphrodite, ancient, civilisation, philosophers, legends, city-states, phalanx formation, Spartans, legacy, Alexander the Great

Invasion, Julius Caesar, Celts, warrior, soldier, shield, dagger, legionaries, auxiliaries, gladius, spear, pilum, Hadrian's Wall, Boudicca, picts

Knowledge

Historical Chronology

I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD.

I can put artefacts or information in chronological order.

Historical Concepts

I can give a few reasons for and the results of the main events and changes of a time studied.

I can tell you a range of similarities/ differences between different times in the past in periods covered so far.

Historical Interpretation

I can describe how the past can be represented or interpreted in a few different ways.

Historical Enquiry

I can answer and sometimes devise my own historically valid questions.

I can use one or more sources of information to help me answer questions about the past in sentences.

Historical Communication

I can present recalled or selected information in a variety of ways using specialist terms.

I can describe some of the main events, people and changes in the history of Britain and the wider world.



History
Moss Hey Progression Map
Year Group: Five



**The Struggle: Who got what in the struggle?
(Anglo-Saxons & Vikings)**

**Would you rather live in Elizabethan England or Today?
Shakespeare**

Key Knowledge

To be able to explain and **make comparisons**:

- Who the Anglo-Saxons and Vikings were and why they invaded and settled in Britain
- How well the Anglo-Saxons and Vikings got on with each other
- The fear the Viking raids caused
- What life was really like in Anglo-Saxon and Viking Britain
- How important religion was to the Saxons and Vikings

Key Knowledge

To be able to explain and **make comparisons**:

- What do we understand by Elizabethan times: Who the Tudors were. How did Elizabeth I relate to her Tudor family?
- Elizabethan times: How safe was it? Enemies to the Royal Family. Shipwrecks
- The story of Sir Francis Drake and what this tells us about the Tudor World
- What it was like to live in Elizabethan times: Social classes / Women

Concepts Covered

- **Battles:** Viking raids / Battle of Mount Badon / 1066 England V Normans
- **Everyday life:** Differences / similarities between Vikings & Saxons
- **Settlements / Invasions:** Where they came from – Names of places in UK
- **Beliefs / Myths:** Beowulf / Horsa / Hengist
- **Religion:** Christianity
- **Significant people:** St Augustine / Bede / William the Conqueror / King Authur
- **Relationships with Wider World:** Jutes / Angles / Picts / Celts / Vikings

Concepts Covered

- **Monarchy:** Queen Elizabeth 1 / Henry V111 / James 1
- **Everyday Life:** Crime & punishment / food / clothing/ entertainment
- **Social Class:** Rich & poor people
- **Significant People:** Queen Elizabeth 1 / William Shakespeare / Francis Drake / Walter Raleigh
- **Military:** Spanish Armada
- **Relationship with the Wider World:** Trade links

Links with other Year Themes

Recap on work done earlier on Romans and why they left Britain in 410. **Y4 theme: Ancient Greeks**
Compare Anglo-Saxon and Viking settlements to previous ones studied – Romans, Iron Age, Bronze Age, Stone Age. **Linked to Y3 & Y4 themes**

Links with other Year Themes

Links can be made with Shakespeare's Cleopatra – Y3 Ancient Civilisations and Roman's in Y4 – how was Cleopatra portrayed?
Comparing Tudors to Vikings
Timeline the monarchs: **Linked to King James 1: Y2 Theme – Great Fire of London**
Links with Sir Francis Drake / Columbus / Neil Armstrong: **Y2 Theme Explorers**

Key Vocab

settlement, raiding, nobility, Danelaw, Anglo-Saxon Chronicle, migration, conquest, monasteries, wergild, laws and justice, Viking, Norse, Scandinavia, invasion, warrior, raving, trading, longship, dragon ship, knar, kingdom, holmgang, pagans / paganism

Elizabethan, monarch, privateer, reign, slaver trade, Armada, circumnavigate, Empire, poverty, naval, Royal Navy, starvation, Tudor, banquet, colony, exploration, playwright, New World, scurvy, theatre, typhoid, society, hero, villain,

Knowledge

Historical Chronology

I demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world
I show a chronically secure knowledge and understanding of local, national and global history.
I can tell the story of events within and across the time periods I have studied.
I can identify specific changes within and across different periods over a long arc of development.

Historical Concepts

To understand historical concepts cause & consequence, continuity, change, similarity, difference etc.
I understand change and continuity.
I understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.
I can see the relationship between different periods and the legacy or impacts for me and my identity.

Historical Interpretation

To think critically, weigh evidence, sift arguments, and develop perspective and judgement.
I can explain that the past can be represented or interpreted in many different ways.
I am aware of different views about people and events studied and can give some reasons why different versions of the past exist.
I evaluate and carefully select from a range of historical sources to find relevant historical information.

Historial Enquiry

I understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims
I can evaluate a range of historical sources
I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.

Historical Communication

I can create my own structured accounts, including written narratives and analyses.
I can use key historical terms accurately e.g. century, decade.



History
Moss Hey Progression Map
Year Group: Six



Wars Through Time - WW1 & WW2
Is there ever a place for War?

What can we learn from the Maya?

Key Knowledge

To know and explain:

- How WW1 started and who was involved
- Who Walter Tull was and how he helped our country during WW1

To be able to explain and **make comparisons**:

- How WW2 started and who was involved
- How significant the Blitz was
- The experiences of evacuee children
- The impact of World War 2 on women?

Key Knowledge

To be able to explain and **make comparisons**:

- Where and when the Maya lived
- What the Maya writing was like
- How the Maya told the time
- What numbers the Maya used in Maths
- Did the Maya play football like us
- How we know about the Maya

Concepts Covered

- **Power:** The Allies / Axis - Women's power in WW2
- **Military:** Soldiers in WW1 & WW2 **Battles:** The Blitz
- **Government:** The Prime Minister: Winston Churchill
- **Everyday Life:** WW1: Life as a soldier / trenches - WW2: Evacuees & Impact on women's roles
- **Relationship with the wider world:** WW2 - The impact of the War in other places of the world
- **Significant people:** Walter Tull / Winston Churchill

Concepts Covered

Beliefs / Myths: Popul Vuh / The Story of the Jaguar God / The Maize God

Education: Number system / Writing – hieroglyphics

Settlements: Comparing towns & cities / how well communities adapted to living in the rainforest

Social Class: rich & poor societies / football

Links with other Year Themes

Soldiers over time – **linked to Greeks / Romans / Vikings / Anglo-Saxons**

How far had things changed for woman in World War 2 compared to Tudor time? **Y5 theme: Elizabethan Times**

Links to black history month – Walter Tull

Links with other Year Themes

Timeline to show how the Maya fit in with other periods of history - **plot all history themes covered in chronological order**

Maya are a Stone Age society: how similar and how different are they to Stone Age Britain? **Y3 theme: Stone Age Bronze Age or Iron Age**

Compare Maya writing to that of Ancient Egypt – Y3 theme: **Ancient civilisations**

Link to Greek Myths - The Jaguar 'day and night' god – similar to Greek myth of Helios. **(Y4)**

Key Vocab

Great War, Allies, Axes, armistice, artillery, conflict, civilian, battlefield, Flanders Fields, front line, infantry, front line, troops, trench, nationalism., militarism., propaganda, Central Powers, Triple Entente, Blitz, Air raid shelter -Anderson, Morrison etc, ration book, gas mask, evacuee, evacuation, consecration, Adolf Hitler, black out, holocaust, Fascism, Nazi

Codex, Glyph, Habb, Tzolk'in, Uinal, Cenote, Itzamna, temple. Hieroglyphs, calendar

Knowledge & Skills

Historical Chronology

I demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world

I show a chronically secure knowledge and understanding of local, national and global history.

I can tell the story of events within and across the time periods I have studied.

I can describe connections, contrasts and trends over short and longer time periods.

Historical Concepts

To understand historical concepts cause & consequence, continuity, change, similarity, difference etc.

I devise questions about change, cause, similarity, difference and significance of people or events in a wider context.

I can see the relationship between different periods and the legacy or impacts for me and my identity.

Historical Interpretation

To think critically, weigh evidence, sift arguments, and develop perspective and judgement.

I can explain that the past can be represented or interpreted in many different ways.

I consider different viewpoints or think about bias or anachronism.

Historial Enquiry

I understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims

I can answer and devise my own historically valid questions.

I make perceptive deductions about the reliability of sources

I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.

Historical Communication

I can create my own structured accounts, including written narratives and analyses.

I construct informed responses by thoughtfully selecting and organising of relevant historical information.

I make pertinent and valid comparisons between periods.

I confidently use/apply mathematical skills when placing events in chronological order