

## History Progression Document

Threshold Concepts	1	2	End Points	3	4	End Points	5	6	End Points
<p><b>Chronological understanding</b></p> <p><b>Key stage 1</b></p> <p>1. Sequencing and constructing the past; knowing where people and events studied fit within a chronological framework.</p> <p>2. Developing an awareness of the past using common words and phrases relating to the passing of time.</p> <p><b>Key stage 2</b></p> <p>1. Developing a chronologically secure knowledge and understanding of British, local and world history.</p> <p>2. Establish clear narratives within and across the periods studied.</p>	<p>Use words and phrases like old, new, now and then, a long time ago. (Relevant to all units)</p> <p>Sequence pictures and artefacts from significantly different time periods. (Memory Box)</p> <p>Compare items from a different time and recognise which belong to the past. (Memory Box)</p>	<p>Use a wider range of words and phrases (for example, past, present, before, after decade and century). (Relevant to all units)</p> <p>Independently sequence events in a period of history in chronological order and begin to record dates of important festivals or celebrations. (Relevant to all units)</p>	<p>Develop an awareness of the past</p> <p>Place events and artefacts in order on a timeline</p> <p>Use common words and phrases relating to the passing of time</p> <p>Use dates where appropriate</p>	<p>Use appropriate historical vocabulary to describe features of a time period such as AD, BC. (Relevant to all)</p> <p>Use a timeline within a specific period of history to sequence the order things may have happened. (Relevant to all)</p> <p>Describe events from the past and recall key dates of when things happened. (Relevant to all)</p> <p>Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age.</p>	<p>Use appropriate historical vocabulary to describe features of a time period such as era, millennia. (Relevant to all)</p> <p>Accurately sequence different periods of time on a timeline using centuries. (Relevant to all)</p>	<p>Place events, artefacts and historical figures on a timeline using dates</p> <p>Understand the concept of change over time, representing this on a timeline with evidence</p> <p>Use dates and terms to describe events: dates, time period, era, change, chronology</p>	<p>Draw a timeline with different historical periods showing key historical events or lives of significant people. (Industrial revolution and Egyptians)</p> <p>Place current study on a timeline in relation to other studies. (Industrial revolution and Egyptians)</p>	<p>Place features of historical events and people from past societies/ periods in a chronological framework. (Relevant to all)</p> <p>Summarise the main events from a period of history explaining the order of events and what happened. (Relevant to all)</p> <p>Describe the features of historical events and way of life from periods studied; presenting to an audience. (Relevant to all)</p>	<p>Summarise the main events from a period of history</p> <p>Draw a timeline</p>

<p><b>Significant people, events and places</b></p>	<p>Consider one reason why an event/person is significant. (Moon Zoom)</p> <p>Identify and recall key features of significant historical events or themes. (Moon Zoom)</p>	<p>Recount the life of someone famous from Britain who lived in the past. (Explorers and Wonderful Wythenshawe)</p> <p>Describe the achievements of Ranulph Fiennes, the qualities he possesses and give reasons why he is recognised as the world's greatest living explorer.</p> <p>Give an account of the accomplishments of Amy Johnson and give reasons which suggest why they can be considered remarkable given the role of women in society at the time.</p> <p>Identify and recognise the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons to help understand why he was able to accomplish what he did.</p>	<p>Describe significant historical events, people and places in their own locality</p> <p>Describe the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Describe and explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece. Describe the life of Alexander the Great and explain why he was such an important leader.</p> <p>Describe who Boudicca was and explain why she fought the Romans when they invaded Britain at the end of the Iron Age.</p>	<p>Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43.</p> <p>Identify how significant leaders/ figures contributed to national and international achievements across a variety of eras (for example, new learning on Romans/Vikings)</p> <p>Identify key events in local, national and global history to develop some understanding of themes, events and people. (Relevant to all)</p> <p>Begin to use more complex terms e.g. empire, civilisations and parliament. (Relevant to all)</p> <p>Describe what a gladiator was and what occurred at gladiatorial games.</p>	<p>Compare some of the times studied with others around the world</p>	<p>Describe and explain the achievements of an influential leader from different periods of history.</p> <p>Evaluate the leadership qualities of a significant individual and make a judgement as to whether they were an effective leader.</p> <p>Use appropriate historical terms in discussions and show and understanding of concepts e.g. local, regional, national and international. (Industrial revolution)</p>	<p>Debate the significance of a historical person/ event in British history. (London and Gallery Rebels)</p> <p>Apply knowledge to describe how their own lives have been influenced by a significant individual or movement. (London)</p> <p>Use and understand more complex terms in context relating to different types of history e.g. cultural, economic, military and political. (London)</p> <p>Analyse common traits and motives of leaders from different historical periods studied. (London)</p> <p>Understand through explanation the purpose of the ancient Maya city of Chichen Itza.</p>
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<p><b>Investigate and interpret the past</b></p> <p><b>Key stage 1</b></p> <p>1. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>2. Ask and answer relevant questions.</p> <p><b>Key stage 2</b></p> <p>1. Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>2. Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Ask and answer valid historical questions (for example, about old and new objects). (Memory box)</p> <p>I can describe what an object from the past might have been used for.</p> <p>Begin to understand that evidence and artefacts can tell a story. (Memory box)</p> <p>Begin to recognise information is collected from different sources including written, artefacts, visual and auditory. (Memory box)</p>	<p>Plan questions and produce answers to historical enquiries using appropriate historical vocabulary. (Relevant to all units)</p> <p>Select information independently from several different types of sources, including written, artefacts, visual and auditory to answer a question. (Relevant to all units)</p> <p>Begin to make deductions and inferences from different sources. (Relevant to all units)</p>	<p>Observe and handle evidence to ask questions and find answers about the past</p> <p>Use artefacts, picture, stories, online sources to find out about the past</p> <p>Identify different ways in which the past has been represented</p>	<p>Devise historically valid questions about a significant individual or event and answer using a number of sources. (Relevant to all)</p> <p>Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them.</p> <p>Research in order to find similarities and differences between 2 or more periods of history. (Stone Age)</p> <p>Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age.</p> <p>Identify, describe and compare and</p>	<p>Explore differences in a number of sources and suggest reasons for this. (Relevant to all)</p> <p><b>Interpret primary sources of historical evidence to describe the physical appearance of Boudicca</b> and make a judgment about the causes and effects of her harsh treatment by the Romans.</p> <p>Research two versions of an event and see how they differ and explain why there are differences.</p> <p>Compare and contrast the trustworthiness of pieces of primary (the writing of Pliny) and secondary (Briullov painting) evidence about what happened in Pompeii in 79 AD.</p> <p>Interpret a range of source</p>	<p>Use evidence to ask questions and find answers to questions about the past</p> <p>Suggest suitable sources of evidence for historical enquiry</p> <p>Use more than one source of evidence to for historical enquiry to gain a more accurate understanding of history</p>	<p>Evaluate sources based on valid criteria when carrying out enquiries. (Relevant to all)</p> <p>Select, organise and use relevant historical sources and artefacts to make informed responses. (Relevant to all)</p> <p>Create structured accounts of the characteristics and importance of an ancient civilisation or society. (Relevant to all)</p> <p>Conduct a local history study to investigate how an event effected a local town or village. (Industrial revolution)</p> <p>Make a reasoned judgment from the evidence of tomb artefacts about the identity of the occupant of a Egyptian burial chamber.</p>	<p><b>Investigate</b> the significance of a historical discovery/ invention on the wider world. (Darwin's Delights)</p> <p>Devise independently significant historical enquiries to produce substantiated and focused responses. (Relevant to all)</p> <p>Critique the usefulness and reliability of a range of sources for enquiries covered. (Relevant to all)</p> <p>Create an in-depth study of the characteristics/ importance of an ancient civilisation (e.g. Mayans). (Holo Mexico)</p> <p>Infer using reasoning and informed judgment the purpose of a range of ancient</p>	<p>Use sources of evidence to deduce information from the past</p> <p>Suggest suitable sources of evidence, giving reason for your choice</p> <p>Use sources of information to form testable hypotheses about the past</p>
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					they justified their viewpoints.				
<b>Cause and consequence</b>	Identify at least one reason for historical events covered. (Moon Zoom)	Describe the impact of a significant event/individual.  Identify and recognise the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons to help understand why he was able to accomplish what he did.  Describe and suggest reasons to help explain why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did.	To recognise there are reasons why people acted the way they did in the past To describe the impact of a significant person or event	Describe the achievements and influence of the Ancient Greeks on the wider world, including what we are still influenced by today in modern Britain.	Evaluate the causes and effects for some of the key events and developments within topics studied. (Relevant to all)  Identify and describe the main design features of Hadrian's Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122.  Describe and provide reasons for the causes and effects of the destruction of Pompeii in 79 AD.  Compare and contrast the armies of Boudicca and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision.	To understand some of the causes and consequences of some key events in history To describe how the achievements of people in the past have influenced life today To consider why some famous leaders made the decisions that they did	Understand the impact of the Industrial Revolution locally, nationally and globally, including on society.  Summarize how Britain may have learned from ancient civilisations.	Evaluate human impact of war/conflict on everyday life in an ancient society. (Hola Mexico)  Apply knowledge to describe how their own lives have been influenced by a significant individual or movement. (London)  Investigate the significance of a historical discovery/ invention on the wider world. (Darwin's Delights)  Evaluate and synthesise a range of ideas to reach a judgment as to the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions.	To understand that some consequences can be immediate and some consequences are long term To understand events often have a wide range of causes- some are underlying and some are immediate Make judgements about the most significant causes and consequences of events

<p><b>Changes and continuity</b></p>	<p>Identify some similarities, differences and changes within a particular topic (for example, toys from the past and present).</p> <p>Explain changes since birth. (Memory box)</p>	<p>Independently identify a range of similarities, differences and changes within a specific time period. (Wonderful Wythenshawe)</p> <p>Describe how people, places and events in their own locality have changed over time. (Relevant to all units)</p>	<p>Recount changes that have occurred over their own lives</p> <p>Identify similarities and differences between ways of life in different time periods</p>	<p>Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age.</p> <p>Describe the ways of life which are typically associated with the Stone Age period of history and which are likely to be accurate.</p> <p>Describe how past civilisations or lives of people in Britain developed during the Stone, Bronze and Iron Ages.</p> <p>Compare and contrast how their everyday lives are similar and different to living in the past times. (Ancient Greeks)</p>	<p>Compare two historical periods explaining things which changed and things which stayed the same.</p> <p>Identify, recall and describe the main similarities, differences and changes occurring across topics (for example, Romans vs Vikings). (Relevant to all)</p> <p>Recognise and describe the changes in Britain during the rule of the Romans (for example, beliefs, technology, culture, the spread of the empire) and how this has impacted on our lives today. (Romans)</p> <p>Research what life was like for children in different eras.</p> <p>Investigate aspects of Anglo-Saxon life in Britain (for example, Settlements, invasions, kingdoms, place</p>	<p>Give a broad overview of life in Britain in the past and describe ways in which life has changed</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<p>Describe changes to our locality during the industrial revolution.</p> <p>Make reasoned judgements why some changes and developments were important. (Industrial revolution)</p> <p>Identify, describe and compare and contrast the lives of people in different sections of Egyptian Society.</p>		<p>Describe the main changes in a period of history using terms- social, religious, political, technology, cultural</p> <p>Identify periods with rapid change and compare to times with relatively little change</p>
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					<p>names, village life). (Vikings)</p> <p>Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed.</p> <p>Interpret primary sources of historical evidence to describe the physical appearance of Boudicca and <b>make a judgment about the causes and effects of her harsh treatment by the Romans.</b></p>				
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