



History Progression Document- Moorside Community Primary Academy

Year Group	EYFS areas linked to subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	EYFS-Skills-and-Progression-Map-2023-006.pdf (moorside-academy.co.uk)	<p>Study changes within living memory: Explore their personal chronology including their own chronology so far.</p> <p>Know some similarities and differences between the past, present and future of their families and toys.</p>	<p>Study changes within living memory: Schools and classrooms through 1900s, 1960s and now.</p> <p>Where appropriate these should be used to reveal aspects of change in national life: Through their own family history.</p> <p>Develop understanding of cause and consequence through: Alexander Graham Bell Invention of the telephone.</p>	<p>The continuity and change within: Popular culture</p> <p>Music Economy Liverpool</p>	<p>A study of the cause and consequence of World War 2 through:</p> <p>Life for children, Evacuees Rationing Types of shelters (Anderson Shelters)</p> <p>Understand and order the main/most important events of World War 2 in chronological order: The cause of the war The Blitz</p>	<p>The cause and consequence of WW2 code breakers at Bletchley Park:</p> <p>The Enigma Code threatening the safety of Britain and cracking it was instrumental in Britain's victory.</p> <p>Study the similarities and differences war strategies then and now.</p>	<p>A study of: World War One The Suffragette Movement</p> <p>Focusing on: The significance of the events. The cause and consequence of the assassination of: Archduke Franz Ferdinand and the lead up to the start of WW1.</p>
Events beyond living memory that are significant nationally or globally		<p>Explore festivals and anniversaries:</p> <p>Bonfire night The King's birthday Their own special events/occasions.</p>	<p>Understand the events of significant or global events:</p> <p>The Great Fire of London</p>	<p>Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age:</p> <p>Weapons</p>	<p>Describe some of the characteristic features and achievements of Ancient Egypt.</p> <p>Compare some of the characteristics of</p>	<p>Describe some aspects of the Vikings settlement in Britain:</p> <p>The impact of the settlement on the local population.</p>	<p>Describe aspects of the Anglo Saxon struggle for the kingdom of England in the time of Edward the Confessor: No direct heir to the throne</p>

			<p>Recall and order the events of significant or global events.</p> <p>Understand the cause and consequence of these events,</p> <p>Understand the change and continuity from the invention of aeroplanes: How society has changed with the use of planes Wright Brothers Amelia Earhart First flights.</p>	<p>Culture Economy</p> <p>Describe some aspects of the Roman Empire and recognize its impact on Britain:</p> <p>Invasion and settlement Impact on modern Britain What artefacts tell us</p> <p>Develop a broad understanding of ancient Civilisations: Romans Describe key aspects of a non European society:</p> <p>Mayans Cocoa trade Rainforest settlement Beliefs Beliefs reflected in inventions Archaeological remains</p>	<p>Ancient Egypt to the modern day.</p> <p>Demonstrate more in depth knowledge of Ancient Egypt through the study of:</p> <p>Culture Economy Worship</p>	<p>Demonstrate knowledge of the Vikings through a study of York.</p>	<p>leading to Battle of Hastings.</p> <p>Demonstrate knowledge of an World War 1 that extends their chronological knowledge beyond 1066: Link to the Battle of Hastings etc.</p>
<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>		<p>A study of Queen Victoria, focusing on:</p> <p>National achievements International achievements The legacy of these achievements</p>	<p>Learn about the lives of significant individuals:</p> <p>Florence Nightingale Christopher Columbus Neil Armstrong</p> <p>Focusing on their:</p> <p>National achievements International achievements (Hospital improvements, World exploration, Moon landing)</p>	<p>Learn more about Julius Caesar through a range of source material:</p> <p>Sources on Kapow</p>	<p>Learn about significant individuals:</p> <p>Robert Scott Roald Amundsen Ernest Shackleton</p> <p>Use a range of primary and secondary sources (Kapow)</p> <p>Begin to understand how sources can be used to make historical</p>	<p>Learn about significant individuals:</p> <p>Alan Turing Henry VIII Elizabeth I Shakespeare David Attenborough</p> <p>Use a wider range of sources as a basis for research: Documents</p>	<p>Learn about significant individuals:</p> <p>Edward the Confessor Emmeline Pankhurst By:</p> <p>Linking sources to work out how conclusions were reached using primary and secondary sources:</p> <p>Diary entries Records</p>

			<p>Compare some of these achievements to aspects of life within a different time period:</p> <p>Alexander Graham Bell and the telephone.</p>		<p>claims through examples. (Ice Trap by Meredith Hooper, Race to the Frozen North)</p>	<p>Maps Photos</p> <p>Compare accounts from different sources.</p> <p>Offer some reasons for different versions of events in WW2.</p> <p>Using sources decide what is fact or fiction.</p>	<p>Artefacts etc.</p> <p>Consider ways of checking the accuracy of interpretations. Is it fact, fiction or opinion?</p> <p>Have an awareness that different evidence will lead to different conclusions.</p> <p>Complete some independent research of these significant individuals.</p>
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<p>Significant historical events, people and places in their own locality.</p>		<p>Explore Significant places in their own locality.</p> <p>Skelmersdale- Coal mining Train station/travel links Shopping centre(Concourse) (Not on Kapow)</p>	<p>Explore significant historical events in their own locality-</p> <p>Ormskirk Churches Markets Universities Schools Train stations/travel links (Not on Kapow)</p>	<p>Find out about everyday lives of people in time study of Liverpool from 1960 onwards through:</p> <p>Music Culture Economy</p> <p>Compare with our life today.</p>	<p>Use evidence to reconstruct life during The Blitz in Liverpool.</p> <p>Identify key features and events: The cause of WW2/The Blitz.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Study different aspects of the life of the Vikings in our locality.</p> <p>Examine causes and results of great events-</p> <p>WW2 Battle of the Atlantic.</p> <p>Examine the impact of these events on society at the time.</p> <p>Compare life then and now.</p>	<p>Find out about beliefs, behaviour and characteristics of:</p> <p>The Suffragettes Warhorses in WW1 The Titanic and its links to Liverpool.</p> <p>Recognise that not everyone shares the same views and feelings.</p> <p>Understand the cause and effect of:</p> <p>The use of War Horses The Suffragette Movement The sinking of the Titanic.</p> <p>Know key dates, characters and events of times studied.</p> <p>Study differences between men and women in History through the Suffragette Movement</p>
<p>Pupils should continue to develop a chronologically secure knowledge and</p>		<p>Study the chronological order of dinosaurs through the different time periods-</p> <p>Triassic</p>	<p>Through the study of the development of the aeroplane pupils will:</p> <p>Begin to develop a chronologically secure</p>	<p>Through the study of:</p> <p>The Stone Age The Romans The Mayans</p>	<p>Through the study of:</p> <p>Ancient Egypt Ancient Greece World War Two</p>	<p>Through the study of:</p> <p>The Viking invasion Bletchley Park</p>	<p>Through study of:</p> <p>The Anglo-Saxons World War One The Titanic</p>

<p>understanding of British, local and world history.</p>		<p>Jurassic Cretaceous</p> <p>Begin to develop a chronologically secure knowledge and understanding of British and local history by studying:</p> <p>Monarchs Skelmersdale.</p>	<p>knowledge and understanding of the world history.</p>	<p>Focusing on some dates and historical terms when ordering events and objects.</p> <p>Demonstrate awareness that the past can be divided into periods of time.</p> <p>Explore trends and changes over time:</p> <p>Culture Trade Compare to modern society</p> <p>Use relevant historical terms and vocabulary linked to chronology:</p> <p>Class timeline Class discussion</p> <p>Select and organize historical information to present in a range of ways.</p>	<p>Use dates and historical terms when ordering events and objects.</p> <p>Identify where people and events fit into a chronological framework: WW2 key events and leaders such as Churchill, Chamberlain.</p> <p>Explore links and contrast within and across different periods: Evacuee process and how it compares to present day e.g. Ukraine</p> <p>Alexander the Great Ancient Greece.</p>	<p>use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Identify where people, places and periods of time fit into a chronological framework- Vikings Tudors WW2</p> <p>Describe links and contrasts within and across different periods of time, including short and long term scales: Vikings Tudors WW2</p> <p>Use appropriate historical vocabulary to construct responses to historical questions, including dates and terms.</p> <p>Choose relevant ways to communicate historical findings.</p>	<p>use dates and a wide range of historical terms when sequencing events and periods of time.</p> <p>Develop chronologically secure knowledge of the events and periods of time studied.</p> <p>Choose the most appropriate way of communicating.</p> <p>Analyse links and contrasts within and across different periods of time, including short and long term scales.</p> <p>Use appropriate vocabulary when discussing, describing and explaining historical events.</p> <p>Choose relevant ways to communicate different historical findings.</p>
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