

St. Mary's History Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Core Concept St Mary's and the Local Area</p>	<p>To sequence events in my lifetime will allow the children to think about themselves at St Mary's</p> <p>To compare and contrast games which are played in school and toys which they play with to the past</p> <p>To know what a number of older objects were used for and think about how these items impact their daily lives e.g. toilets, kitchens, technology, whiteboards and chalkboards</p> <p>To investigate what St Mary's school was like in the past</p> <p>To explore how travel has changed including the ways that children get to school today compared to travelling to school in the past</p>	<p>To explore London life in the past should include thinking about whether St Mary's and the area would have been affected? Does the local area look different today than it did in the past?</p> <p>To understand the effects of the Great Fire of London will allow the children to reflect on how they would be affected if it were to happen today, what impact would that have on their lives?</p> <p>To explore how London changed will allow the children to think about whether or not these changes had any impact on the school as it is today e.g. the change of materials used for building</p>	<p>To explore daily life in Egypt and compare this with daily life in school today</p> <p>To identify why the Nile was important and think about the impact that trade has on their daily lives and their life at St Mary's from uniform, food and toys</p> <p>To explore daily life in Maya civilisation and compare this with daily life in school today</p> <p>To identify why trade was important to Maya and think about the impact that trade has on their daily lives and their life at St Mary's from uniform, food and toys</p> <p>To analyse Mayan impact on the world and think about their school life without mathematics and calendars</p>	<p>To explore the difficulties people had surviving in Britain would lead the children to compare and contrast what their lives could have been like if these difficulties had not been overcome and the influence this has had on their lives</p> <p>To explore how bronze transformed life in Britain could be supported by the children looking at further developments in these areas which impact school and their lives today</p> <p>To investigate archaeological evidence of life in Britain's past e.g. the remains of a Woolly Mammoth have been found in Abney Park. The children can explore what this meant about the history of the local area and what it would have looked like at this time</p> <p>To consider life in the Stone Age and how it compares to life today should include school and the local area</p> <p>To explore daily life in Ancient Greece and compare this with Sparta then compare this with daily life in school today</p>	<p>To explore the Roman impact on Britain should include investigations of changes which impact their daily lives including Christianity as St Mary's is a Christian school</p> <p>To explore the development of Christianity across Roman, Viking and Anglo-Saxon Britain as St Mary's is a Christian school and it gives contextual understanding to the history of Christianity</p> <p>To explore how soldiers from the local area were recruited including a map of soldiers in World War 1, one who lived on the site of St Mary's school</p> <p>To investigate the events and significance of air raids on the local area, the first bomb was dropped 13 minutes from St Mary's school which would have impacted the local area</p>	<p>To explore how World War 2 is remembered in the local area</p> <p>To understand what life was like for children during the time of war and compare and contrast this to life today including the impact it would have had on them if they were alive during this time</p> <p>To explore the links between the Holocaust and the local area of Stoke Newington and Hackney including demographic changes that contribute to the diversity of Hackney today with a focus on Jewish refugees</p> <p>To investigate the events on the Blitz in the local area and the impact that this would have had on Hackney which can be seen today</p>

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Core Concept Diversity	To investigate why we remember certain people thinking about Ruby Bridges and other Untold Stories	To identify how the story of Rosa Parks hold global significance and a more in depth look at other activists from Stoke Newington as Untold Stories	To explore achievements from the continent of Africa and to explore the Untold Stories	To explore who has and who does live in Britain today links to Windrush and the effect this had on Hackney and the families of some people at St Mary's including Untold Stories To explore the political system of modern Britain including local Untold Stories e.g. Dianne Abbott, Medlin Lewis-Spencer To consider the impact of the Olympics including Paralympians born or raised in Hackney e.g. Ade Orogbemi, Elaine Barrett, Dervis Konuralp and Mike Brace which also links to the core concept of St Mary's and the local area	To explore the wider world during Anglo-Saxon Britain comparing it to Baghdad AD 900 links to Islam and religious diversity To understand the war involved people from all over the world gives the children the chance to explore the idea of colonization, soldiers from India and Africa and their untold stories. Also exploring Walter Tull as a link to the local area To understand the role of women in World War 1	To understand the pivotal role that women played on the home front

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Sticky Knowledge Topic 1	<p>I know that the toys their grandparents played with were different to their own</p> <p>I know what a number of older objects were used for</p> <p>I know the main differences between their school days and that of my grandparents</p> <p>I can name a famous person from the past and explain why they are famous</p> <p>I know the name of a famous person, or a famous place, close to where I live</p>	<p>I know about an event that happened long ago, even before their grandparents were born</p> <p>I know about a famous person from the local area and from outside the UK and explain why they are famous</p> <p>I know how London changed after the Great Fire of London</p> <p>I know how the Thames river was useful during the Great Fire of London</p>	<p>I know about, and name, some of the advanced societies that were in the world about 3000 years ago in particular Indus Valley and the Shang Dynasty</p> <p>I know the Ancient Egypt social structure</p> <p>I know what daily life in Egypt was like</p> <p>I know why the River Nile was and is still so important to Egypt</p>	<p>I know how early man survived in a harsh environment</p> <p>I know about historical accounts, sources and artefacts from when the various people of Britain lived</p> <p>I know how information about the past is gained from excavating places like Skara Brae</p> <p>I know how the Stone Age to Bronze Age period impacted on life in Britain</p> <p>I know how copper mining was crucial to the Bronze Age and why Stonehenge was built</p>	<p>I know what Britain was like before, during and after the Romans invaded e.g. tribes, jobs, belief systems</p> <p>I know about the changes in religion during these time periods</p> <p>I know that Baghdad and Britain were very different in AD900</p> <p>I know why the Vikings invaded Britain</p>	<p>I know what Britain was like before, during and after WWII</p> <p>I know why and how WWII started</p> <p>I know who was involved in the war and on what side</p> <p>I know what the impact of war was like on the local area</p>
Sticky Knowledge Topic 2			<p>I know when and where the Maya lived</p> <p>I know what daily life in the Mayan Civilisation was like</p> <p>I know why and how the Mayan Civilisation came to an end</p> <p>I know what the term Ancient means and can make connections to a number of civilisations</p>	<p>I know when and where the Ancient Greek's lived</p> <p>I know what the political system of Ancient Greece was</p> <p>I know how the political system in the UK works (democracy)</p> <p>I know who the Spartans were</p> <p>I know how the Olympics have developed and changed today</p>	<p>I know when and where the Ancient Greek's lived</p> <p>I know what the political system of Ancient Greece was</p> <p>I know how the political system in the UK works (democracy)</p> <p>I know who the Spartans were</p> <p>I know how the Olympics have developed and changed today</p>	

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Key Skills Chronology	<p>Sequence events in their life.</p> <p>Develop a simple awareness of the past.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p> <p>Place events on a simple timeline.</p>	<p>Sequence artefact closer together in time. Check accuracy using books/ICT.</p> <p>Sequence photographs from different periods of their life.</p> <p>Place events on a simple timeline, adding times previously studied.</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts.</p> <p>Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex Historical terms e.g. BC/AD/CENTURY</p> <p>Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.</p> <p>Gain greater Historical perspective by placing their growing knowledge into different contexts.</p> <p>Use and relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.</p> <p>Make comparisons between different times in the past.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.</p> <p>Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity difference and significance.</p> <p>Sequence previously studied topics on a timeline to gain greater Historical perspective.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied</p>
Key Skills Historical Enquiry	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Ask and answer simple Historical questions.</p>	<p>Handle sources and evidence to ask and answer questions about the past on the basis of simple observations</p> <p>Ask and answer appropriate Historical questions, using their growing Historical knowledge.</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details, artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Use the library and the Internet for own personal research.</p> <p>Ask and answer simple questions</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask and answer a variety of questions.</p> <p>Use the library and the internet for own personal research.</p> <p>Answer and begin to devise own Historically valid questions.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research with increasing confidence.</p> <p>Answer and devise own Historically valid questions</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Skills</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Range and Depth of Historical Knowledge</p>	<p>Recognise the difference between past and present in their own life and the lives of others.</p> <p>Know and recount episodes from stories about the past, knowing and understanding key events.</p> <p>Talk about simple similarities and differences between life at different times.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Know and recount episodes from stories about the past, knowing and understanding key events.</p> <p>Talk about similarities and differences between ways of life in different periods e.g. Emily Pankhurst, Rosa Parks.</p>	<p>Find out about everyday lives of people in time studied.</p> <p>Compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in the time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in the time studied.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Study different aspects of different people – differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in 'early' and 'late' times studies.</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Skills</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretation of History</p>	<p>Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</p> <p>Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.</p> <p>Compare adults talking about their past – How reliable are their memories?</p>	<p>Compare two versions of a past event e.g. Samuel Pepys and King Charles II accounts of the GFOL</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.</p> <p>Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</p>	<p>Identify and give reasons for the different ways in which the past is represented.</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Note connections in Historical periods studied.</p> <p>Note connections and cause and effect in Historical periods studied.</p> <p>Look at representations of the period e.g. Museum, cartoons etc.</p>	<p>Look at and evaluate the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Note connections in Historical periods studied.</p> <p>Use text books and own growing Historical knowledge to gain a better perspective.</p>	<p>Compare different accounts of events from different sources – fact or fiction.</p> <p>Offer some reasons for different versions of events.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently use the library and internet for research.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Skills</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Organisation and Communication</p>	<p>Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT.</p> <p>Use simple terms to talk about the passing of time</p>	<p>Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and ICT.</p> <p>Use simple terms to talk about the passing of time.</p>	<p>Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</p> <p>Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information.</p> <p>Use Historically accurate terms to talk about the passing of time.</p>	<p>Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</p> <p>Construct own responses beginning to select and organise relevant Historical information.</p> <p>Use Historically accurate terms to talk about the passing of time e.g. BC/AD/Century</p>	<p>Communicate their knowledge through discussion, pictures, drama and</p> <p>Recall, select and organise historical information.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.</p> <p>Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.</p> <p>Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</p>	<p>Recall, select and organise information.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.</p> <p>Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</p>

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