

Freeman History Topic and Progression Map

School Values	Curious	Achieve	Resilient	Independent	Nurturing	Gracious
What do these values look like in History?	Asking questions about relevant history topics as well as having a curiosity about how we learn about the past.	A Child will recognise their own achievements as well as the achievements of significant people and civilisation they learn about.	Children remain resilient when history learning gets tricky, they have a 'can do' attitude when finding out new information.	Children strive to find information both directed and undirected through reading books, websites and looking at sources. They have a thirst for knowledge!	Children work together to find knowledge, helping all their peers become better historians.	Children show respect for the past, and understand where they come from. They are gracious and a team player.
EYFS	- Talk about the lives of people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.					
Topics / Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Changes in living memory - toys/inventions	Castles	Stone Age to Iron Age	Anglo Saxons	Mayans	Egyptians
Topic	History of the school	Great Fire of London	Roman Empire and the impact on Britain Local history opportunity: Boudicca	Local history project: King Edmund	Greeks	Local history project- How was Stowmarket effected in World War 2?
Topic	Grace Darling - how holidays have changes	Lives of significant individuals: Florence Nightingale		Vikings		Crime and Punishments

Progression of skills and concepts

Progression in chronology	Can describe differences between him/herself as a baby and as he or she is now. Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'. Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales).	More confident in use of terms 'old' and 'new'. Understands that the world was different in the olden days. Can sequence within clock and to some extent in calendar time. E.g. when in the year Bonfire Night occurs. Realises that we use dates to describe events in time, eg: 1666 for the Great Fire of London.	Can confidently spot major anachronisms from most periods studied when compared with today; Can sequence events in simple narrative e.g. Roman invasion	Can talk about the past in terms of periods e.g. Anglo-Saxon, Roman; Realises that Ancient means thousands of years ago;	Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when comparing the Greek empire and what was happening in Britain at the same time	Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on crime and punishment and democracy in 2020 Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s;
Progression in characteristic features of periods	Can confidently identify old and new toys, and can match pictures of people	The key concept of Year 2 is change. Whenever pupils study a theme, eg: schools, homes,	Children understand some of the key characteristics of the period being studied and can spot	Children know that not everyone in the past lived in the same way. Eg They can contrast life for	Children can explain beliefs and attitudes in terms of why people might have had those	Children are able to describe and explain ways of life at different levels of society

	they think would have played with the toys in the past using old photographs. Can describe how features of life today, such as schools, differ from those of Victorian times, referring to subject-specific detail (using pictures to support)	seaside holidays, they should be comparing not just 'then' and 'now' but 'then' with another 'then', eg: Victorian seaside scene with 1930s or 1950s scene and then today so that they see the similarities and differences. Can offer reasons why simple changes occur, eg: why holidays today might be considered more enjoyable than those 100 years ago and vice versa. Can also see that not everyone in the past had the same experience, eg: when studying castles children grasp that the poor had very little food to eat whereas the rich had a very different	anachronisms e.g. They wouldn't have had these things in those days, such as tractors in the Stone age Children show an understanding of the main ideas associated with that society e.g. can explain some religious beliefs of the Iron Age. Children tend to describe rather than explain and tend to speak about the society as if everyone felt the same.	rich and poor for Anglo Saxon. They know that there are different levels in society.	ideas. Show real sense of period in an abstract way. Children understand that people's experiences varied depending on status e.g. they understand that women's position in Greek society was very different in Athens and Sparta. They know about the importance of slave culture to that society.	and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.
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		experiences living in a around castles.				
Progression in cause and consequence	Can explain why they took the action they did when discussing 'myself' Can give a simple reason why a real person acted as they did in a historical situation, e.g. why Grace Darling acted as she did in rescuing the crew of the Forfarshire. Can give simple consequences of somebody's actions, e.g. 'because of Grace Darlings rescue people survived who would have died.	Can give clear explanation of an important event, offering two or three reasons why an event took place, eg: why the Great Fire spread so quickly Begin to give two main effects of the Great Fire (e.g. 'houses were built of stone or brick, the streets were wider and straighter') or of Florence's actions (e.g. 'she helped the soldiers to get better, she improved hospitals (making them more hygienic) and she developed the nursing profession').	Analysing actions of people in historical settings; focusing only on what one person wanted. Sees that some events have more than one cause	Moves away from simply listing to trying to give a little detail about each cause; Realises that events usually happen for a combination of reasons, even though there is still some element of listing;	Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe; Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. Why the Ancient Maya disappeared	Explain an event with reference to abstract ideas such as long and short-term or events building up; Starts to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think; By the end of the key stage some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way

Progression in change and continuity	Understand change happens over a long period of time Sees that there is an obvious change in schools from the Victorian times and schools in modern times by looking at pictures.	Children begin to understand change that has happened in their lifetimes as well as lifetimes of their family members Children can identify key changes within their topic eg. What London was like before and after the great fire.	Sees simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age	Identifies changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles Sees that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled	Recognises that some changes are much more significant than others eg introduction of democracy Some changes are relative slow others happen very rapidly eg small farming villages turning to city states over long period of time. Recognise not all change is welcomed by everyone	Sees that some changes lead to others e.g. how the death of a leader can lead to war and chaos and Understands what is meant by a turning point e.g. the abolishment of the death penalty in Britain
Progression in interpretation	Begin to understand that we have different views of familiar events, eg: first day at school. We cannot always remember what happened in the past. Can see that there are different versions of real historical situations,	Realises that not all sources of information answer the same questions, e.g: by comparing what Pepys' diary tells us about people escaping from the fire with a contemporary painting. Can see that not all written accounts in	Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. Boudicca different accounts tell different stories Children give a simple reason why	Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures	Children realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Chichen Itza Children understand that some interpretations might be more	Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put

	eg: different written, spoken and pictorial versions of Grace Darling's rescue.	books give exactly the same reasons for something Understand that people can disagree about what happened in the past without one of them being wrong. This is an important idea.	we might have more than one version: e.g. No-one there recording the event; lost in translation.	showing what Viking and Anglo Saxon settlements look like so historians and artists work from written sources and come up with different views. Children could look at different artist impressions	accurate and reliable than others, by use of their own background knowledge eg; This version is not accurate because it shows the Ancient Greeks to be ruthless soldiers We know from the evidence that has been discovered that although some city states were ruthless soldiers they also had incredible minds and left a lif-changing legacy	a different gloss on events. Children grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Ancient Egyptians might be more positive if looking at benefits of their legacy and more negative if looking at human sacrifice and slavery.
Progression in enquiry	Can describe the main features of an artefact. Can explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories.	Can find answers to questions about objects by looking in books. Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books.	Children extract simple information from text/pictures/objects showing basic comprehension Children make simple deductions about what text means based on what is included e.g. the Roman is	Children start combining information from more than one source e.g. photos, books, videos Children start cross-referencing information to see if other sources agree, rather than	Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, We cannot tell for sure. Most evidence suggests.	Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced without

	Can consult and use information from two simple sources to find information, eg: 'how can we tell this teddy is old? Because it looks like the one in the book', it has worn ears	Children are able to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly. Children spot the differences between sources and come to a conclusion as to the most common view.	cooking some meat so he must like food	taking everything on face value.	Children start to think of reasons why a source might be unreliable eg. Looking at who has written a source	prompting. 'How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?'
Progression in organisation and communication/constructing accounts	Can talk about pictures of themselves using appropriate vocabulary, eg: 'when I was a baby' Will write simple captions - some will write elementary sentences to describe, e.g. an old teddy. Can label/annotate simple drawings eg: of items in a typical Victorian classroom	Retell a complicated story in a simple, structured way, using temporal markers e.g. after the war, when she was a young girl More use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in 1666', 'in Victorian times', 'when my Grandad was a boy'.	Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations; Answers contain simple period-specific references; Writes in simple and accurate, sequenced, sentences when narrating what	Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas; Begins to sustain an answer, providing some supporting evidence; Ideas are beginning to have some shape, though not yet structured in paragraphs;	Can use appropriate ways of communicating their understanding; Answers are structured and provide supporting evidence for statements made; Able to see two sides of a question and can offer arguments on both sides;	When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes; Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think

	Can write simple sentences describing an event, e.g. Grace Darling's rescue	Make increasing use of subject-specific precise vocabulary, e.g. timber-framed buildings, thatch during the Great Fire.	happened in the past;		Answers are relevant to the question set;	
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