



Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools



History PROGRESSION MAP

Year 4			
	AUTUMN TERM:	SPRING TERM:	SUMMER TERM:
	Romans: What happened when the Romans came?	Victorians: What was important to our local Victorians?	Was it better to be a child now or then?
Domain	Progression Statement		
Historical Knowledge		<p>Constructing the past:</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p>	
History Concepts	<p>Significance and interpretations:</p> <p>Gives reasons why there may be different accounts of history.</p> <p>Understands the difference between primary and secondary sources of evidence.</p> <p>Describes how some of the past events/people affect life today.</p>		<p>Cause and effect:</p> <p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Gives reasons why changes in childhood may have occurred during a time period.</p>

<p>Historical Enquiry</p>		<p>Planning and carrying out a historical enquiry:</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'What was it like for a during?'</p>	<p>Using sources as evidence:</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>
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Year group long-term overview (with statutory requirements) and subject progression map (above) to be used together to inform medium term planning.