



## HISTORY PROGRESSION MAP

Year 3			
	AUTUMN TERM:	SPRING TERM:	SUMMER TERM:
	<b>Stone Age</b> What was new about the New Stone Age?	<b>Bronze &amp; Iron Age</b> How unpleasant were the Bronze and Iron Ages?	<b>Ancient Egyptians</b> How much did the Ancient Egyptians achieve?
Domain	Progression Statement		
Chronological Understanding	<ul style="list-style-type: none"> <li>○ Uses timelines to place events in order (intervals of 10/100)</li> <li>○ Understands timeline can be divided into BC and AD.</li> <li>○ Uses words and phrases: century, decade.</li> </ul>		
Historical Knowledge	<ul style="list-style-type: none"> <li>○ Uses evidence to describe past: houses and settlements, culture and leisure activities, clothes, way of life and actions of people, buildings and their uses.</li> <li>○ People's beliefs and attitudes and things of importance to people.</li> <li>○ Differences between lives of rich and poor.</li> <li>○ Describes similarities and differences between people, events and objects.</li> </ul>		
Historical Interpretation	<ul style="list-style-type: none"> <li>○ Looks at two versions of same event and identifies differences in the accounts.</li> </ul>		
Historical Enquiry	<ul style="list-style-type: none"> <li>○ Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>○ Asks questions such as 'How did people ....? What did people do for ....?'</li> <li>○ Suggests sources of evidence to use to help answer questions.</li> </ul>		

**Year group long-term overview (with statutory requirements) and subject progression map (above) to be used together to inform medium term planning.**