



HISTORY PROGRESSION MAP

Year 6			
	AUTUMN TERM:	SPRING TERM:	SUMMER TERM:
	WW2 - A Local History Study How did World War Two impact on our local area?		Ancient Greece Why should we thank the Ancient Greeks?
Domain	Progression Statement		
Chronological Understanding	<ul style="list-style-type: none"> ○ Creates own timelines to place events, periods and cultural movements from around the world. ○ Describes the main changes in a period in history, using words such as social, religious, political, technological and cultural. ○ Name the date a significant events studied from the past and place it correctly on a timeline. 		
Historical Knowledge	<ul style="list-style-type: none"> ○ Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. ○ Gives own reasons why changes may have occurred, backed up with evidence. ○ Describe how some changes affect life today. ○ Make links between some features of past societies. 		
Historical Interpretation	<ul style="list-style-type: none"> ○ Understand that the past has been represented in different ways. ○ Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. ○ Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. 		
Historical Enquiry	<ul style="list-style-type: none"> ○ Evaluates the usefulness and accurateness of different sources of evidence. ○ Selects the most appropriate source of evidence for a particular task. ○ Forms own opinions about historical events from a range of sources. 		

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