



HISTORY PROGRESSION MAP

Year 4			
	AUTUMN TERM:	SPRING TERM:	SUMMER TERM:
	<p><u>The Romans</u> What was the Roman empire and how did it impact Britain?</p>	<p><u>The Anglo Saxons & Scots</u> Who were the Anglo Saxons and Scots and how did they change Britain?</p>	<p><u>The Mayans</u> What happened to the Mayan civilization and how did they live?</p>
Domain	Progression Statement		
Chronological Understanding	<ul style="list-style-type: none">○ Uses timelines with intervals of 10/100/1000 years.○ Begins to appreciate length of time for different periods.○ Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.○ Names and places dates of significant events from past on a timeline.○ Uses words and phrases: century, decade, BC, AD, after, before, during.		
Historical Knowledge	<ul style="list-style-type: none">○ Shows knowledge and understanding by describing features of past societies and periods.○ Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.○ Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.○ Describes how some of the past events/people affect life today.		
Historical Interpretation	<ul style="list-style-type: none">○ Gives reasons why there may be different accounts of history.		
Historical Enquiry	<ul style="list-style-type: none">○ Understands the difference between primary and secondary sources of evidence.○ Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.○ Asks questions such as 'What was it like for a during?'○ Suggests sources of evidence from a selection provided to use to help answer questions.		

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