



HISTORY PROGRESSION MAP

Year 5			
	AUTUMN TERM:	SPRING TERM:	SUMMER TERM:
	<p><u>The Vikings</u></p> <p>Where the Vikings always vicious and victorious?</p>	<p><u>The Victorians</u></p> <p>How did the industrial revolution and the Victorian era impact modern Britain?</p>	<p><u>Liverpool & The Slave Trade</u></p> <p>What impact did the slave trade have in Liverpool?</p>
Domain	Progression Statement		
Chronological Understanding	<ul style="list-style-type: none">○ Uses timelines to place and sequence local, national and international events.○ Begins to design own time.○ Sequences historical periods and describes events using words and phrases such as: century, decade, BC, AD, before, after, during, era and period.○ Identifies changes within and across historical periods.		
Historical Knowledge	<ul style="list-style-type: none">○ Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.○ Gives some causes and consequences of the main events, situations and changes in the periods studied.○ Identifies changes and links within and across the time periods studied.		
Historical Interpretation	<ul style="list-style-type: none">○ Looks at different versions of the same event and identifies differences in the accounts.○ Gives clear reasons why there may be different accounts of history.○ Knows that people (now and in the past) can represent events or ideas in ways that persuade others.		
Historical Enquiry	<ul style="list-style-type: none">○ Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.○ Asks a range of questions about the past.○ Chooses reliable sources of evidence to answer questions.○ Realises that there is often not a single answer to historical questions.		

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