



HISTORY PROGRESSION MAP

Year 6			
	AUTUMN TERM:	SPRING TERM:	SUMMER TERM:
	<u>World War II</u> What were the consequences of World War II on Liverpool and the rest of the world?		<u>Civil Rights & Influential Human Icons</u> Emilie Pankhurst, Martin Luther King and Malala Yousafzai. How did these notable figures contribute to civil and human rights?
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.		

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| | <ul style="list-style-type: none">○ Forms own opinions about historical events from a range of sources. |
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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.