

History Progression Map			
Year	Autumn	Spring	Summer
EYFS	<p>Year A- Miraculously Made: <i>How does my body work and how can I keep it working well?</i> Significance: personal experience of change. Keeping warm/cool, staying safe. Places: doctors and hospitals.</p> <p>Year B- Kingdoms and communities: <i>What is it like to live in Northumberland now and long ago?</i> Continuity and Change: events beyond living memory; local community, incl. significant individuals; farming past/present.</p>	<p>Year A- People, Places and the Past: <i>How do people's lives in towns and cities and around the world differ from mine?</i> Significance: people, places and events in our locality; similarities and differences in our class, our school and our families. How do people's lives/food/clothes/homes differ around the world and in urban areas?</p> <p>Year B- Wonderful World: <i>What exists above the sky and how does it affect life on earth?</i> Continuity and Change: our planet, weather systems, day and night, water and rain. What is the same/different about us? Comparing and contrasting. The development of space exploration over time.</p>	<p>Year A- Wet and Wild: <i>What does water do in our world and how can we look after our lakes, rivers and oceans?</i> Cause and Consequence: rivers, streams and ponds; outdoor water play, pond dipping. Seas and oceans, rock pools, life in the sea; ships and pirates from the past; keeping our seas clean.</p> <p>Year B- Forest Fun <i>What makes its home in in our forest and why is it a great place to live?</i> Using Evidence: trees, growth, planting, Forest School adventures, rainforests, forest creatures and tracks, forests around the world, saving the forests. Natural and built environments and points of view on the quality of the environment.</p>
1/2	<p>Year A- Coming and Going: <i>Why do people come to Northumberland?</i> Cause and Consequence: significant historical events, people and places in our locality; chronology.</p> <p>Year B- From Farm to Fork: <i>How has farming in Northumberland changed over time?</i> Continuity and Change: identifying similarities and differences between food production in different periods.</p>	<p>Year A- Eureka! <i>How has flight changed our lives?</i> Significance: technological change; comparing the lives of significant individuals; chronology.</p> <p>Year B- Time Travellers: <i>How have our daily lives changed over time?</i> Using Evidence: drawing information from varied sources to make simple claims about the past; changes within and beyond living memory.</p>	<p>Year A- Globetrotters: <i>What have explorers done for us?</i> Cause and Consequence: understanding key features of events; multi-causal; causal chains and webs.</p> <p>Year B- Towers, Tunnels and Turrets: <i>What was life like here in Medieval times?</i> Significance: historical events, people and places in our locality. Continuity and Change: identifying what remains and what has changed.</p>

<p>3/4</p>	<p>Year A- Mountains and Poles: <i>How did Shackleton survive the Antarctic?</i> Significance: comparing the lives of significant individuals and events beyond personal experience, e.g. Shackleton. Using Evidence: making inferences from sources and cross-referencing.</p> <p>Year B- Invaders! <i>How and why did invaders come to Britain?</i> Cause and Consequence: Britain's settlement by Anglo-Saxons and Scots/ Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward confessor.</p>	<p>Year A- Ancient Civilisations: <i>What were the achievements of Ancient Egypt and Greece?</i> Continuity and Change: the achievements of the earliest civilisations, e.g. Egypt and Greece; social, political, economic, cultural and religious change. Using Evidence: explaining how useful and/or reliable evidence is.</p> <p>Year B- Remarkable Rainforests: <i>How has the use of rainforests changed over time?</i> Cause and Consequence: Social, political and economic activity, including tourism and trade; exploring 'webs of causation'.</p>	<p>Year A- 1st ½ term Primitive People: <i>How did changes in technology impact life?</i> Continuity and Change: Britain from the Stone Age to the Iron Age; identifying different types of change, e.g. social or cultural. 2nd ½ term- Wonderful Water: <i>How did Lord Armstrong create power from water?</i> Significance: Local history- Lord Armstrong; Craggside; what impact did he have then/now?</p> <p>Year B- Roman Britain: <i>What impact did the Romans have in Northumberland?</i> Continuity and Change: Understanding sequence of events and duration as part of wider chronology. Using Evidence: primary and secondary sources; evaluating reliability.</p>
<p>5/6</p>	<p>Year A- Living Locally <i>How have settlements developed in the North-east?</i> Continuity and Change: local history study, including nearby cities; social, economic and cultural change. Using Evidence: archives- historical maps, census data, primary and secondary multi-media sources.</p>	<p>Year A- The Maya: <i>What caused the collapse of the Maya Civilisation?</i> Cause and Consequence: in depth study of a non-European society that contrasts with British history. Comparing chronologies.</p>	<p>Year A 1st ½ term- Healthy Humans: <i>How does hosting an Olympic Games change a city?</i> Continuity and Change: political, social, economic and cultural change and legacies.</p> <p>Year A 2nd ½ term- Tectonics: <i>How have volcanoes and earthquakes changed the landscape?</i> Continuity and Change: changes over time; adapting to life over time in danger zones.</p>

	<p>Year B- The Might of Monarchs from 1066: <i>How has the power and responsibility of Monarchs changed over time?</i> Using Evidence: exploring the key documents that led to change; primary and secondary sources; understanding reliability. Understanding chronology; 'primogeniture';</p>	<p>Year B- Ancient Civilisations: <i>What did they achieve?</i> Significance: analysis impact, both at the time (local and global) and over time.</p>	<p>Year B 1st $\frac{1}{2}$ term- All Change: <i>What impact did the railways have in the North-east?</i> Continuity and Change: British Railway Development; social, economic and cultural impact of the development.</p> <p>Year B 2nd $\frac{1}{2}$ term- <i>How has society dealt with crime since the Anglo-saxons?</i> Continuity and Change- chronology of developments to crime and punishment systems and their impact on society.</p>
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