

History Progression Map			
Year	Autumn	Spring	Summer
EYFS	<p><b>Year A- Miraculously Made: <i>How does my body work and how can I keep it working well?</i></b> Significance: personal experience of change. Keeping warm/cool, staying safe. Places: doctors and hospitals.</p> <p><b>Year B- Kingdoms and communities: <i>What is it like to live in Northumberland now and long ago?</i></b> Continuity and Change: events beyond living memory; local community, incl. significant individuals; farming past/present.</p>	<p><b>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></b> 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><b>Year B- Wonderful World: <i>What exists above the sky and how does it affect life on earth?</i></b> 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><b>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></b> 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><b>Year B- Forest Fun <i>What makes its home in in our forest and why is it a great place to live?</i></b> 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><b>Year A- Coming and Going: <i>Why do people come to Northumberland?</i></b> Cause and Consequence: significant historical events, people and places in our locality; chronology.</p> <p><b>Year B- From Farm to Fork: <i>How has farming in Northumberland changed over time?</i></b> Continuity and Change: identifying similarities and differences between food production in different periods.</p>	<p><b>Year A- Eureka! <i>How has flight changed our lives?</i></b> Significance: technological change; comparing the lives of significant individuals; chronology.</p> <p><b>Year B- Time Travellers: <i>Why were the 1960s and 70s important?</i></b> Using Evidence: drawing information from varied sources to make simple claims about the past.</p>	<p><b>Year A- Globetrotters: <i>What have explorers done for us?</i></b> Cause and Consequence: understanding key features of events; multi-causal; causal chains and webs.</p> <p><b>Year B- Towers, Tunnels and Turrets: <i>What was life like here in Medieval times?</i></b> Significance: historical events, people and places in our locality. Continuity and Change: identifying what remains and what has changed.</p>

3/4	<p><b>Year A- 1<sup>st</sup> <math>\frac{1}{2}</math> term</b>  <b>Earth Matters: <i>How did Shackleton survive the Antarctic?</i></b>  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><b>Year A- 2<sup>nd</sup> <math>\frac{1}{2}</math> term-</b>  <b>Source to Sea: <i>How did Lord Armstrong create power from water?</i></b>  Significance: Local history- Lord Armstrong; Cragside; what impact did he have then/now?</p> <p><b>Year B- Invaders! <i>How and why did invaders come to Britain?</i></b> 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><b>Year A- Walk like an Egyptian: <i>What was it like to live in Ancient Egypt compared to now?</i></b>  Continuity and Change: social, political, economic, cultural and religious change. Using Evidence: explaining how useful and/or reliable evidence is.</p> <p><b>Year B- Remarkable Rainforests: <i>How has the use of rainforests changed over time?</i></b>  Cause and Consequence: Social, political and economic activity, including tourism and trade; exploring 'webs of causation'.</p>	<p><b>Year A- 1<sup>st</sup> <math>\frac{1}{2}</math> term</b>  <b>Prehistoric Peoples: <i>How did changes in technology impact life?</i></b>  Continuity and Change: Britain from the Stone Age to the Iron Age; identifying different types of change, e.g. social or cultural.</p> <p><b>Year B- Roman Britain: <i>What impact did the Romans have in Northumberland?</i></b>  Continuity and Change: Understanding sequence of events and duration as part of wider chronology. Using Evidence: primary and secondary sources; evaluating reliability.</p>
5/6	<p><b>Year A- Living Locally <i>How have settlements developed in the North-east?</i></b>  Continuity and Change: local history study, including nearby cities (Newcastle upon Tyne/Berwick); social, economic and cultural change. Using Evidence: archives-historical maps, census data, primary and secondary mulit-media sources.</p>	<p><b>Year A- The Maya: <i>What caused the collapse of the Maya Civilisation?</i></b> Cause and Consequence: in depth study of a non-European society that contrasts with British history. Comparing chronologies.</p>	<p><b>Year A 1<sup>st</sup> <math>\frac{1}{2}</math> term-</b>  <b>Healthy Humans: <i>How does hosting an Olympic Games change a city?</i></b>  Continuity and Change: political, social, economic and cultural change and legacies.</p> <p><b>Year A 2<sup>nd</sup> <math>\frac{1}{2}</math> term-</b>  <b>Tectonics: <i>How have volcanoes and earthquakes changed the landscape?</i></b> Continuity and Change: changes over</p>

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