



SJSB History Learning Journey

Progression Map



Celebrated days throughout the year



Know why they were considered an advanced society in relation to that period of time in Europe.

Know how Britain has had a major influence on the world.

Recognise primary and secondary sources
Use a range of sources to find out about an aspect of time past

Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.

Select and organise information to produce structured work, making appropriate use of dates and terms

Know about the impact that one of the following ancient societies had on the world; the Mayor civilization; the Islamic civilization; or the Benin.

Know how to place historical events and people from the past societies and periods in a chronological framework.

Know why the Vikings frequently won battles with the Anglo-Saxons.

Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions

Make comparisons between different times in the past

Know that the way the kingdoms were divided led to the creation of some of our country boundaries today.

Know how the lives of wealthy people were different from the lives of poorer people during this time.

Compare beliefs and behaviour with another time studied

Know about how the Anglo-Saxons attempted to bring about law and order into the country.



Know that during the Anglo-Saxons period Britain was divided into many kingdoms.

Study different aspects of different people - differences between men and women
Examine causes and results of great events and the impact on people

Offer some reasons for different versions of events

Place current study on time line in relation to other studies

Know where the Vikings originated from and show this on a map.



Know that the Vikings and Anglo-Saxons were often in conflict.

YEAR 5

Know about how Britain changed between the end of the Roman occupation and 1066.

Use a time line to show when the Anglo-Saxons were in England.

Know about a period of history that has strong connections to their locality and understand the issues associated with the period.

Know how the Roman occupation of Britain helped to advance British society.

Know how Britain changed from the iron age to the end of the Roman occupation.



YEAR 4

Select and record information relevant to the study
Begin to use the library and internet for research

Know about the key features of either: Ancient Egypt;.

Use evidence to build up a picture of a past event
Choose relevant material - evaluate

Know about at least one famous Roman emperor.
Know about, and name some of the advanced societies that were in the world around 3000 years ago.

Know how there was resistance to the Roman occupation and know about Boudica.

Look for links and effects in time studied
Offer a reasonable explanation for some events

Know at least five sports from the Ancient Greek Olympics.

Know about the influence the gods had on Ancient Greece.

Compare 2 versions of a past event – including pictures and descriptions. How reliable are these sources?



Know about an event or events that happened long ago, before their grandparents were born. Know why things happened.

Name a famous person from the past and explain why they are famous.

Know what we use today instead of a number of older given artefacts.

Know that children's lives today are different to those of children a long time ago. Describe key events in their lives.

Know how the local area is different to the way it used to be a long time ago.

Know the main differences between the stone, bronze and iron ages. Sequence events and artefacts

Know what is meant by 'hunter-gatherers.' Why this term?
Place a time studied on a timeline – use BC and AD

Know some of the main characteristics of the Athenians and the Spartans.

YEAR 2



Know the name of a famous person, or a famous place, close to where they live.

Know the main differences between their school days and that of their grandparents.

Know about a famous person from outside the UK and explain why they are famous.

Organise a number of artefacts by age and match objects to different ages

Know that the toys their grandparents played with were different to their own.

They know about similarities and differences between themselves and others, and among families, communities and traditions from the past.

YEAR 3

Know the main differences between the stone, bronze and iron ages. Sequence events and artefacts

Reception

They know that other children don't always enjoy the same things, and are sensitive to this.

Children talk about past and present events in their own lives and in the lives of family members.

3-4 years

Children begin to make sense of their own life-story and family history. They start to develop positive attitudes about the differences between people in history.



Know what a number of older objects were used for.