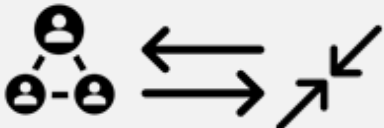


Disciplinary Progression Map: History

	Chronological Understanding	Significance Cause and Effect Similarities and Differences	Historical Enquiry and Interpretation	Communication
				
F1	- Begin to notice the difference between things that happened in the past and the present - With scaffolding use the terms before, after and now when telling others about an event or their daily routine - Ask questions, listen to and describe things that happened to themselves and other people in the past - With support group objects based on similarities and differences of things in the past and present - To explore that we change as time passes, all living things grow.	- Recall some facts about people/events studied - Name a significant person from the past and with scaffolding explain how they have influenced us today (Christmas and Easter, beliefs about Jesus and how that is celebrated) - Describe that a significant people from the present help us (police, paramedics) - To explore how we change as we get older.	- Explore events, look at pictures, objects and artefacts and ask questions to compare - Look at books, videos, photographs, pictures and artefacts to build a picture about the past - Ask and answer questions about old and new objects - To talk to different grown-ups about their experiences.	- Tell stories and experiences about the past - Talk, write, draw and role play events and people from the past - Ask questions.
F1	- Understand the difference between things that happened in the past and the present - Use the terms before, after and now when telling others about an event or their daily routine - Ask questions, listen to and describe things that happened to themselves and other people in the past - Group objects based on similarities and differences of things in the past and present - To understand that we change as time passes, all living things grow.	- Recall some facts about people/events studied - Describe how a significant person from the past has influenced us today (Christmas and Easter, beliefs about Jesus and how that is celebrated) - Describe how a significant people from the present help us (police, paramedics) - To understand how we change as we get older.	- Explore events, look at pictures, objects and artefacts and ask questions to compare - Look at books, videos, photographs, pictures and artefacts to build a picture about the past - Ask and answer questions about old and new objects - To talk to different grown ups about their experiences.	- Tell stories and experiences about the past - Talk, write, draw and role play events and people from the past - Ask questions.
Year 1	- Understand the difference between things that happened in the past and the present - Use the terms past and present when telling others about an event - Describe things that happened to themselves and other people in the past - Order a set of events or objects based on when they happened - Group objects based on similarities and differences of things in the past and present	- Recall some facts about people/events studied - Understand how a location has changed over time - Describe how a significant person from the past has contributed to society - Describe how a significant person from the present has contributed to society	- Explore different ways in which the past is represented - Explore events, look at pictures, objects and artefacts and ask questions to compare - Look at books, videos, photographs, pictures and artefacts to build a picture about the past - Ask and answer questions about old and new objects	- Tell stories and experiences about the past - Talk, write, draw and role play events and people from the past

Year 2	• Use words and phrases relating to the passing of time • Describe things that happened to themselves and others in the past and present their findings • Develop an understanding of the term 'chronological' when discussing timelines • Understand how to put people, events and objects in order of when they happened, using a timeline • Identify similarities and differences between periods	• Use information given to describe events and people beyond living memory • Compare and contrast the differences within a locality, over time • Give reasons why a significant person in the past may have made a decision in order to bring about change • Begin to identify similarities and differences between social classes and gender • Give example of how their lives are different to the lives of others in the past	• Recall different ways in which the past is represented • Ask question and find out answers about the past • Use a wide range of sources, including trips and eyewitness accounts to build a picture about the past • Identify the difference between primary and secondary sources	• Describe objects, people or events in history, building on others' ideas and discussions • Communicate ideas about people, objects or events from the past in speaking, writing, drawing and using technology
Year 3	• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and BCE/CE • Describe and order significant events within the period study and compare to the present day, using dates • Begin to use dates when describing events • Use a timeline to place historical periods and events in chronological order and give reasons for their order	• Use information given to describe key features of a time period • Find out about everyday lives of people in the time studied • Identify reasons for and results of people's actions in the past • Identify similarities and differences between social classes and gender	• Use primary and secondary sources as evidence about the past • Ask questions to find answers about the past from a range of sources • Explore the idea that there are different accounts of history and why they exist • Suggest why certain events happened as they did in history • Recognise the part that archaeologists have had in helping us understand more about the past	• Build on, challenge and summarise others' ideas in discussions, giving reasons for their opinions
Year 4	• Understand that a timeline can be organised into BC/AD, BCE/CE and eras • Use mathematical skills to help work out time differences between certain major events in history • Describe and order significant events and dates on a timeline using prepositional language • Describe significant events within a period of history and how they have evolved over time • Begin to identify short-term impact of significant events	• Research what life was like and the key features of a given time period • Identify similarities and differences between social classes and the causes behind them • Identify reasons for and results of people's actions in the past and explain the impact on modern day life	• Analyse and evaluate primary and secondary sources to collect evidence about the past • Ask questions and find answers about the past, from a range of sources, evaluating the reliability • Explore different versions of the same event in history • Give reasons why there may be different accounts of history • Know that people in the past represent events or ideas in a way that persuades others	• Present opinions that are contradictory to their own • Build on, challenge and summarise others' ideas in discussions, giving reasons for their opinions coherently
Year 5	• Make connections between time periods within British history and the wider world, using decades and centuries to describe when they occurred • Explain how significant events and dates have impacted on a period of time • Research and explain the origins of a concept and its development through time e.g. industrialisation	• Research and evaluate what life was like and the key features of a given time period • Identify similarities and differences between social classes and the causes behind them, within and between time periods • Give own reasons why changes may have occurred, backed up by evidence	• Compare and contrast primary and secondary sources to collect evidence about the past • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions • Investigate own lines of enquiry by posing questions and use primary and secondary sources when answering • Know that people in the past could also have a point of view and that this can affect interpretation • Identify how history can impact on the decisions that are made i.e. government, wars, monarchy, crime and punishment	• Structure a detailed argument or complex narrative on a period of time • Reach a shared agreement during discussions when evaluating a historical hypothesis or the validity of a source

Year 6	• Draw parallels and conclusions between time periods within British history and the wider world • Construct detailed timelines • Place features of historical events and people from past societies and periods in a chronological framework • Identify and compare changes within and across different periods	• Research and formulate an opinion about what life would have been like and key features of a given time period • Analyse trends between different social classes and the causes behind them, within and between time periods • Create a structured account of a past event, from multiple perspectives	• Critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some maybe more significant than others • Choose reliable sources of evidence to pose and answer questions, where answers may be contradictory • Create a historical account, using existing primary and secondary sources as evidence • Understand that some events from the past is propaganda, opinion or misinformation, and that this affects interpretations of history	• Structure a talk and debate in both formal and informal ways by grouping arguments by a theme • Respond to differences in opinion, offering increasingly complex responses, citing a wide range of evidence to support
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Vocabulary	Now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young, old, new, then, same, different, past, present, after, future, museum	Chronology, source, local, community, recent, similar, contrast, difference, similarity, artefact, eye-witness, significant, compare, historical, ancient, modern, suffrage	Pre-historic, Neolithic, archaeology, excavate, century, primary source, secondary source, first hand, second hand, decade, century, cause, consequence, nomadic, Empire, Caesar, revolt, rebel, import, trade, rebellion, Anno Domini, millennium, Before Christ	Interpretation, civilisation, gods, goddesses, conquer, conquest, legacy, invasion, resistance, democracy, continuity, reliable, unreliable, truce	Empire, revolution, industrial, legislation, interpretation	Propaganda, bias, motive, morale, alliance, home front, subjective, objective

Skills Progression Map: Geography

	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Geographical Enquiry
				
F1	- To begin to differentiate between different places they go to. Home, school, church, mosque. - Explore geographical similarities and differences through studying forest school area (outdoor learning), in comparison in indoor learning. - Describe the features in the school grounds. - To know that school is in Sneinton - To know that there are many different countries around the world.	- Identify and observe seasonal changes and daily weather patterns in the United Kingdom - Identify key human features, including: house, flat, school, church, mosque in relation to their own experiences - Identify key physical features including: Hill, park, river - To respect and care for the natural world. - To understand how we can travel in different ways	- Use simple locational and directional language, in front, next to behind forwards and backwards to describe the location of features and routes on maps - Begin to make maps, through placing objects and toys to view from an aerial perspective. - Use mark making to visually represent maps - Use simple fieldwork and observational skills to study the geographical features of our school, drawings, prints, voice notes, pictures.	- Explain where they live and some of the physical features - Answer some questions using different geographical resources - Ask geographical questions - To understand that people have different cultures and explore the differences.
F2	- To understand and discuss different places they go to. Home, school, church, mosque. - Understand geographical similarities and differences through studying forest school area (outdoor learning), in comparison in indoor learning. - Describe the features in the school grounds. - To know that school is in Sneinton - To know that there are many different countries around the world.	- Identify and observe seasonal changes and daily weather patterns in the United Kingdom - Identify key human features, including: house, castle, caravan, flat, school, church, mosque - Identify key physical features including: Hill, park, river - To respect and care for the natural world. - To understand how we can travel in different ways	- Use simple locational and directional language, in front, next to behind forwards and backwards to describe the location of features and routes on maps - Begin to make maps, through placing objects and toys to view from an areal perspective. - Use mark making to visually represent maps - Use simple fieldwork and observational skills to study the geographical features of our school, drawings, prints, voice notes, pictures.	- Explain where they live and some of the physical features - Answer some questions using different geographical resources - Ask geographical questions - To understand that people have different cultures and explore the differences.
Year 1	- Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas such as flags, cultural customs, traditions, symbols and capital cities - Understand geographical similarities and differences through studying the human and physical geography of the local area and Edwinstowe	- Identify and observe seasonal changes and daily weather patterns in the United Kingdom - Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour, playground, school and shop - Identify key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, park, season and weather	- Use simple locational and directional language, such as near, far, left, right, forwards and backwards to describe the location of features and routes on maps - Use aerial photographs and maps with basic symbols to recognise landmarks of the local area such as schools, places of worship, parks, windmill and shops. - Use simple fieldwork and observational skills to study the geographical features of our school and the local area, identifying the human and physical geography e.g. note taking, videoing, data collection, sketches and observations - Use simple fieldwork and observational skills to compare the human and physical geography of our school with another area visited.	- Explain where they live and some of the physical features - Identify what they like and don't like about their locality and give reasons why - Answer some questions using different geographical resources - Ask relevant geographical questions

Year 2	• Compare and contrast characteristics of the four countries of the United Kingdom and its surrounding seas such as flags, cultural customs, traditions, symbols and capital cities • Name and locate the world's seven continents and five oceans • Understand the geographical similarities and differences through studying human and physical geography of the Nottingham in the United Kingdom Free Town in Sierra Leone • Identify the position and significance of Arctic and Antarctic circle	• Record and compare seasonal weather patterns in the United Kingdom • Identify and understand the significance of the equator on the world climate, including North and South Pole • Compare and contrast key physical features of two contrasting areas	• Use simple compass directions, such as north, south, east to describe the location of the United Kingdom and the wider world • Use simple compass directions to describe the location of features and routes on a map • Use aerial photographs to devise a simple map and construct basic symbols in a key to recognise landmarks of a local area	• Label a diagram or photograph using some geographical vocabulary • Describe a locality and identify key features by using a map • Identify that localities may have similar and different characteristics • Make comparisons between people and places and explain their reasons • Show empathy towards a geographical event or issue and explain the impact on people or place
Year 3	• Locate the United Kingdom within Europe • Identify the position and significance of the equator on South America • Identify the physical and human geography of the countries studied.	• Describe and understand key aspects of the rainforest climate zone. • Consider how physical geography impacts on land use, trade links, economic activity and types of settlement	• Use the eight points of a compass to describe the locational knowledge of the United Kingdom and the wider world • Use maps, atlases and globes to locate countries and features studied	• Make links using prior knowledge and ask and answer geographical questions. • Select geographical vocabulary independently to describe and compare localities • Use and compare two maps explaining the purpose of each • Identify different views around a geographical issue and state their own view • Research and collect information about people and places and present it e.g. report, poster, brochure etc.
Year 4	• Name and locate the countries and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topographical features of cities that include a coastline, a river and hills • Identify and compare land use patterns within the identified cities • Understand how land use has changed over time and the impact of this. • Identify the physical and human geography of the countries studied.	• Describe and understand key aspects of rivers, including formation, features of a river, impact on human geography and sustainability • Consider how physical geography impacts on land use, trade links, economic activity and types of settlement • Describe key aspects of the water cycle and the impact on human geography through distribution of natural resources and natural disasters • Describe and understand key features of natural disasters	• Use eight points of a compass and four figure grid references to describe the locational knowledge of the United Kingdom and the wider world • Use maps, atlases and globes to locate countries and describe features studied • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods such as sketch maps, plans and graphs	• Ask questions, analyse a range of evidence and explain their findings based on a geographical source • Identify links between human and physical geography • Make geographical inferences through a variety of geographical sources • Suggest different ways that a locality could be changed and improved • Begin to evaluate geographical information/sources
Year 5	• Identify the position and significance of the Northern and Southern hemisphere on human geography • Identify the position and significance of latitude and longitude on time zones around the world • Locate a range of countries and Capital cities in Europe, North and South America, Asia and Africa, using a range of geographical sources such as a map, atlas and globe • Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom compared with Jamaica in the Caribbean.	• In depth locational study to understand the significance of the human activity on physical geography • Describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	• Use six figure grid references to build locational knowledge of the United Kingdom and the wider world • Use maps, atlases and globes to locate countries and describe and compare features studied. • Use fieldwork to observe, measure, record and present the human and physical features of an area using digital technologies	• Pose a geographical question and use various sources to answer the question • Make links between their own geographical location and other locations with reference to human, physical and economical features • Explain how a locality has changed over time with reference to physical and human features • Evaluate geographical information/ sources and draw appropriate conclusions

Year 6	- Identify and locate the six different climate regions on a world map - Identify the position and significance of the Northern and Southern Hemisphere on human geography - A comparative study of regions in Northern and Southern Hemispheres, with a focus on physical characteristics and how these aspects have changed over time - Identify the position and significance of the Prime Meridian and the Tropics of Cancer and Capricorn	- Describe and understand key aspects of climate zones, biomes and vegetation belts including tundra, desert, tropical rainforest, savannah, temperate forest, grassland and taiga - Describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - Consider the possible futures if things remain unchanged - Explore potential solutions for a preferred future	- Use six figure grid references and eight points of a compass to build locational knowledge of the United Kingdom and the wider world - Use maps, digital maps, atlases and globes to locate countries and describe and compare features studied.	- Explain the links between human and physical geographical processes and how these may affect the future - Rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises - Present their research through self- selected representations: e.g reports, leaflets, drama, art, multimedia - Explain views in relation to environmental change and geographical issues and compare these with the views of others
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Vocabulary	atlas, globe, map, world, Earth, country, United Kingdom, England, Wales, Scotland, Northern Ireland Sea, Ocean, English Channel, North Sea, Irish Sea London, Cardiff, Edinburgh, Belfast River, River Trent, Nottingham, Sneinton, River Trent physical features, geographical features river, land, country, island, house, flat, street, town, road, post office, windmill, parks, landscape, city, village, rural, urban, location, area, world, near, far, left, right, forward, backwards	Europe, Africa, Asia, Australia, North America, South America, Antarctica, Sierra Leone, compass points, capital city, locality, fieldwork, rich/affluent, poor, aerial view, aerial map, centre, environment, Pacific Ocean, Southern Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean Caribbean Sea, Sargasso Sea, Mediterranean Sea, Caspian Sea, Black Sea, Red Sea	Agriculture, crops, husbandry, food miles, arable farm, pastoral farm, mixed farm, environmental impact, trade, locally produced, globalised, producer, emergent layer, canopy, tropical, understudy, Amazon, mountains	Water distribution, usage, consumption, economics, productivity, tributaries, basin, marsh land, meander, delta, embankment, main channel, source, river, mouth, tributary, downstream, upstream, transportation, stream, channel, bank, volcanoes, earthquakes, water cycle	Factories, manufacturing, city expansion, poverty, employment, classes, metropolitan, urbanization, outskirts, growth, population, boroughs, suburbs, city, inner, tourism, labour, climate	Climate zone, biome, vegetation belt, Amenities, flora, fauna, erosion, depletion, consumerism, vegetation, Encroachment, preservation, sanctuary, greenhouse effect, equatorial, landlocked