

Year 6 - History Progression Map

	Local history study: pirates and smugglers	World War Two
Chronological understanding <i>Use key periods as reference points e.g. BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today</i>	Use timelines to place and sequence local and national events. (Focus on the history of Bournemouth). Use timelines to demonstrate changes and developments within the local area, e.g. in culture and society. (Focus on changes and development in Bournemouth).	Use timelines to place events, periods and cultural movements from around the world. Use timelines to demonstrate changes and developments, e.g. in culture, technology, religion and society.
Knowledge and understanding of past events, people and changes in the past	Choose reliable sources of factual evidence to describe what culture and society was like during that time period, for example: houses and settlements; culture; clothes, way of life and actions of people; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. Identify how and why some of these aspects may have changed over time. (Also chronological understanding) Describe how some changes that happened during the time period affect life today. Focus on pirates and smugglers and the history of Bournemouth.	Choose reliable sources of factual evidence to describe what culture and society was like during WW2, for example: 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. Give some causes and consequences of the main events, situations and changes. Describe some changes that happened during WW2 affect life today. Describe similarities and differences between some people, events and objects studied. Make links between some features of past societies. (E.g. American Civil War, Year 5; Crime and punishment topic, Year 4; similarities/differences in beliefs of past British periods)
Historical interpretation	• (Look at point one on Knowledge section): Give own reasons why changes to these (e.g. religion) may have occurred, backed up with evidence. • 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. • Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.	
Historical enquiry	• Identify and use different sources of information and artefacts. • Evaluate the usefulness and accurateness of different sources of evidence. • Select the most appropriate source of evidence for particular tasks. • Form own opinion about historical events from a range of sources.	
Organisation and communication	• Present information in an organised and clearly structured way. • Make use of different ways of presenting information. • Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). • Use dates and terms accurately.	