

Year 6 History Progression Map



We are a Right Respecting School and this statement supports the following articles from the UN Convention on the Rights of a Child

Article 13: (Freedom of expression): Every child has the right to share information in any way they choose, including by talking, drawing or writing as long as it does not harm others.

Article 28: (Right to education): Every child has the right to a primary education, which should be free. They should be encouraged to reach the highest level of education of which they are capable.

Article 29: (Goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31: (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Year 6

	Entering	Developing	Secure
Chronological Understanding	- Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline - Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history - Pupils can compare historical periods, identifying a number of similarities between them and begin to consider why this is - Pupils can compare historical periods, identifying differences between them - Pupils are beginning to identify trends over time, identifying how ideas have been continued/ developed	- Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline - Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history - Pupils can compare a range of historical periods, identifying a number of similarities between them and think of why this is - Pupils can compare a range of historical periods, identifying differences between them - Pupils can identify some trends over time, identifying how ideas have been continued/ developed	- Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline - Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history - Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is - Pupils can compare a range of historical periods, identifying differences between them - Pupils can identify trends over time, identifying how ideas have been continued/ developed
Vocabulary	- Pupils can remember and use some names and words from the areas they have studied over the years - Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. - Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.	- Pupils can remember and use names and words from the areas they have studied over the years - Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. - Pupils generally understand words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.	- Pupils can remember and use a range of names and words from the areas they have studied over the years - Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. - Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

Questioning	• Pupils can ask questions, creating questions that develop understanding • Pupils can challenge sources of information • Pupils begin to make purposeful decisions about information to include when forming responses to questions • Pupils begin to organise information purposefully when responding to or asking questions	• Pupils can ask questions, creating questions that develop understanding about change, cause and significance • Pupils can challenge sources, questioning the validity of these • Pupils can make purposeful decisions about information to include when forming responses to questions • Pupils can organise information purposefully when responding to or asking questions	• Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance • Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda • Pupils can purposefully select information when forming responses to questions • Pupils can organise information purposefully when responding to or asking questions
Knowledge	• Pupils show knowledge about historical events, from local history to world history • Pupils show an understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.	• Pupils have a strong knowledge about historical events, from local history to world history • Pupils have a strong understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.	• Pupils have a wide ranging knowledge about historical events, from local history to world history • Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.