



Goldenhill Primary Academy

Curriculum Progression Map - History

Learning Intention Knowledge

		Nursery				Reception			
Change Significance	Change over time Compare and contrast Significant People	Begin to make sense of their own life-story Begin to make sense of their own family's history. To talk about past events e.g birthdays, events, special places To talk about members in their family				Begin to make sense of their own life story and family's history Begin to comment on images of familiar situations from the past Begin to compare and contrast characters from stories, including figures from the past Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Describe past events of personal significance in increasing detail Key Skills: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, Understand the past through settings, characters and events encountered in books read in class and storytelling To be able to listen attentively and respond to what they hear with relevant questions, comments and actions in a range of situations.			
Big Idea	Aspects /subject concepts	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
COMPARISON	Compare and contrast		I can look closely at similarities, differences, patterns and change? (The World 40-60m)	Identify similarities and differences between ways of life within living memory. Identifying similarities and differences helps us to make comparisons between life now and in the past.	Describe what it was like to live in a different period (Victorian Britain) A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.	Explain the similarities and differences between two periods of history. Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and	Compare and contrast two civilisations. Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take	Compare and contrast an aspect of history across two or more periods studied. Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in



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						the development of technology.	can be similar or contrasting across different civilisations.		common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.
	Projects			Childhood School days	Coastline Magnificent Monarchs Movers and Shakers	Through the Ages	Invasion Ancient Civilisations	Groundbreaking Greeks Dynamic Dynasties	Britain at War
HUMANKIND	Everyday	Can I comment and ask questions about aspects of my familiar world and life such as the place where I live or the natural world? (The World 30-50m	Can I comment and ask questions about aspects of my familiar world and life such as the place where I live or the natural world? (The World 30-50m	Describe an aspect of everyday life within living memory. Aspects of everyday life include houses, jobs, objects, transport and entertainment.	Describe the everyday lives of people in a period within or beyond living memory. Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.	Describe the everyday lives of people from past historical periods. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gather lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the	Explain how artefacts provide evidence of everyday life in the past. The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how	Explain how everyday life in an ancient civilisation changed or continued during different periods. Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue,	Evaluate the human impact of war, oppression or conflict on the everyday life of a past or ancient society. War can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, way of life and identity.



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						creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology	they spent their time.	for example, if invaders respected and adopted a country's culture and language.	
	Projects			Childhood School days	Street detective Movers and Shakers	Through the Ages Emperors and Empires (Romans)	Blue Abyss	Groundbreaking Greeks	Britain at War Maafa
HUMANKIND	Hierarchy and power		Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Children talk about past and present events in their own lives and in the lives of family members Talk about the lives of the people around them and their roles in society	Describe the role of a monarch. A monarch is a king or queen who rules a country.	Describe the hierarchy of a past society. Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles,	Describe the roles of tribal communities and explain how this influenced everyday life. Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gather lifestyle. Communities created permanent	Describe the hierarchy and different roles in ancient civilisations. Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.	Describe the significance, impact and legacy of power in ancient civilisations. Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor	Describe and explain the significance of a leader or monarch. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring



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					lords or landowners in the middle and poor workers or slaves at the bottom.	settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.		leadership caused these aspects of civilisation to decline.	innovation or introducing new religious or political ideologies. The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives.
	Projects			Bright lights, big city	Magnificent Monarchs	Through the Ages	Ancient Civilisations	Dynamic Dynasties	A Childs war
HUMANKIND	Civilisations					Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.	Describe the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy). The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000	Describe the achievements and influence of the ancient Greeks on the wider world. The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre.	Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings, and personal qualities, such as determination and the ability to communicate. Motives include birthright; the



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							years.		desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.
	Projects					Through the Ages	Ancient Civilisations		Britain at War Maafa
						Describe achievements and influence of the ancient Romans on the wider world. The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity.	Describe the significance and impact of power struggles on Britain. The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.	Describe a feature of a past civilisation or society. In-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world	Describe some of the greatest achievements of mankind and explain why they are important. A great achievement or discovery may be significant because it affects the lives of other people or the natural world, moves human understanding forward, rights wrongs and injustices or celebrates the highest attainments of humans.



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								over the last 5000 years.	
						Emperors and Empires	Invasion	Dynamic Dynasties	Britain at War
HUMANKIND	Civilisations					Describe ways in which human invention and ingenuity have changed how people live. Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, writing of Shakespeare and the Industrial Revolution.			
	Projects					Through the Ages			
HUMANKIND	Civilisations					Describe the achievements and influence of the Romans on the wider world.	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).	Study a feature of a past civilisation or society.	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).



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						The achievements and influences of the Romans on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre.	The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.	The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.	culture, art, politics, hierarchy). The characteristics of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can be seen in society today.
	Projects					Emperors and Empires	Ancient Civilisations	Dynamic Dynasties	Maafa
CHANGE	Change over time	I can developing an understanding of growth, decay and changes over time? (The world 30-50m)	I can make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Describe changes within living memory (approximately 100 years). Changes within living memory have happened over the last 100 years and include technology, exploration, workplaces, houses and jobs, leisure, family and social structures.	Describe how an aspect of life has changed over time. Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.	Summarise how an aspect of British or world history has changed over time. Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.	Frame historically valid questions about continuity and change and construct informed responses. Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become	Describe the causes and consequences of a significant event in history. The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of



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								bigger, better or more important, or decline and become smaller, worse or less important.	individuals or groups of people. These long and short-term causes can lead to a variety of consequences for individuals, small groups of people or society as a whole.
	Projects			Splendid Skies Childhood School days	Street detective Movers and Shakers Magnificent Monarchs	Emperors and Empires Through the Ages	Invasion Ancient Civilisations	Groundbreaking Greeks	Maafa Britain at War
CHANGE	British history			Describe a significant historical event in British history. Significant historical events include those that cause great change for large numbers of people.	Describe and explain the importance of an individual's achievements. Important individual achievements include great discoveries and actions that have helped many people. Examples include Florence Nightingale's improvements in hygiene and hospital care and Captain Cook's mapping of newly discovered continents and islands and his circumnavigation of the Earth.	Describe how a significant event or person in British history changed or influenced how people live today. Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.	Describe a series of significant events, linked by a common theme, that show changes over time in Britain. Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.		Articulate the significance of a historical person, event, discovery or invention in British history. Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.



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	Projects			Bright lights, big city Childhood	Coastline Movers and Shakers Magnificent Monarchs	Rocks, relics and rumbles Through the Ages Emperors and Empires	Invasion		Britain at War
CHANGE	Chronology	Can retell a simple past event in correct order (e.g. went downslide, hurt finger).(Speaking 3050m)	Can I talk about past and present events in my own life and in the lives of family members? (P&C ELG)	Order information on a timeline. Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.	Sequence details about an event beyond living memory in chronological order. A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	Sequence dates and information from several historical periods on a timeline. Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year 0 AD marks the birth of Christ in the Gregorian calendar.	Sequence significant dates about events within a historical time period on historical timelines. Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.	Sequence, and make connections between, periods of world history on a timeline. Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.	Articulate and present a clear, chronological world history narrative within and across historical periods studied. Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.
	Projects			Childhood School days	Magnificent Monarchs Movers and Shakers	Through the Ages Emperors and Empires	Invasion Ancient Civilisations	Groundbreaking Greeks Dynamic Dynasties	Maafa Britain at War
SIGNIFICANCE	Significant events		Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends Enjoys joining in with family customs and routines. Children talk about past and present events in their own	Identify some key features of a significant historical event beyond living memory. Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the	Explain why an event from the past is significant. Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is	Explain the cause and effect of a significant historical event. The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a	Explain in detail the multiple causes and effects of a significant historical event. Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the	Explain why an aspect of world history is significant. Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or	Present a detailed historical narrative about a significant global event. Historical narratives can include descriptions of long and short-term causes and consequences of an event; highlight the actions of



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			lives and in the lives of family members.	date it happened, the people and places involved and the consequences of the event.	commemorated every year on 11th November to remember the end of the First World War.	significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.	need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.	influence the way we live today.	significant individuals and explain how significant events caused great change over time.
	Projects			School Days (Optional) Bright Lights, Big City	Magnificent Monarchs	Through the Ages Emperors and Empires	Invasion Ancient Civilisations	Groundbreaking Greeks Dynamic Dynasties	Maafa
SIGNIFICANCE	Significant people		Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines. Children talk about past and present events in their own	Explain why a significant individual is important.	Describe the impact of a significant historical individual.	Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.	Construct a profile of a significant leader using a range of historical sources.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.
				Significant individuals have helped people, stood up for their beliefs, made discoveries or provided leadership. Significant individuals in history include Mary Anning, Sir Francis Beaufort, Rosa Parks and Neil Armstrong.	The impact of significant historical individuals can include greater knowledge of the world, improvements to local or national life and personal achievements. Significant individuals include Captain Cook, Helen Keller, Grace Darling, Jesse	People become historically significant when their actions have created change over time, changed human thinking or their individual lives have highlighted the struggles of a larger group of people. Significant people are also usually	A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.	Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice.	Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the



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			lives and in the lives of family members. Recall some important narratives, characters and figures from the past encountered in books read in class		Owens and Isambard Kingdom Brunel.	remembered and celebrated during or after their lifetimes.			cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.
	Projects			School days Splendid skies Big lights, big city	Magnificent Monarchs Movers and Shakers	Empires and Emperors	Invasion Ancient Civilisations	Groundbreaking Greeks Dynamic Dynasties	Maafa Britain at War
CREATIVITY	Report and conclude			Create stories, pictures and role play about historical events, people and periods. Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.	Present historical information in a simple non-chronological report, fact file, story or biography. Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.	Make choices about the best way to present historical accounts and information. Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.	Present a thoughtful selection of relevant information in a historical report or in-depth study. Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event



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CREATIVITY									(secondary evidence).
	Projects			Childhood School days	Magnificent Monarchs Movers and Shakers	Through the Ages Urban pioneers Emperors and Empires	Invasion Ancient Civilisations	Groundbreaking Greeks Dynamic Dynasties	Maafa Britain at War
	Communica tion		Children talk about past and present events in their own lives and in the lives of family members. Developing an understanding of growth, decay and changes over time. Uses everyday language related to time. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.	Use the historical terms year, decade and century. A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.	Use historical terms to describe different periods of time. Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.	Use more complex historical terms to explain and present historical information. Historical terms include abstract nouns, such as invasion and monarchy.	Articulate and organise important information and detailed historical accounts using topic-related vocabulary. Historical terms include topic-related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.	Use abstract terms to express historical ideas and information. Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.
PLACE	Projects			Childhood School days	Movers and Shakers Magnificent Monarchs	Through the Ages	Invasion Ancient Civilisations	Groundbreaking Greeks Dynamic Dynasties	Maafa Britain at War
	Local history	I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural	I can look closely at similarities, differences, patterns and change? (The World 40-60m)	Describe important events in the school's history.	Describe, in simple terms, the importance of local events, people and places.	Analyse a range of historical information to explain how a national or international event has impacted the locality.	Describe and explain the impact of a past society on a local settlement or community.		Present an in-depth study of a local town or city, suggesting how to source the required information.



		world? (The World 30-50m)	I can make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG)	Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.	Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.	National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.	A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.		Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.
	Projects			School days	Street detectives Movers and Shakers	Urban pioneers Emperors and Empires	Invasion		Britain at War
MATERIALS	Artefacts		Recall some important narratives, characters and figures from the past encountered in books read in class	Use a range of historical artefacts to find out about the past. Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Use historical sources to identify a viewpoint. Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.	Make deductions and draw conclusions about the reliability of a historical source or material. Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner	Identify bias in historical source materials. Use a range of historical sources or artefacts to build a picture of a historical event or person. Bias is when an author's viewpoint is so strong that the information they produce is unbalanced or prejudiced. Biased sources can contain positive or negative information. Biased sources may also miss out key facts	Ask perceptive questions to help evaluate a historical source. Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the



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						others. For example, written accounts may be biased, depending on the viewpoint of the writer.	was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.	that don't fit with the author's opinion or include incorrect information. Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.	source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'
	Projects			Childhood School days	Magnificent Monarchs Movers and Shakers	Through the Ages Urban pioneers Emperors and Empires Rocks, relics and rumbles	Invasion	Groundbreaking Greeks Dynamic Dynasties	Britain at War