

## Keyworth and Bessemer History Progression Map 2022

These key historical skills and concepts reflect the National Curriculum and should be revisited throughout different units. They include: *Chronology, Knowledge of Events, People, Cultures and Beliefs in the Past, Similarities and Differences, Causes and Consequences, Changes and Trends Over Time, Interpreting History, Investigating History* and finally, *Presenting and Communicating*.

This document should be used parallel to your history assessment grid and topic cover sheet (with objectives) to ensure your pupils' learning is pitched correctly and shows progression.

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History Topics	Our Grandparents London- Now and Past Culture and Diversity	Great Fire of London Travel and Transport Famous Faces	Stone Age Egyptians The Royals	Tudors, London at War, The Vikings, The Kingdom of Benin, Environment/ Activism.	The Romans, The Victorians London	Ancient Greece Ancient Maya, Japan
National Curriculum	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.			
Chronology	<p>I can describe memories and changes that have happened in my own life;</p> <p><i>e.g. simple captions.</i></p> <p>I can sequence images: artefacts and events that are close together in time.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can sequence pictures from different periods;</p> <p>I can begin to order dates from earliest to latest on simple timelines.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can begin to sequence several events, artefacts or historical figures on a timeline using dates.</p> <p>I understand that a timeline can be divided into <i>BC (Before Christ) /BCE (Before Christian Era)</i> and <i>AD (Anno Domini)</i>.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can independently sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</p> <p>I have begun to independently use terms related to the unit being studied and passing of time.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>I can accurately use dates and terms to describe historical events.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I understand how some historical events/periods occurred concurrently in different locations, <i>e.g. Ancient Greece, Ancient Maya and Ancient Egypt.</i></p>

<p><b>Vocabulary</b></p>	<p><i>old, new, yesterday, today, tomorrow, older, earliest, latest, past, present, future, century, new, newest, old, oldest, before, after to show the passing of time.</i></p>	<p><i>Passing of time, order of events, timeline, before I was born, sequence, weeks, days, living memory, beyond living memory, to show the passing of time.</i></p>	<p><i>Timeline, AD, BCE (before the common era), BC (before Christ), CE (common era), chronological order, event .</i></p>	<p><i>Calendar, 'Towards the end of the Henry VIII's rule, in 1547 AD',</i></p>	<p><i>Decades 'Pre-industrialisation' Throughout the Roman's... Movement</i></p>	<p><i>Era Centuries, Duration Dynasty Concurrent, parallel, simultaneous,</i></p>
<p><b>National Curriculum</b></p>	<p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p>		<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, <b>establishing clear narratives within and across the periods they study.</b></p>			
<p><b>Knowledge of Events, People, Cultures and Beliefs in the Past</b></p>	<p>I can reflect on historical events, people and places in my own locality.</p> <p>I know and can recount episodes from stories and significant events in history - talking, drawing and writing.</p> <p>I can use common words and phrases to show the passing of time.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can describe events from the past that are significant (local, national and international).</p> <p>I can describe significant individuals from past and reflect upon their contributions/ achievements (national and international).</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can describe key features and events of the time studied.</p> <p>I can describe the everyday lives of people in the time studied.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can identify key features, aspects and events of the time studied.</p> <p>I can find out about the everyday lives of people in the time studied.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can identify and reflect upon the key features of the past, including: beliefs and the everyday lives of men, women and children.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can investigate the key features of the past, within and across the periods studied, including: attitudes, beliefs, political and economic climate and the everyday lives of men, women and children.</p>
<p><b>Vocabulary</b></p>	<p><i>Local, past, before, king, queen, important, same, different,</i></p>	<p><i>Significant, global / international, national, local, event, museum, historian</i></p>	<p><i>Ancient civilisation Archaeology, prehistory, evidence , agriculture, key events, key figures,</i></p>	<p><i>Key figures, key events, aspects, everyday lives , period of history, Victorian era</i></p>	<p><i>Rule, culture, religious, beliefs, everyday lives, social, society, interpretation,</i></p>	<p><i>culture, religious, social, economic and political, attitudes, beliefs, power, development, monarchy, legacy, within, across, concurrent,</i></p>

National Curriculum	Children should identify <b>similarities and differences</b> between ways of life in different periods.		Children should note connections, contrasts and trends over time. They should regularly address and sometimes devise historically valid questions about change, cause, <b>similarity and difference</b> , and significance.			
<b>Similarities and Differences</b> (within period studied and with other periods of history).	I recognise some similarities and differences between the past and the present;  <i>e.g. sorting objects or pictures / photos.</i>  I can identify some similarities and differences between ways of life in different periods.	<b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:  I can recognise some similarities and differences between the past and the present in increasing detail.	<b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:  I can describe similarities and differences between aspects of history, people, events and artefacts studied, <i>e.g. Stone Age and Bronze Age.</i>	<b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:  I can independently identify similarities and differences between aspects of history, people, events and artefacts studied.  I can find out about the everyday lives of people in time studied compared with our life today.	<b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:  I can identify similarities and differences in the everyday lives of people in period studied, <i>e.g. wealthy and poor in Tudor England;</i>  I can identify similarities and differences within one aspect of the period studied and one studied earlier - <i>e.g. Between Roman and Tudor weapons and warfare, style of leader.</i>	<b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:  I can identify similarities and differences between 3 time periods studied, <i>e.g. using 3 circle Venn diagrams;</i>  I can suggest why there may be similarities.
Vocabulary	<i>Same, different, sort, past present.</i>	<i>Similar, different, past, present, similarities, differences, recognise,</i>	<i>Similar, different, compare, describe, evidence, artefacts,</i>	<i>Similar, different, compare, contrast, identify, find out, examine, everyday lives, aspect, evidence, artefacts, past, present day,</i>	<i>Similar, different, compare, contrast, identify, previous, earlier, later, period of history, religion, beliefs, culture.</i>	<i>Similarity, difference, compare, contrast, reason, cause, culture, religious, social, economic and political</i>
National Curriculum	Children understand that there are reasons why people in the past acted as they did;		Children should note connections, contrasts and trends over time. They should regularly address and sometimes devise historically valid questions about change, <b>cause</b> , similarity and difference, and significance.			
<b>Cause and Consequence</b> (within period studied and future impact).	I can make simple links between cause and effect in my own life.	<b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:  I understand that there are reasons why people in the past acted as they did, <i>e.g. recount main events using causal conjunctions.</i>	<b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:  I can identify the cause for changes in the period studied, <i>e.g. Why Stone Age man began to settle in villages.</i>	<b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:  I can identify more than one cause/reason for events / actions in the period studied.	<b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:  I can examine causes and consequences of great events and the impact these had on people;	<b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:  I can use evidence to form hypothesis.  I can produce a balanced argument.

			I can explain how people and events in the past have influenced life today (legacy).		I recognise that there may be more than one cause or consequence and begin to assess the relative importance.  I recognise that sometimes change is not abrupt.	
Vocabulary	<i>Reason, because, so,</i>	<i>Reason, because, as a result of, since</i>	<i>Due to, as a result of, result, therefore, cause, reason, since, effect.</i>	<i>Due to, as a result of, therefore, cause, reason, consequence, outcome, since, effect.</i>	<i>Impact, outcome, consequence, influence, effect, long term, short term, religious, cultural, every day,</i>	<i>Impact, outcome, consequence, influence, prompted, inspired, hence, cultural, long term, short term, future, legacy, religious, social, economic and political</i>
National Curriculum	Children should note connections, <b>contrasts and trends over time</b> . They should regularly address and sometimes devise historically valid questions about <b>change</b> , cause, similarity and difference, and significance.					
<b>Changes and Trends Over Time</b>	I can describe memories and changes that have happened in my own life.	<p>Children are able to: Evidence and consolidate skills from previous years, in addition to:</p> <p>I can compare pictures to explain how changes have occurred - <i>e.g. hospitals now and then, Pudding Lane now and then;</i></p> <p>I can begin to explain why something changed - <i>e.g. construction of houses in London.</i></p>	<p>Children are able to: Evidence and consolidate skills from previous years, in addition to:</p> <p>I can reflect on key changes over a period of time.</p> <p>I can begin to discuss reasons for those changes.</p>	<p>Children are able to: Evidence and consolidate skills from previous years, in addition to:</p> <p>I have begun to independently identify important changes over a period of time.</p> <p>I am able to give reasons for those changes.</p>	<p>Children are able to: Evidence and consolidate skills from previous years, in addition to:</p> <p>I can identify and reflect on various developments over time in the everyday lives of people.</p> <p>I can use primary evidence such as Census, maps to explore changes over a time period.</p>	<p>Children are able to: Evidence and consolidate skills from previous years, in addition to:</p> <p>I can map changes over a time period.</p> <p>I can compare those to other societies at the time.</p> <p>I have begun to consider the influence of wider aspects <i>e.g. environmental issues.</i></p>
Vocabulary	<i>Change, now, then, before, after, remember, memory, different</i>	<i>Change, compare, before, after, reason,</i>	<i>Reflect, explore, important, discuss,</i>	<i>Identify, important, significant, changes, period of time, reasons, cause,</i>	<i>Change, development, time period, evidence, identify, reflect, progress,</i>	<i>Change, evolve, develop, trend, compare, contrast, shift,</i>

			<i>changes, period of time, reason</i>			<i>transform, influence, period, era, age, culture, religious, evidence, map changes, progress, growth, expansion, advancement, analyse, social, economic and political</i>
<b>National Curriculum</b>	Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Children should understand how our knowledge of the past is constructed from a range of sources.				

<h2 style="text-align: center;">Interpreting History</h2>	<p>I can observe and use pictures, photographs and artefacts to find out about the past.</p> <p>I can start to use stories or accounts to distinguish between fact and fiction.</p> <p>I can relate my own account of an event and understand that others may give a different version.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can compare two versions of a past event.</p> <p>I can explain that there are different types of evidence and sources that can be used to help represent the past.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can look at two or more versions of the same event in history and identify differences.</p> <p>I understand the difference between primary and secondary sources of evidence.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can investigate different accounts of historical events.</p> <p>I can explain some of the reasons why the accounts may be different.</p> <p>I know the difference between primary and secondary sources of evidence.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can find and analyse a wide range of evidence about the past and examine their sources.</p> <p>I can provide various pieces of evidence to offer clear reasons for different interpretations of events.</p> <p>I can link this to factual understanding about the past.</p> <p>I have considered different ways of checking the accuracy of interpretations of the past.</p> <p>I can explain the difference between primary and secondary evidence and the impact of this on reliability.</p> <p><i>e.g. a secondary source being someone else's interpretation of events.</i></p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I have shown an awareness of the concept of propaganda;</p> <p>I know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>I can evaluate the usefulness of different sources.</p>
<h2 style="text-align: center;">Vocabulary</h2>	<p><i>true, not true, real not real, different, type, memory.</i></p>	<p><i>Evidence, types, version, Fact, fiction, represent, compare</i></p>	<p><i>Primary, secondary, Version, evidence, different, compare.</i></p>	<p><i>Primary, secondary, source, Version, account, evidence, different, cause, reason</i></p>	<p><i>Primary, secondary, source, accuracy, interpretation, version, fact, fiction, reliable, unreliable, reason, due to</i></p>	<p><i>Reliable, unreliable, analyse, source, propaganda, motive, bias, prejudice, interpretations, persuade, influence, evaluate</i></p>

National Curriculum	Children should <b>ask and answer questions</b> , using <b>other sources</b> to show that they <b>know and understand key features of events</b> .		Children should regularly <b>address and sometimes devise historically valid questions</b> about change, cause, similarity and difference, and significance. Children should <b>construct informed responses that involve thoughtful selection and organisation of relevant historical information</b> .			
<h2 style="text-align: center;">Investigating History</h2>	<p>I can observe or handle evidence to ask simple questions about the past.</p> <p>I can observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can choose and select evidence and say how it can be used to find out about the past.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can understand the difference between primary and secondary sources.</p> <p>I can use a range of sources to find out about the past.</p> <p>I can construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>I can gather more detail from sources such as maps to build up a clearer picture of the past.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can explain the difference between primary and secondary sources.</p> <p>I regularly address and sometimes devise my own questions to find answers about the past.</p> <p>I have begun to undertake my own research.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <p>I can recognise when we are using primary and secondary sources of information to investigate the past.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can select relevant sections of information to address historically valid questions.</p> <p>I can construct detailed, informed responses.</p> <p>I can investigate my own line of enquiry by posing historically valid questions to answer.</p>
Vocabulary	<i>Find out, answer, questions, look at,</i>	<i>Evidence, question, find out, past, learn, choose, select,</i>	<i>Primary, secondary, source, relevant, range, select, organise, evidence, historical information, discover, find out, examine, reflect.</i>	<i>Primary, secondary, sources, relevant, research, explore, compare, investigate, devise, question.</i>	<i>Primary, secondary, sources, wide range, varied, gather, relevant, identify, materials, study, enquiry, evidence, historic, investigation.</i>	<i>Primary, secondary, sources, relevant, critically, evidence, analyse, interpret, hypotheses, support, oppose, prove, authentic.</i>
National Curriculum	Pupils should use a wide vocabulary of everyday historical terms.		Pupils should develop the appropriate use of historical terms.			

<p><b>Presenting and Communicating</b></p>	<p>I have shown an understanding of historical terms, such as monarch, parliament, government, war, remembrance.</p> <p>I can talk, write and draw about things from the past.</p> <p>I can use drama/role play to communicate my knowledge about the past.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can use historical vocabulary to retell simple stories about the past.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can present, communicate and organise ideas about the past using <b>models, drama role plays and different genres of writing</b> including <i>letters, recounts, poems, adverts, diaries, posters and guides.</i></p> <p>I can use and understand appropriate historical vocabulary to communicate information such as <i>ruled, reigned, empire, invasion, conquer, kingdoms.</i></p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can start to present ideas based on my own research about a studied period.</p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can present, communicate and organise ideas about from the past using <b>detailed discussions and debates and different genres of writing</b> such as <i>myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</i></p> <p>I know and show a good understanding of historical vocabulary including abstract terms such as <i>democracy, civilisation, social, political, economic, cultural, religious.</i></p>	<p><b>Children are able to:</b> Evidence and consolidate skills from previous years, in addition to:</p> <p>I can plan and present a self-directed project or research about the studied period.</p>
<p><b>Vocabulary</b></p>	<p><i>Past, present, yesterday, today, last week, long time ago, before I was born</i></p>	<p><i>Century, decade, historian, museum, history, historical, invasion, war, peace</i></p>	<p><i>Ruled, reigned, empire, invasion, conquer, kingdoms: Neolithic, Palaeolithic, Mesolithic Prehistory, BCE / AD, artefact, fossil, Ancient, archaeology, hieroglyphic, temple, civilisation, beliefs, society, religious, time period, consequence</i></p>	<p><i>Ruled, reigned, empire, invasion, conquer, kingdoms, chronology, era, cause, change, heritage, legacy, attitudes, monarchy, Pope, inheritance, document, industrialisation, primary/secondary source, document.</i></p>	<p><i>democracy, civilisation, social, cultural, religious, significance, social, morals, capitalist, manufacturing, parliament, invention Mythology, empire, Emperor, enquiry,</i></p>	<p><i>democracy, civilisation, social, political, economic, cultural, connection, concurrently, parallel, religious, propaganda, hypothesis, government sources, version, reliability, interpretation, diversity, sacrifice, rebellion.</i></p>