



Wentworth Primary School
Key Skills & Knowledge Progression Map
'Striving for Excellence'
History

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Chronological Understanding</u>	<p>Begin to make sense of their own family's history and their life story.</p>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and others in the past.</p> <p>Place known events and objects in chronological order (timeline)</p>	<p>Show an awareness of the past and use the words past and present when telling others about an event.</p> <p>Recount changes in my own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened within a chronological framework (timeline)</p> <p>Identify similarities and differences between ways of life in different periods</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events from the period studied (timeline)</p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe memories of key events in his/her life using historical vocabulary.</p>	<p>Place some historical periods in a chronological framework (timeline)</p> <p>Describe the main changes in a period in history.</p> <p>Use historic terms related to the period of study.</p>	<p>Describe the significant changes in a period in history.</p> <p>Accurately use dates and terms to describe historical events.</p> <p>Use dates to order and place significant events on a timeline.</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>
<u>Knowledge and understanding of historical events, people and changes.</u>	<p>Be able to discuss images of familiar situations in the past.</p> <p>Know some similarities and differences</p>	<p>Recall some facts about people/events before living memory.</p>	<p>Use information from a range of sources to describe the past.</p>	<p>Use evidence to describe the culture and leisure activities from the past.</p>	<p>Use evidence to describe what was important to people from the past.</p>	<p>Choose reliable sources of information to find out about the past.</p>	<p>Choose reliable sources of information to find out about the past.</p>

	<p>between things in the past and now.</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling.</p>	<p>Say why people may have acted the way they did in the past.</p> <p>Identify some similarities and differences between ways of life in different periods.</p>	<p>Describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p>	<p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Find out about every day life of people in the past and how it may have influenced life today.</p>	<p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p>	<p>Give some reasons (with evidence) for some important historical events.</p> <p>Describe similarities and differences between some people, events and artefacts studied</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</p>	<p>Use evidence to support arguments.</p> <p>Examine causes and results of great events and the impact these had on people.</p> <p>Identify and note connections, contrasts and trends over time in the every day life of people.</p> <p>Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</p> <p>Show developing appropriate use of historical terms.</p>
<p><u>Historical interpretation and enquiry (including artefacts)</u></p>	<p>Use their own experiences, books and pictures to discuss events in the past.</p> <p>Look at objects/ artefacts to find out more about the past.</p> <p>Children can find answers to simple questions about the past from sources of information like artefacts, photographs and books.</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Relate his/her own account of an event and understand that others may give a different version</p> <p>Describe some simple similarities and differences between artefacts.</p> <p>Find answers to some simple</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Think about and discuss the origins of these sources – do we know who made them, or took the photograph etc. Why did they do this?</p>	<p>Explore the idea that there are different accounts of history and what the reasons for this might be.</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Use a variety of resources to find out about aspects of life in the past. E.g. documents, printed</p>	<p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Understand that sources can contradict each other.</p> <p>Use sources of information in ways that go beyond simple observations to</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Understand that the type of information available depends on the period of time studied.</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Use evidence to support arguments.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p>

		<p>questions about the past from simple sources of information e.g. 'What do you think it could have been used for?'</p> <p>Sort artefacts from 'then' and 'now'.</p> <p>Ask and answer relevant basic questions about the past.</p>	<p>Understand some of the ways in which we find out about the past</p> <p>Identify different ways in which the past is represented.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p>	<p>sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p>	<p>answer questions about the past.</p> <p>Use a variety of resources to find out about aspects of life in the past. E.g. documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past</p>	<p>Evaluate the usefulness of a variety of sources.</p> <p>Make comparisons between aspects of periods of history and the present day.</p> <p>Compare sources of information available for the study of different times in the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p>	<p>Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</p> <p>Show developing accuracy in use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Make confident use of a variety of sources for independent research.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>
<u>Key Vocabulary</u>	<p>General Vocabulary: today, tomorrow, yesterday, ourselves, parents, grandparents, old, after, before, long ago, past, today, life</p>	<p>General Vocabulary: after, before, change, different, long ago, modern, next, nowadays, old, past, present, today, tomorrow,</p>	<p>General Vocabulary: after, before, change, different, long ago, modern, next, nowadays, old, past, present, today, tomorrow,</p>	<p>General Vocabulary: artefact, cause, change, chronological, conquer, effect, empire, invasion, kingdoms, monarch, rule, reign, settlement,</p>	<p>General Vocabulary: artefact, cause, change, chronological, conquer, effect, empire, invasion, kingdoms, monarch, rule, reign, settlement, world</p>	<p>General Vocabulary: ancient, civilisation, chronological, cultural, democracy, economic, global, government, parliament, period,</p>	<p>General Vocabulary: ancient, civilization, chronological, cultural, democracy, economic, global, government, parliament, period,</p>

		<p>remembrance, similar, timeline, yesterday</p> <p>Nursing: hospital, hygiene, infection, injury, medicine, soldier, ward, wound</p> <p>Toys: battery power, broken, electronic, hard, modern, plastic, rough, rusty, wooden, worn</p> <p>Seaside: bathing machine, beach, holiday, penny lick, parasol, pier, pollution, promenade, Punch and Judy, shore</p>	<p>remembrance, similar, timeline, yesterday</p> <p>Explorers: Antarctic, astronaut, Atlantic, aviator, expedition, explorer, journey, lunar, navigator, orbit, pilot, pioneer, polar, route, satellite, sledge, voyage</p>	<p>world history</p> <p>Anglo-Saxons and Vikings: Britain, Danelaw, heathen, hoard, monastery, Picts, raid, runes, sceptre, settler, trade, treaty</p> <p>Mayan Civilization: cenote, codex, civilisation, codices, glyph, hieroglyph, jade, obsidian, quetzal, ritual, stelae, temple</p>	<p>history</p> <p>Stone Age to Iron Age: archaeologist, barrow, forge, henge, hunter-gatherers, Mesolithic, Neolithic, Paleolithic, prehistoric, ritual, tribe / tribal</p> <p>Shang Dynasty: ancestor, Ancient China, archaeologist, bronze, chariot, cowrie shells, ding, dynasty, inscription, oracle bones, tomb</p> <p>The Romans: amphitheatre, caldarium, empire, emperor, frontier, gladiator, government, hypocaust, legion, province, rebellion, slave, tax, temple, trade, villa, worship</p>	<p>political, religious, significance, social</p> <p>Ancient Greeks: Acropolis, agora, city state, gods, goddesses, Golden Age, helot, hoplite, Olympics, ostrakon, Parthenon, polis</p>	<p>political, religious, significance, social</p> <p>Victorians: British Empire, class, factory, Industrial Revolution, mill, poverty, reign, rural, sanitation, slums, urban, wealth, workhouse,</p>
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