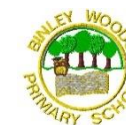


Binley Woods Primary School – History Skills, Knowledge and Vocabulary Progression Map



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Themes	Super Duper You How did our Grandparents Celebrate? Why does the sky sparkle? Farming Traditional Tales Under the Sea	Do I play with the same toys my grandparents did? History on our doorstep- wonderful Warwick? What were holidays like in the past?	What do we know about the Victorians and the way they lived? Who made the first car and bike in Coventry? Who are Mary Seacole, Florence Nightingale and Edith Cavell? What made the fire of 1666 great?	Who first lived in Britain? (the Stone Age) Who first used metal? (The iron and bronze ages) Why are the achievements of Ancient Greece important today?	Who were the Romans and what did we learn from them? (+ Hadrian's Wall) Canals How did the civilisation of Ancient Egypt Wax and Wane?	Who invaded Britain after the Romans left? Were Tudor and Elizabethan times all banquets and fun? What was revolutionary about the industrial revolution?	What should we remember from when the world was at war? Colonialism and slavery Should Britain be proud of its past? – A study of Benin
FS / National Curriculum Coverage (Knowledge)	C&L: - Retell a simple past event in the correct order. - Begin to understand why and how questions UtW: past and present People, culture and communities - Remember and talk about significant events in own experience. - Talk about past and present events in their own life and that of family members. - Developing an understanding of growth, decay and change over time. - Comment and ask questions about aspects of familiar world. - Look closely at similarities, differences, patterns and change – including since they were born Maths: - Use everyday language relating to time. (ELG)	- Similarities and differences between ways of life in different periods - Changes within living memory - The lives of significant people in the past that have contributed to national and international achievements - Compare aspects of life in different periods - Significant historical events, people and places in their own locality.	- Events beyond living memory that are significant nationally or globally - To study the lives of significant people in the past that have contributed to national and international achievements (use to compare aspects of life in different periods) - Significant historical events, people and places in their own locality.	- Changes in Britain from the Stone Age to the Iron Age - Ancient Greece – a study of Greek life and achievements and their influence on the western world	- The Roman Empire and its impact on Britain - Local history study (a study over time tracing how several aspects of national history are reflected in the locality) - The achievements of the earliest civilizations	- Britain's settlement by Anglo-Saxons and Scots - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	- The achievements of the earliest civilizations - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Chronological Understanding	Understand they have a past Understand their family members have a past before they were born	• Recognise changes since their parents and grandparents were born • Understand there are differences when comparing life now and life beyond living memory • Identify artefacts that belong to the past • Put up to three objects into chronological order. • Create and use a simple timeline (beginning to have an awareness of dates)	• Use dates to talk about people or events in the past • Distinguish between long-term and short-term time scales, making direct comparisons between people and events they have learnt about • Sequence events in a chronological timeline and give reasons for their order. • Use a growing vocabulary to articulate their understanding of the past	• Use dates to order events on a timeline • Use dates to articulate their understanding of chronology • Place several events, artefacts and historical figures on a timeline using dates. • Understand that a period in history encompasses several events lifetimes, changes. Plot these on timelines • Plot the chronology of early History	• Understand that periods in time can have an influence on other periods (e.g. Greeks and Romans) • Note connections, contrasts and trends over time • Have a deeper understanding of the overlaps between time periods. • Have a deeper understanding of how dates label chronology	• Use dates and historical terms more accurately when ordering events • Recognise and understand the chronology of invasions of Britain • Make connections and contrasts between different time periods studied. • Begin to understand the concepts of continuity and change over time • Use dates and historical terms more accurately in describing events. • Identify periods of rapid change and compare this to period of slower change	• Use dates and historical terms accurately when speaking about and ordering events. • Independently place features of historical events in a chronological framework. • Create timelines which outline the development of specific features e.g weaponry in World War I and II. • Outline the changes and developments relating to the British Empire. • Make connections and contrasts between different time periods studied.
Historical Enquiry & Sources of Information		• Have an understanding of how people find out about the past. • Ask questions about old and new objects • Consider differences between old and new through pictures, videos, artefacts and buildings	• Use specific sources of information to form questions • Talk about and understand some of the different ways we can find out about the past • Show an understanding of how evidence is collected (including seeing evidence first hand at Coventry museum) • Research the life of a famous Briton from the past using different resources to help. • Ask questions like 'What was it like for people?' 'What happened?' 'How long ago?'	• Begin to recognise the role of archaeology in enabling us to understand the past • Begin to use more than one source of evidence to answer questions. • Research a specific structure from the past. • Use evidence to ask and answer questions about the past. • Use research to identify similarities and differences between given periods in history. • Use a specific search engine to help find information digitally. • Begin to compare and contrast different forms of evidence.	• Research two versions of an event and ask questions about why they might differ • Look at multiple sources of evidence, comparing, contrasting and considering their reliability • Research what life was like from the perspective of different people • Appreciate how multiple sources of evidence aid our understanding of the past and have confidence in our understanding • Visit locations to 'investigate' first hand the history of our local area	• Appreciate how historical artefacts and archaeology have helped us to understand changes in British life • Understand that we have a more comprehensive range of evidence for more recent historical periods and that this gives us a more in depth understanding of these times • Select suitable sources of evidence to answer specific questions about the past giving reasons for their choices. • Begin to devise their own questions historical questions about the period being studied. • Use their knowledge of evidence to give	• Devise historical questions about causes and thinking behind significant historical events • Independently use sources of information to form questions about the past • Understand that no single source of evidence gives a full answer to questions about the past. • Use a wide range of sources and evidence to deduce information about the past. • Identify and explain their understanding of propaganda and how this can impact interpretations of history.

						reasons to support historical theories. Visit a significant location of the UK to see first-hand a historic industrial site asking questions and uncovering its impact	- Seek out and analyse a wide range of evidence in order to justify claims about the past. - Begin to refine lines of enquiry as appropriate. - Understand that the perspectives and experiences of some groups are more likely to be documented than others and explain why.
Vocabulary	Chronological Understanding: Yesterday, today, last week, at the weekend, this morning, last night, past, present, future, first, next, start, middle, end, day, week, month, year Historical Enquiry: How, why, because, find out, I wonder, what/ if / when / why, question Knowledge and Interpretation: I can see, I saw, same, different, similar, change, what happened, because, explain	Chronological Understanding: Order, a long time ago, recently, when my parents/carers, grandparents were children, in the...times, today, yesterday, past, present, change, similarities, differences, timeline, date, day, week, period of time Historical Enquiry: Questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate, compare, enquiry Knowledge and Interpretation: Find out, explain, facts, reason, events, actions, significant, achievement	Chronological Understanding: Order, a long time ago, recently, years, decades and centuries, old fashioned, timeline, time scale, dates, periods of time Historical Enquiry: Questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, historians, investigate, discover, compare Knowledge and Interpretation: Find out, explain, reasons, events, causes, consequences, impact, affected, actions (and vocabulary specific to artefacts/photos used)	Chronological Understanding: Dates, time period, era, BCE, CE, time period, change, century, decade, ancient Historical Enquiry: Questions, evidence, collect, points of view, opinion, historical, information, research, investigate, sources, conclusion, search engine, Knowledge and Interpretation: Find out, explain, reasons, events, causes, consequences, impact, affected, actions (and vocabulary specific to artefacts/photos used), civilisation	Chronological Understanding: Dates, time period, era, BCE, CE, time period, change, century, decade, ancient, chronology Historical Enquiry: Questions, evidence, collect, points of view, opinion, historical, information, research, investigate, sources, conclusion, search engine Knowledge and Interpretation: Find out, explain, reasons, events, causes, consequences, impact, affected, actions (and vocabulary specific to artefacts/photos used), empire, civilisation	Chronological Understanding: Dates, time period, era, BCE, CE, time period, change, century, decade, chronology, continuity Historical Enquiry: Questions, evidence, collect, points of view, opinion, historical, information, research, investigate, sources, conclusion, search engine, suitable, deduce Knowledge and Interpretation: Find out, explain, reasons, events, causes, consequences, impact, affected, actions, significant, social, ethnic, cultural, religious (and vocabulary specific to artefacts/photos used), civilisation, peasantry, empire	Chronological Understanding: Dates, time period, era, CE, time period, change, century, decade, chronology, continuity, legacy Historical Enquiry: Questions, evidence, collect, points of view, opinion, historical, information, research, investigate, sources, conclusion, search engine, suitable, deduce Knowledge and Interpretation: Find out, explain, reasons, events, causes, consequences, impact, affected, actions, significant, social, ethnic, cultural, religious (and vocabulary specific to artefacts/photos used), civilisation, parliament,

