



Broadmere & New Monument History Skills and Knowledge Progression Map

Key Stage 1



National Curriculum Objectives	<p><u>Pupils should be taught about:</u></p> <p><i>Knowledge / understanding of British history</i></p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p><i>Knowledge / understanding of wider world history</i></p> <ul style="list-style-type: none"> • events from beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p><i>Local History</i></p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality 	
SKILLS	Year 1	Year 2
Chronological Understanding	<ul style="list-style-type: none"> • Develop a simple awareness of the past, using common words and phrases relating to the passing of time. • Sequence 3 or 4 artefacts from distinctly different periods. • Match objects to people of different ages. • Sequence three events in chronological order (recent history). • Sequence events in their life. • Explain how they have changed since they were born. • Uses words and phrases: old, new, young, days, months, long time ago. • Remember parts of stories and memories about the past. • Place events on a simple timeline. 	<ul style="list-style-type: none"> • Begin to use dates. • Recount changes in own life over time. • Puts 5 people, events or objects in order using a given scale. • Uses words and phrases such as recently, before, after, now, later, when mummy and daddy were little, before I was born, when I was younger. • Uses past and present when telling others about an event. • Sequence artefact closer together in time. Check accuracy using books/ICT. • Sequence photographs from different periods of their life. • Place events on a simple timeline, adding times previously studied.
Range and depth of historical knowledge	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own life and the lives of others. • Know and recount episodes from stories about the past, knowing and understanding key events. • Talk about simple similarities and differences between lives at different times. 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result. • Know and recount episodes from stories about the past, knowing and understanding key events. • Identify differences between ways of life in different periods.

<p style="text-align: center;">Historical Enquiry – Using evidence/ communicating ideas</p>	<ul style="list-style-type: none"> • Ask and begin to answer simple questions about events e.g. When? What happened? What was it like...? Why? Who was involved? • Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites. • Finds answers to simple questions about the past from sources of information (e.g. artefacts, pictures, stories). • Choose and use parts of stories and other sources to show understanding of events. • Communicate understanding of the past in a variety of ways 	<ul style="list-style-type: none"> • Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? ‘How long ago did happen?’. • Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites. • Looks carefully at pictures or objects to find information about the past. • Handle sources and evidence to ask and answer questions about the past on the basis of simple observations. • Ask and answer appropriate historical questions, using their growing historical knowledge. • Choose and use parts of stories and other sources to show understanding of events. • Communicate understanding of the past in a variety of ways.
<p style="text-align: center;">Historical Interpretation</p>	<ul style="list-style-type: none"> • Identify different ways that the past is represented, e.g. paintings, photos, artefacts, songs. • Begins to identify and recount some details from the past from sources (e.g. pictures, stories). • Give a plausible explanation about what an object was used for in the past. • Compare adults talking about their past – How reliable are their memories? 	<ul style="list-style-type: none"> • Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories. Looks at books and pictures (and eyewitness accounts, photos, artefacts, buildings and visits, internet). • Understands why some people in the past did things. • Research the life of a famous Briton from the past using different resources to help them. • Compare 2 versions of a past event. • Compare pictures or photographs of people or events in the past. • Use stories to encourage children to distinguish between fact and fiction and to help them remember key historical facts.
<p style="text-align: center;">Continuity and Change</p>	<ul style="list-style-type: none"> • Discuss change and continuity in an aspect of life. e.g. holidays. 	

Causes and consequences	<ul style="list-style-type: none"> • Recognise why people did things. • Recognise why some events happened. • Recognise what happened as a result of people's actions or events.
Similarities/ differences	<ul style="list-style-type: none"> • Identify similarities and differences between ways of life in different periods, including their own lives.
Significance of events/ people	<ul style="list-style-type: none"> • Recognise and make simple observations about who was important in an historical event /account, e.g. talk about important places and who was important and why.
Organisation and communication	<ul style="list-style-type: none"> • Communicate their knowledge through discussion, drawing, drama and roe play, making models, writing and using ICT. • Use simple terms to talk about the passing of time.
<h1>Knowledge</h1>	
Year 1	Year 2

<p><u>Superheroes</u></p> <p>Significant Historical People – Rosa Parks</p> <ul style="list-style-type: none"> • I can use phrases like: old, new and a long time ago • I can explain how some people have helped us to have better lives. 	<p><u>Street Detectives</u></p> <p>Changes within living memory</p> <ul style="list-style-type: none"> • I can use words and phrases like: before, after, past, present, then and now. • I can give examples of things that were different when my grandparents were children. • I can find out about the past by talking to an older person. • I can describe how schools, houses and maps have changed over time.
<p><u>Dinosaur Planet</u></p> <p>Significant Historical People – Mary Anning</p> <ul style="list-style-type: none"> • I can say what an archaeologist does. • I can say why Mary Anning was famous. • I can talk about why and how dinosaurs became extinct. 	<p><u>Bounce</u></p> <p>Significant Historical People – Muhammed Ali, Walter Tull, Usain Bolt</p> <ul style="list-style-type: none"> • I can recount the life of someone famous from Britain who lived in the past. • I can explain what they did earlier and what they did later. • I can research the life of a famous person from the past using different sources of evidence.
<p><u>Bright Lights Big City</u></p> <p>The Great Fire of London</p> <ul style="list-style-type: none"> • I can use phrases like: old, new and a long time ago • I can recognise that some objects belong to the past. • I can ask and answer questions about old and new objects. • I can spot old and new things in a picture. • I can explain what items in the past might have been used for. 	<p><u>The Scented Garden</u></p> <p>Significant Historical People – Mary Seacole and Florence Nightingale</p> <ul style="list-style-type: none"> • I can use words and phrases like: before, after, past, present, then and now. • I can recount the life of someone famous from Britain who lived in the past. • I can explain what they did earlier and what they did later. • I can research the life of a famous person from the past using different sources of evidence. • I can answer questions using books and the Internet.
<p><u>Rio de Vida</u></p>	<p><u>Muck, Mess and Mixtures</u></p> <p>Significant Historical Person – Isaac Newton</p> <ul style="list-style-type: none"> • I can research the life of a famous person from the past using different sources of evidence.

Enchanted Woodland

Land A'hoj

Significant Historical People – Captain James Cook, Grace Darling, Christopher Columbus

- I can use words and phrases like: before, after, past, present, then and now.
- I can recount the life of someone famous from Britain who lived in the past.
- I can explain what they did earlier and what they did later.
- I can research the life of a famous person from the past using different sources of evidence.
- I can describe events from the past using dates when things happened.
- I can answer questions using books and the Internet.
- I can sequence sea explorers using a timeline.

Moon Zoom

Significant Individuals – Astronauts

- I can use phrases like: old, new and a long time ago
- I can explain how some people have helped us to have better lives.
- I can say what Neil Armstrong, Buzz Aldrin and Michael Collins did and why they are famous today.

Magnificent Monarchs

Significant Historical People – Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Elizabeth II, Queen Victoria.

- I can use words and phrases like: before, after, past, present, then and now.
- I can sequence information about English and British monarchs in chronological order.
- I can recount the life of someone famous from Britain who lived in the past.
- I can research the life of a famous person from the past using different sources of evidence.



Broadmere and New Monument History Skills and Knowledge Progression Map

Key Stage 2



National Curriculum Objectives	<p>Pupils should be taught about:</p> <p><i>Knowledge / understanding of British history</i></p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • 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 <p><i>Knowledge / understanding of wider world history</i></p> <ul style="list-style-type: none"> • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 <p><i>Local History</i></p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality 			
	SKILLS	Year 3	Year 4	Year 5
<p>KS2 Continue to develop chronologically secure knowledge of and understanding of British, local and World History. Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time.</p>				

Chronological Understanding

- Put events, people, places and artefacts on a timeline including when special events took place.
- Use correct terminology to describe events in the past.
- Understands timeline can be divided into BC and AD.
- Uses words and phrases: century, decade, ancient.
- Place the time studied on a timeline, compare where this fits in to topics previously studied.
- Use dates and terms related to the study unit and passing of time.

- Understand more complex historical terms e.g. BC/AD/CENTURY, decade, after, before, during.
- Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.
- Names and places dates of significant events from past on a timeline.
- Place the time studied on a timeline, compare where this fits in to topics previously studied.
- Use terms related to the period and begin to date events.

- Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Romans, Anglo Saxons, Vikings Victorians, era, period.
- Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.
- Gain greater historical perspective by placing their growing knowledge into different contexts.
- Use relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.
- Make comparisons between different times in the past.
- Uses timelines to place and sequence local, national and international events.
- Sequences historical periods.
- Identifies changes within and across historical periods.

- Uses timelines to place events, periods and cultural movements from around the world.
- Uses timelines to demonstrate changes and developments in culture, technology, religion and society.
- Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.
- Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.
- Names date of any significant event studied from past and place it correctly on a timeline.
- Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.
- Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Range and depth of historical knowledge</p>	<ul style="list-style-type: none"> • Find out about the everyday lives of people in time studied. Compare with our life today. • Identify reasons for and results of people's actions. • Understand why people may have wanted to do something. 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in the time studied. • Identify key features and events of time studied. • Look for links and effects in the time studied. • Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> • Study different aspects of different people – differences between men and women. • Examine causes and results of great events and the impact on people. • Compare life in 'early' and 'late' times studies. • Compare an aspect of life with the same aspect in another period. 	<ul style="list-style-type: none"> • Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. • Compare beliefs and behaviour with another time studied. • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. • Know key dates, characters and events of time studied.
<p>KS2 Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by selecting and organising relevant historical information.</p>				

Historical Enquiry – Using evidence/ communicating ideas

- Ask and answer simple questions about the past,
- Understand that knowledge about the past is constructed from a variety of sources
- Ask questions such as ‘how did people? What did people do for?’ Suggest sources of evidence to use to help answer questions.
- Construct and organise responses by selecting relevant historical data
- Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
- Observe small details – artefacts, pictures.

- Understands the difference between primary and secondary sources of evidence.
- Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
- Asks questions such as ‘what was it like for a during?’ Suggest sources of evidence from a selection provided to use to help answer questions.
- Use evidence to build up a picture of a past event.
- Choose relevant material to present a picture of one aspect of life in time past.
- Ask and answer a variety of questions.
- Use the library and the internet for own personal research.
- Answer and begin to devise own historically valid questions.

- Chooses reliable sources of evidence to answer questions.
- Answer and devise more complex historically valid questions about change, cause, similarity, difference and significance.
- Select sources independently and give reasons for choices
- Analyse a range of source material to build up a picture of a past event.
- Construct and organise response by selecting and organising relevant historical data
- Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
- Realises that there is often not a single answer to historical questions.

- Identifies and uses different sources of information and artefacts.
- Evaluates the usefulness and accurateness of different sources of evidence.
- Selects the most appropriate source of evidence for particular tasks.
- Forms own opinions about historical events from a range of sources.
- Use a range of sources to find out about an aspect of time past.
- Suggest omissions and the means of finding out.
- Bring knowledge gathered from several sources together in a fluent account.
- Answer and devise own historically valid questions about change, cause, similarity and difference and significance.

KS2 understand that different versions of the past may exist, giving some reasons for this				
Historical Interpretation	<ul style="list-style-type: none"> • Be aware that different versions of the past may exist and begin to suggest reasons for this. • Look at two versions of the same event and identify differences in the accounts. • Recognise the part that archaeologists have in helping us understand more about what happened in the past. • Identify and give reasons for the different ways in which the past is represented. • Distinguish between different sources – compare different versions of the same story. • Note connections and cause and effect in historical periods studied. • Look at representations of the period e.g. Museum, cartoons etc. 	<ul style="list-style-type: none"> • Gives reasons why there may be different accounts of history. • Can independently or as part of a group, present an aspect they have researched about a given period of history using multi media skills when doing so. • Begin to evaluate the usefulness of different sources. • Note connections in historical periods studied. • Use text books and own growing historical knowledge to gain a better perspective. 	<ul style="list-style-type: none"> • Understand that the past is represented and interpreted in different ways and give reasons for this • Look at different versions of the same event – fact or fiction - and identify differences in the accounts. • Give clear reasons why there may be different versions of events. • Know that people (now and in past) can represent events or ideas in ways that persuade others. 	<ul style="list-style-type: none"> • Understand that the past has been represented in different ways. • Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. • Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. • Pose and answer their own historical questions. • Link sources and work out how conclusions were arrived at. • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. • Be aware that different evidence will lead to different conclusions.
Continuity and Change	<ul style="list-style-type: none"> • Describe and begin to make links between main events, situations and changes within and across different periods and societies 		<ul style="list-style-type: none"> • As Year 3/4, and • Use a greater depth of historical knowledge 	

Causes and consequences	<ul style="list-style-type: none"> • Identify and give reasons for historical events, situations and changes • Identify some of the results of historical events, situations and changes. 	<ul style="list-style-type: none"> • Begin to offer explanations about why people in the past acted as they did.
Similarities/ differences	<ul style="list-style-type: none"> • Describe some of the similarities and differences between different periods, e.g. social, cultural, belief religious and ethnic diversity in Britain and the wider world. 	<ul style="list-style-type: none"> • Show understanding of some of the similarities and differences between different periods, e.g. social, cultural, belief religious and ethnic diversity in Britain and the wider world.
Significance of events/ people	<ul style="list-style-type: none"> • Identify and begin to describe historically significant people and events in situations 	<ul style="list-style-type: none"> • Give reasons why some events, people or developments are seen as more significant than others

Organisation and communication	<ul style="list-style-type: none"> Communicate their knowledge through discussion, pictures, drama and role-play, making models, writing and ICT. Begin to construct own responses that involve thoughtful selection and organisation of relevant historical information. Use historically accurate terms to talk about the passing of time. 	<ul style="list-style-type: none"> Communicate their knowledge through discussion, pictures, drama and role-play, making models, writing and ICT. Construct own responses beginning to select and organise relevant historical information. Use historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY 	<ul style="list-style-type: none"> Recall, select and organise historical information. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Communicate their knowledge and understanding through discussion, drawing pictures, drama and role-play, making models, writing and ICT. Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY 	<ul style="list-style-type: none"> Recall, select and organise information. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Communicate their knowledge and understanding through discussion, drawing pictures, drama and role-play, making models, writing and ICT. Select and organise information to produce structured work, making appropriate use of dates and terms. Use historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY
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Knowledge

Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;"><u>Scrumdiddlyumptious</u></p> <p>Significant Individuals – James Lind</p> <ul style="list-style-type: none"> I can describe events from the past using dates when things happened. I can use a timeline within a specific period of history to set out the order that things may have happened. 	<p style="text-align: center;"><u>Potions</u></p> <p>Historic use of potions</p> <ul style="list-style-type: none"> I can explain how an event from the past has shaped our life today. I can explain how the lives of wealthy people were different from the lives of poorer people. 	<p style="text-align: center;"><u>Stargazers</u></p> <p>Significant Individuals – Galileo Galilei, Isaac Newton and 1960's Space Race</p> <ul style="list-style-type: none"> I can draw a timeline with different historical periods showing key historical events or lives of significant people. I can summarise how Britain may have learnt from other countries and civilisations. 	<p style="text-align: center;"><u>Hola Mexico</u></p> <p>Ancient Maya Civilisation</p> <ul style="list-style-type: none"> I can place features of historical events and people from the past societies and periods in a chronological framework. I can summarise the main events from a period of history, explaining the order of events and what happened.

Gods and Mortals

Ancient Greece

- I can describe events from the past using dates when things happened.
- I can use a timeline within a specific period of history to set out the order that things may have happened.
- I can use research skills to find answers to specific historical questions.
- I can research in order to find similarities and differences between two or more periods of history.
- I can explain how historic items and artefacts can be used to help build up a picture of life in the past.

I am Warrior

- I can describe the 'Romanisation' of Britain and talk about the impact of technology, culture and beliefs.
- I can talk about what the Romans did for us.

Off with Her Head

The Tudors

- I can draw a timeline with different historical periods showing key historical events or lives of significant people.
- I can describe a key event using a range of evidence from different sources.
- I can compare two or more historical periods; explaining things which stayed the same and things which changed.
- I can describe how crime and punishment has changed over a period of time.
- I can explain how Parliament affects decision making in England.
- I can explain how our locality has changed over time.
- I can test out a hypothesis in order to answer questions.

Frozen Kingdom

Emigration and Exploration in the early 1900s

- I can place features of historical events and people from the past societies and periods in a chronological framework.
- I can summarise the main events from a period of history, explaining the order of events and what happened.
- I can investigate key dates and events surrounding Shackleton's journey.

Mighty Metals

Raiders and Traders

Anglo-Saxons and Vikings

- I can plot events on a timeline using centuries.
- I can use my mathematical skills round up time differences into centuries and decades.
- I can draw a timeline with different historical periods showing key historical events or lives of significant people.
- I can explain how historic items and artefacts can be used to help build up a picture of life in the past.
- I can describe a key event using a range of evidence from different sources.
- I can research what it was like for children in a given period of history and present my findings to an audience.
- I can explain how the lives of wealthy people were different from the lives of poorer people.
- I can research two versions of an event and explain how they differ.
- I can explain how our locality has changed over time.
- I can explain some of the times when Britain has been invaded.

Time Traveller (Changing Times)

- I can understand and compare modern and Victorian school life.
- I can investigate changes in the local area and land use over the last 100 years.

Revolution

Emigration and Exploration in the early 1900s

- I can place features of historical events and people from the past societies and periods in a chronological framework.
- I can summarise the main events from a period of history, explaining the order of events and what happened.
- I can summarise how Britain may have learnt from other countries and civilisations.
- I can test out a hypothesis in order to answer questions.
- I can identify and explain differences, similarities and changes between different periods of history.
- I can describe the features of historical events and ways of life from periods I have studied; presenting to an audience.

<p><u>Tremors</u></p> <ul style="list-style-type: none"> I can talk about how evidence is used to make historical claims. 	<p><u>Blue Abyss</u></p> <p>19th Century Ocean Exploration</p> <ul style="list-style-type: none"> I can plot events on a timeline using centuries. I can use my mathematical skills round up time differences into centuries and decades. I can describe a key event using a range of evidence from different sources. 	<p><u>Pharaohs</u></p> <p>Ancient Egypt</p> <ul style="list-style-type: none"> I can draw a timeline with different historical periods showing key historical events or lives of significant people. I can describe a key event using a range of evidence from different sources. I can test out a hypothesis in order to answer questions. I can research two versions of an event and explain how they differ. I can research and investigate the discovery of Tutankhamun's tomb. I can explore social and religious practices, e.g. mummification. 	<p><u>A Child's War</u></p> <p>The Second World War</p> <ul style="list-style-type: none"> I can place features of historical events and people from the past societies and periods in a chronological framework. I can summarise the main events from a period of history, explaining the order of events and what happened. I can summarise how Britain has had a major influence on the world. I can identify and explain propaganda. I can describe a key event from Britain's past using a range of evidence from different sources. I can understand events that led to the outbreak of WW2.
<p><u>Predator</u></p>	<p><u>Misty Mountain</u></p>	<p><u>Sow, Grow, Farm</u></p> <ul style="list-style-type: none"> I can explain the terms 'empire', 'civilisation', 'parliament' and 'peasantry'. 	<ul style="list-style-type: none"> I can explore the reasons for and experience of evacuation. I can compare similarities and differences between childhood, work and life during the war and today. I can explain what the holocaust was and describe events that happened.

Through the Ages

- I can talk about changes from the Stone Age to the Iron Age.
- I can describe everyday life of people during the Stone Age, Bronze Age and Iron Age.
- I can describe the roles of tribal communities and explain how it influenced everyday life.

Road Trip USA

Native Americans

- I can plot events on a timeline using centuries.
- I can use my mathematical skills round up time differences into centuries and decades.
- I can describe a key event using a range of evidence from different sources.

Alchemy Island (Fantasy Island)

Darwin's Delights

Significant Individuals: Charles Darwin and Mary Anning

- I can place features of historical events and people from the past societies and periods in a chronological framework.
- I can summarise the main events from a period of history, explaining the order of events and what happened.
- I can describe a key event from Britain's past using a range of evidence from different sources.