



**Kessingland Church of England Primary Academy**  
**HISTORY: Knowledge and Skills Progression**

**Domains of knowledge: Progression Map**

End point	Key concepts	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To be able to order events in history and understand their place on a timeline; how they relate to other periods of history taught.	Chronological and characteristic features	Pupils can identify and order events in their own lives from the past and present.	Pupils can order events beyond living memory.	Pupils can sequence events on a timeline and discuss how they relate in time to other events.	Pupils can use a BC timeline to order events and place them in chronological order with other periods studied.	Pupils can independently order events on a timeline.  Pupils can identify periods of history using a timeline and length of time between periods.	Pupils can compare and contrast periods of history using a timeline and length of time between periods.	Pupils can compare and contrast periods of world history using a timeline and length of time between periods.
	Vocabulary	Past, present, time, old, new, ago, family tree	A long time ago, when I was little, since I was born, years, before/after,	Sequence, chronological order, historical event, when grandparents were young,	BC and AD, decade, ancient, century, timeline, period, chronology	Time difference	Recent history	World history

			then/now,	older person				
To be able to discuss how empire, trade, beliefs, black history and civilisation have changed throughout history and how they impact us today.	Link key areas through history: empire.		Pupils know that Great Britain is ruled by a King or Queen.	Pupils know that Great Britain is part of the British Commonwealth.	Pupils can identify what makes an empire and how they grow.	Pupils can identify how empires grow and decline and what makes a strong empire.	Pupils can discuss how empires have grown and declined throughout history.	Pupils can compare and contrast empires throughout history.
	Link key areas through history: trade.				Pupils can identify the benefits of trade and know that people traded for goods.	Pupils can explain why trade could help an empire to grow.	Pupils can compare trade from different periods of history.	Pupils can compare and contrast trade from different periods of history.
	Link key areas through history: beliefs.				<p>Pupils know what Ancient Egyptians believed about the afterlife.</p> <p>Pupils know the main beliefs of people from the stone age to the</p>	Pupils know that Rome played an important part in bringing Christianity to Great Britain.	Pupils can discuss how beliefs have changed in Great Britain throughout history.	Pupils can compare and contrast how beliefs have changed throughout history.

					bronze age.			
	Link key areas through history: civilisation.				Pupils can identify how civilisation changed during the Stone Age to the Iron Age.	Pupils can identify how Rome made Great Britain a more civilised country.	Pupils can compare how civilisation changed after the Romans left Great Britain.	Pupils can compare and contrast civilizations throughout history.
	Link key areas through history: black history	Pupils can talk about a famous black person from the present and what they have done.	Pupils can talk about a famous black person from history and what they have done.	Pupils know that black people have been treated unfairly in the past (and still today) and can talk about a famous person who had an impact on rights for black people.	Pupils know that there have been black people in Great Britain since 43AD and will look at the evidence.	Pupils will discuss how black people have been treated in the past and how that should influence us today.	<p>Pupils will understand the involvement of black people during WW1&amp;2.</p> <p>Pupils will know about enslavement of black people and Great Britain's involvement and links to the Industrial Revolution.</p> <p>Pupils will understand the impacts of enslavement on Benin.</p>	Pupils will compare and contrast changes in attitudes to black people in Great Britain during the periods studied and today.

	Vocabulary	Black history, famous person	Queen, King, rule, celebrate, commonwealth	Britain, parliament, Briton, impact	Brits, settlers, settlement, invaders/ invasion, conquer(ed), combat, trade, empire, influence	Religious differences, wealthy, poor, civilisation, peasantry	Role of Britain, Christian values, crime, punishment, society, transatlantic slave trade	Societies, enslaved person,
To be able to ask enquiry questions about historical events and analyse the information gathered to discuss the significant events/people and their impact, linking that to impacts today. To understand different ways the past can be represented and compare them.	Historical enquiry - cause, consequence, significance and interpretation	Pupils can ask questions about their past.	Pupils can ask simple historical questions and try to answer them with their knowledge.	Pupils can answer historical questions using their knowledge or by finding out the information.	Pupils can use evidence to identify causes and consequences of events and similarities and differences between them.	Pupils can analyse evidence and use it to answer historical questions.  Pupils can discuss different points of view and identify why they may occur.	Pupils can ask complex historical questions.  Pupils can compare points of view and identify the most significant ones when answering historical questions.	Pupils can compare and contrast evidence and points of view to answer historical questions.  Pupils can discuss how evidence can be represented in different ways.
	Vocabulary		Difference, explain	Historical event, research	Evidence, similarities and differences, historian	Analyse, impact, significant, influence, accurate, version of events, historical argument, point	Comparison, hypothesis, interpretation, significant	Summarise, major influence, changes and continuity, persuade, viewpoint,

						of view		propaganda
To be able to use primary and secondary sources to support their understanding of a period of history. To be able to analyse how reliable a source is.	Sources	Pupils will use sources to look at their past.	Pupils will use a variety of sources to learn about the past.	Pupils will use sources to research a period of history and ask questions about it.	Pupils will know that archaeologists find artefacts and use them to find out about the past.  Pupils will discuss how reliable the sources they use are.	Pupils will be able to identify primary and secondary sources and use them to talk about the period being studied.	Pupils will compare sources of evidence and how reliable they are.  Pupils will use sources to answer historical questions.	Pupils will compare and contrast sources and how reliable they are.  Pupils will use sources to support their answers to historical questions.
	Vocabulary		Object, artefact, picture, photograph, used for	Source, research	Archaeologists, excavate, evidence, historian	Primary source, secondary source, analyse	Significant	