



# Bleasby Primary School

## History Knowledge Progression Map



	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Enquiry Focus	<p>British History Timeline</p> <p><i>What can we learn from the past? What did the people of the past give to us?</i></p>	<p>World Achievements</p> <p><i>What difference does it make that we are part of a bigger world? Does ancient history matter?</i></p>	<p>Plants &amp; Habitats</p> <p><i>Can we look after our world better? Are we looking after our local environment?</i></p>	<p>Contrasting and impactful periods in British History</p> <p><i>When would you prefer to have lived?</i></p>	<p>Knowledge of the World</p> <p><i>Why is it important to be globally connected?</i></p>	<p>Animals &amp; Healthy Bodies</p> <p><i>Are we looking after our bodies as well as we could?</i></p>
FS/1/2	<p>Events beyond living memory</p> <p>Great Fire of London Gunpowder Plot</p>	<p>People that changed the world</p>	<p>(Light touch on local changes in living memory when looking at local habitats)</p>	<p>Victorians and changes within living memory</p>	<p>Light touch on history of India – link back to Victorians and significant Indian people eg Mother Teresa.</p>	<p>Light touch on significant people when considering health/fitness.</p>
3/4	<p>Early Britain Stone Age to Iron Age</p> <p>The impact of the Roman Empire on Britain</p>	<p>Ancient Civilisations Egyptians &amp; Romans</p>	<p>Local history when looking at local habitats</p>	<p>Tudors</p>	<p>Light touch on history of Spain – link back to Tudors and significant Spanish people.</p>	<p>Light touch on changes to health when considering health/fitness.</p>
5/6	<p>Vikings, Anglo Saxons and Scots</p>	<p>Ancient Civilisations – Greeks and Benin</p>	<p>Local history when looking at local habitats</p>	<p>World War Two</p>	<p>Light touch on history of Brazil &amp; rainforests.</p>	<p>Light touch on changes to health when considering health/fitness.</p>



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Orchard Team (R)Y1 and Y2)	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
	Events Beyond Living Memory (British)	People that changed the world (range of cultures and genders)	Living Things, Habitats, Plants	Victorians and Changes within Living Memory	India	Animals & Healthy Bodies
<b>Chronological understanding</b>	<b>As an historian:</b> Can I place events or artefacts from the Great Fire of London and the Gunpowder Plot in order on a timeline? Can I label timelines with pictures, words or phrases and give reasons for their order? Can I make connections between long and short term time scales? Use dates to talk about people or events at the time of the Great Fire of London and Guy Fawkes. Can I connect my new learning of historical people or events to others that I have learnt about before?	<b>As an historian:</b> Can I place events or artefacts linked to significant individuals who changed the world in order on a timeline? Can I label timelines with pictures, words or phrases and give reasons for their order? Can I make connections between long and short term time scales? Use dates to talk about people or events from the past. Can I connect my new learning of historical people or events to others that I have learnt about before?	Can I talk about some of the changes to Bleasby in living memory and compare how long ago they were to some of the older changes (eg building of church? The shop closing, opening our school)	<b>As an historian:</b> Can I place Victorian events or artefacts in order on a timeline? Can I label timelines with pictures, words or phrases and give reasons for their order? Can I make connections between long and short term time scales? Use dates to talk about people or events from the Victorian period. Can I connect my new learning of historical people or events to others that I have learnt about before?	Can I connect what I have learned about the Victorians to understand our historic link to India?	
<b>Historical Enquiry</b>	Can I understand and talk about how people find out about the Great Fire of London and Guy Fawkes? Can I show understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for Guy Fawkes/Samuel Pepys/Londoners in 1066 ? What happened? How long ago? Can I answer questions by using a specific source, such as an information book? Can I research Victorians using the Internet and other sources to find out about them?	Can I understand and talk about how people find out about the significant individuals who changed the world? Can I show understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for Neil Armstrong? What happened? How long ago? Can I answer questions by using a specific source, such as an information book? Can I research significant individuals using the Internet and other sources to find out about them? Can I research the life of a famous Briton from the past using different resources to help me?	Can I ask questions of older people about how Bleasby has changed in their memory?	Can I understand and talk about how people find out about the Victorians? Can I show understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for Victorians? What happened? How long ago? Can I answer questions by using a specific source, such as an information book? Can I research Victorians using the Internet and other sources to find out about them? Can I research the life of a famous Briton from the past (Queen Victoria) using different resources to help me?	Can I find out about how India has changed and about some historical figures from India's past?	Can I find out about some famous sports people or doctors/nurses from the past?



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<b>Knowledge and Interpretation</b>	<p>Can I describe the events of the Great Fire of London? Can I describe Guy Fawkes/Samuel Pepys/Londoners in 1066 people and talk about what they did? Can I explain the causes of an historical event and what the consequences were? Can I explain what impact that Guy Fawkes and the Great Fire of London have on our lives today? Can I talk about similarities and differences between two different time periods? Can I explain why someone in the past acted in the way they did? Can I choose and use parts of stories or other sources to show that I understand events or people from the past? Can I create my own account of the Great Fire of London?</p>	<p>Can I describe events in the lives of David Attenborough/Neil Armstrong? Can I describe significant people and talk about what they did? Can I explain the causes of an historical event and what the consequences were? Can I explain what impact that significant events from the past have had on the way we live today? Can I talk about similarities and differences between two different time periods? Can I explain how local people or events in history have changed things nationally or internationally? Can I explain why someone in the past acted in the way they did? Can I choose and use parts of stories or other sources to show that I understand events or people from the past?</p>	<p><i>Can I tell other people about what I have learned about the changes in Bleasby?</i></p>	<p>Can I describe Victorian events? Can I describe significant Victorian people and talk about what they did? Can I explain the causes of an historical event and what the consequences were? Can I explain what impact that significant events from the past have had on the way we live today? Can I talk about similarities and differences between two different time periods? Can I explain how local people or events in history have changed things nationally or internationally? Can I explain why someone in the past acted in the way they did? Can I choose and use parts of stories or other sources to show that I understand events or people from the past? Can I create my own accounts of Victorians and Victorian events?</p>		
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Woodland Team (Y3 and Y4)	Autumn A Stone Age to Iron Age The Impact of the Roman Empire on Britain	Spring A Ancient Civilisations: Egyptians and Romans	Summer A Living Things, Habitats and Plants	Autumn B Tudors	Spring B Spain	Summer B Animals & Healthy Bodies
<b>Chronological Understanding</b>	<p><b>As an historian:</b> Can I use dates and historical terms to describe events from the Stone Age to the Iron Age? Can I use a timeline within a specific time in history to set out the order things may have happened? Can I place events, artefacts and historical figures on a timeline using dates? Can I understand the concept of change over time, representing this, along with evidence, on a timeline?</p>	<p><b>As an historian:</b> Can I use dates and historical terms to describe events? Can I use a timeline within a specific time in history to set out the order things may have happened? Can I place events, artefacts and historical figures on a timeline using dates? Can I understand the concept of change over time, representing this, along with evidence, on a timeline?</p>	<p><i>Can I put together a timeline of the development of Bleasby's settlement and farming practices? Can I link back to what I learned about early Britain?</i></p>	<p><b>As an historian:</b> Can I use dates and historical terms to describe Tudor events? Can I use a timeline within a specific time in history to set out the order things may have happened? Can I place events, artefacts and historical figures on a timeline using dates? Can I understand the concept of change over time, representing this, along with evidence, on a timeline?</p>	<p><i>Can I connect what I have learned about the Tudors to understand our historic link to Spain?</i></p>	<p><i>Can I use a timeline to consider how diet in Britain has changed over time? Can I link this to my knowledge from previous enquires?</i></p>
<b>Historical Enquiry</b>	<p>Can I use evidence to ask questions and find answers to questions about the Stone Age to the Iron Age and about the Roman Empire? Can I suggest suitable sources of evidence for historical enquiry? Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of the impact of the Roman Empire on Britain? Can I use my research skills in finding out facts about the time period I am studying?</p>	<p>Can I use evidence to ask questions and find answers to questions about the Egyptians and Romans? Can I suggest suitable sources of evidence for historical enquiry? Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of the Egyptians and the Romans? Can I use my research skills in finding out facts about the time period I am studying? Through my research, can I compare and contrast different forms of evidence? Can I research what it was like for men, women and children in these periods and use different forms to present my findings?</p>	<p><i>Can I use maps and look at the buildings to draw conclusions about the changes in settlement and farming in Bleasby?</i></p>	<p>Can I use evidence to ask questions and find answers to questions about the Tudors? Can I suggest suitable sources of evidence for historical enquiry? Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of the Tudors? Can I use my research skills in finding out facts about the time period I am studying? Through my research, can I compare and contrast different forms of evidence? Can I research what it was like for men, women and children in the Tudor period and use different forms to present my findings?</p>	<p><i>Can I ask questions about Spain's history and where it is similar/different to British history, particularly comparing against my knowledge of the Tudors?</i></p>	<p><i>Can I ask questions to find out about the changes in diet? Can I link this to changes in health and lifestyle?</i></p>



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<p><b>Knowledge and Interpretation</b></p>	<p>Am I beginning to give reasons why certain events happened as they did in history? Can begin to talk about why certain people acted as they did in history? Am I beginning to explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Am I beginning to describe changes that have happened in the locality of the school throughout history? Can I give a broad overview of what life was like in the Stone Age, Iron Age, Ancient Greece and under the Roman Empire? Am I beginning to compare some of the times studied with those of other areas of interest around the world? Am I beginning to describe the social, cultural or religious diversity of past societies? Am I beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children? Am I beginning to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ? Can I talk about the causes and consequences of some of the main events and changes in history? Can I use literacy, numeracy and computing skills to communicate information about the past?</p>	<p>Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history? Can I explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Can I describe changes that have happened in the locality of the school throughout history? Can I give a broad overview of life in Ancient Civilisations. Can I compare some of the times studied with those of other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past societies? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ? Can I suggest causes and consequences of some of the main events and changes in history? Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?</p>	<p>Can I give reasons for why the farming practices and settlement changed and think about the impact those changes will have had?</p>	<p>Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history? Can I explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Can I describe changes that have happened in the locality of the school throughout history? Can I give a broad overview of life in Britain under Tudor times. Can I compare some of the times studied with those of other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past societies? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ? Can I suggest causes and consequences of some of the main events and changes in history? Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?</p>	<p>Can I give some key people or events that link Spain and Britain?</p>	<p>Can I give some reasons why diet has changed using evidence from my learning about Tudors?</p>
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Forest Team (Y5 and Y6)	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
	Vikings, Anglo Saxons & Scots	Ancient Civilisations Greeks & Benin	Living Things, Habitats and Plants	WW2	Brazil	Animals & Healthy Bodies
Chronological Understanding	<p><b>As an historian:</b> Can I use dates and historical terms accurately in describing events in the time of the Vikings, Anglo Saxons and Scots? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)? Can I identify periods of rapid change in history and contrast them with times of relatively little change? Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Can I make connections and contrasts between different time periods studied and talk about trends over time?</p>	<p><b>As an historian:</b> Can I use dates and historical terms accurately in describing events in the time of the Ancient Greeks and the Kingdom of Benin? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)? Can I identify periods of rapid change in history and contrast them with times of relatively little change? Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Can I make connections and contrasts between different time periods studied and talk about trends over time?</p>	<p>Can I put together a timeline of the Hazleford Ferry and the Jubilee Ponds? Can I put this in the context of other periods I have studied? Can I talk about the importance of the River Trent for past people and the settlement of Bleasby?</p>	<p><b>As an historian:</b> Can I use dates and historical terms accurately in describing events in WW2? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)? Can I identify periods of rapid change in history and contrast them with times of relatively little change? Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Can I make connections and contrasts between different time periods studied and talk about trends over time?</p>	<p>Can I present the changes to the rainforest on a timeline?</p>	<p>Can I use a timeline to consider how medicine and knowledge about ways to keep healthy have developed? Can I identify key people in history who have impacted on this positively and negatively (eg discovery of tobacco, penicillin)</p>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Historical Enquiry</b></p>	<p>As an historian: Can I devise historical questions about the Vikings, Anglo Saxons and Scots? Can I seek out and analyse range of evidence in order to justify claims about the past? Can I understand that no single source of evidence gives the full answer to questions about the past? Can I test out a hypothesis in order to answer a question? Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I use some different sources of evidence to deduce information about the past? Can I select suitable sources of evidence, sometimes giving reasons for choices? Can I give a reason to support an historical argument? Can I identify propaganda and begin to show my understanding of it? Can I refine lines of enquiry as appropriate?</p>	<p>As an historian: Can I devise historical questions about the Ancient Greeks and Benin? Can I seek out and analyse range of evidence in order to justify claims about the past? Can I understand that no single source of evidence gives the full answer to questions about the past? Can I test out a hypothesis in order to answer a question? Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I use some different sources of evidence to deduce information about the past? Can I select suitable sources of evidence, sometimes giving reasons for choices? Can I give a reason to support an historical argument? Can I identify propaganda and begin to show my understanding of it? Can I refine lines of enquiry as appropriate?</p>	<p>Can I use maps, records and photographs to identify the changes to the River and Jubilee Ponds? Can I devise questions to ask local people? Can I consider how strong the different sources of evidence are?</p>	<p>As an historian: Can I devise historical questions about WW2? Can I seek out and analyse range of evidence in order to justify claims about the past? Can I understand that no single source of evidence gives the full answer to questions about the past? Can I test out a hypothesis in order to answer a question? Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I use some different sources of evidence to deduce information about the past? Can I select suitable sources of evidence, sometimes giving reasons for choices? Can I give a reason to support an historical argument? Can I identify propaganda and begin to show my understanding of it? Can I refine lines of enquiry as appropriate?</p>	<p>Can I ask questions about deforestation and how this has impacted Brazil over time? Can I identify Britain's role or the impact on Britain of this?</p>	<p>Can I use census records and information from gravestones to identify trends in mortality?</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Knowledge and Interpretation</b></p>	<p>As an historian: Can I answer historical questions, using information and evidence that I have carefully considered and selected? Can I understand how our knowledge of the past is constructed from a range of sources? Can I describe with some detail any historical events from the times of the Vikings, Anglo Saxons and Scots. Can I make comparisons and contrasts between these historical periods; explaining things that have changed and things which have stayed the same? Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time? Can I appreciate that significant events in history have helped shape the country we have today? Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied? Can I identify continuity and change in the history of the locality of the school? Can I give a broad overview of life in Britain and some major events from the rest of the world? Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past society? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past? Can I use original ways to present information and ideas?</p>	<p>As an historian: Can I answer historical questions, using information and evidence that I have carefully considered and selected? Can I understand how our knowledge of the past is constructed from a range of sources? Can I describe with some detail any historical events from the times of the Ancient Greeks &amp; Benin? Can I make comparisons and contrasts between these historical periods; explaining things that have changed and things which have stayed the same? Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time? Can I appreciate that significant events in history have helped shape the country we have today? Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied? Can I identify continuity and change in the history of the locality of the school? Can I give a broad overview of life in Britain and some major events from the rest of the world? Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past society? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past? Can I use original ways to present information and ideas?</p>	<p>Can I present the results of my research to an audience? Can I discuss the impact of the River Trent has had on Bleasby over time?</p>	<p>Can I answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made? Can I understand how our knowledge of WW2 is constructed from a range of sources? Can I describe in detail any events from WW2? Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same? Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time? Can I appreciate that significant events in history have helped shape the country we have today? Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied? Can I identify continuity and change in the history of the locality of the school? Can I give a broad overview of life in Britain and some major events from the rest of the world? Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past society? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past? Can I use original ways to present information and ideas?</p>	<p>Can I give some key people or events that link Brazil and Britain?</p>	<p>Can I make links to trends through what I have learned previously about lifestyles in different periods of time?</p>
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