

Curriculum Skills and Progression Map

History: 2025 to 2026



Nebula
where stars are born



The History Curriculum and Christian Distinctiveness at Horsford CofE VA Primary School

At Horsford C of E VA Primary School, we ensure that the teaching of our history curriculum embodies our Christian Distinctiveness and reinforces our School Values of: Courage, Compassion and Responsibility. Through learning about key historical events, children gain an understanding of what has preceded the world in which they live, which in turn gives them a deepening respect and love for varying cultures, beliefs, and religions. Through learning about historical events that have not only shaped British culture but also global cultures, children can hope that we learn from what history has taught us, to live in a more harmonious world. Our history curriculum also teaches children to seek joy out of how well societies have developed as well as encouraging them to see themselves as global citizens where no one person is isolated or cast aside, as reflected in our school's Bible story of The Good Samaritan. The Good Samaritan was a man of compassion, courage, and responsibility, who saw it upon himself to always do the right thing by others. Even in times of austerity, when it felt scary to do so, he was courageous in the choices he made. He helped more than just his friends, because he believed it was important to value everybody, whoever they were. In the moment, he took responsibility when another was in need, because it was just the right thing to do. He made a difference, not just to one person, but to scores of communities who heard of the humility he showed. Inspired by this story, it is our vision that Horsford Church of England Primary School will foster the values of **compassion, courage, and responsibility**.

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'





The History Curriculum and Provision for Pupils with SEND

At Horsford C of E VA Primary school, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The History curriculum can be adapted to meet the needs of children with SEND in the following ways.

Word Banks for pre-learning and to support during topics and themes	Now/Next
Cutting and Sticking Key Words on to work as prompts	Visual Timetables – class and individual
Print out portions of work and learning objectives to minimise writing	Fidget toys available
Coloured Paper or recycled paper to minimise visual stress	Coloured Paper for visual stress
Breaking down lessons into short, manageable chunks	Cushions for seats – wobble and wedge cushions
Mixed ability groups – using peers as support and role models	Open Dyslexia font used as standard practice
Adult assistance nearby	Coloured exercise books (Crossbow Education)
Using another student as a reader/support	Writing frames and scaffolding
Knowledge map/Mind Maps	Word lists of key vocabulary for pre-learning and as prompts
Printing work larger and in smaller chunks	Relevant word banks of common language for different subjects
Cloze passages/activities to check learning	Trying a 1:1 adult/adult nearby
Draw answers or explanations	A safe/quiet space in or near the classroom
Songs and rhymes/mnemonics – Horrible Histories	Allow talk time for those who find recording difficult
Actions – telling the story of a lesson	Simplified work
My Turn/Your Turn	Keeping instructions short and one at a time
Breaks	Pencil grippers – variety of pens and pencils
Targets made clear for lessons and learning – linked to IEP	Variety of pens/writing implements

When planning for History class teachers should adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

History - Age Related Statutory Coverage		
EYFS	Key Stage One Learning	Key Stage Two
<p>Children in reception will learn to: <u>Understanding the World</u> EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p>Past and present ELG - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> • Changes within living memory – family and local life, changes nationally • Events 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. • Compare some aspects of life in different periods- e.g. explorers, kings and queens • Significant historical events, people and places in their own locality. • Simple introduction to some Key Stage Two features <p>(See Appendix 1 for LTP for Cycle 1 & 2).</p>	<ul style="list-style-type: none"> • Combine overview and in-depth studies: • 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 local history study • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared. • Ancient Greece – a study of Greek life and achievements and their influence on the western world • A non-European society that provides contrasts with British history <p>(See Appendix 1 for LTP for Cycle 1 & 2).</p>

History - Skills Map

Early Years children can ...

Reception statements:

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

HISTORICAL STUDY

- Listen to stories from the past
- Talk about events in their past

HISTORICAL KNOWLEDGE AND AWARENESS

- Understand that people use story to remember what has happened in the past.
- Talk about historical characters in books.

CHRONOLOGY AND CHANGE

- Can they use simple words to describe the past?

Year 1 & Year 2 children can...

HISTORICAL SKILLS

- Put at least 3 pictures/artefacts or events in chronological order
- Use words and phrases such as old, new, a long time ago, before and after with accuracy
- Recognise that story may have happened a long time ago
- Know that some objects belong to the past
- Retell a familiar story set in the past in chronological order
- Identify some ways that people have impacted upon our lives
- Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago
- Recognise why significant individuals did things, why events happened and what happened as a result
- Identify similarities and differences between ways of life at different times
- Recount personal history and events or changes that have happened
- Begin to identify objects from the past and the main differences between old and new objects

HISTORICAL STUDY

- Identify old and new from pictures
- Use stories as sources for answering questions about the past
- Observe and handle artefacts, and use this to ask and answer questions
- Identify old and new from artefacts
- Use pictures and artefacts for answering questions about the past
- Use a range of simple sources to devise historical questions
- Summarise their learning into short sentences
- Ask questions about what they have heard or seen

HISTORICAL KNOWLEDGE AND AWARENESS

- Develop a simple awareness of the past
- Tell stories from the past
- Recognise a past and a present in their own and other people’s lives
- Identify some things from their own past
- Identify some differences between past and present
- Know some of the main events and people studied in a topic
- Show some understanding of aspects of the past beyond living memory
- Retell stories they have heard about the past
- Pick out the main elements of stories they have heard about the past
- Discuss what they have enjoyed most about stories from the past
- Explain what they think is important about the past and explain reasons why
- Use more complex phrases to describe time – a long time ago, centuries ago...
- Sort recent historical studies into a broad time order
- Recognise some differences & similarities between the time being studied and now
- Identify any important changes which happened at the time being studied
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CHRONOLOGY AND CHANGE

- Use simple words and phrases to describe the past - after, before, between
- Arrange objects in order of their age
- Begin to use very simple timelines to order some recent events

Greater Depth

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Can they ask questions about past events or the lives of people in their family? | <ul style="list-style-type: none"> • Can they ask relevant questions using a range of artefacts/ photographs provided? • Can they find out more about a person or event from the past through their own research? | <ul style="list-style-type: none"> • Can they research the past using multiple sources and summarise the key points? • Can they use every day historical terms; past, present and future. Communicate their knowledge through discussions and writing? |
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History - Skills Map

Year 3 & Year 4 children can...

- Ask and answer questions about old and new objects
- Spot old and new things in a picture
- Answer questions using an artefact /photograph provided
- Find out more about a person or event from the past from a given source
- Research what it was like for a person in a given period from the past using primary and secondary sources
- Give a plausible explanation about what an object was used for in the past
- Give more than one reason to support an historical argument

Year 5 & Year 6 children can...

- Pose a historical hypothesis using primary and secondary sources to give a reasoned conclusion
- Explain how historical artefacts have helped us understand more about people's lives in the present and past
- Research about the lives of significant individuals
- Suggest why there may be different interpretations of events
- Identify and explain their understanding of propaganda
- Suggest why certain events, people and changes might be seen as more significant than others
- Pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions

HISTORICAL STUDY

- Use a range of documents and printed sources
- Use the internet for research
- Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict
- Interpret the past through role play – e.g. hot seating
- To be able to recognise how my local area has changed over time
- Use more complex sources of primary and secondary information
- Choose and discriminate between a range of information, and use this to ask questions
- Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task
- Give reasons for change through analysing evidence
- Support own point of view using evidence
- Understand that some evidence is limited

HISTORICAL STUDY

- Rank sources of information in order
- Identify differences between different versions of the past
- Give a balanced view of interpretations of the past, using different points of view
- Make conclusions with evidence as to the most likely version of events
- Offer some reasons for different versions of events.
- They should note connections, contrasts and trends over time.
- Devise historically valid questions about change, cause, similarity and difference
- Interpret the past using a range of concepts and ideas
- Understand the role of opinion and propaganda
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
- Confidently use the library or internet for research.

HISTORICAL KNOWLEDGE AND AWARENESS

- Guess what objects from the past were used for, using evidence to support answers
- Understand that some events of the past affect people’s lives today
- Summarise the main events from a period in history, using their characteristics
- Give reasons for main events and changes
- Understand differences in social, religious, political and cultural history
- Know some similarities and differences within a period of time- e.g. the lives of rich and poor
- Describe how some things from the past affect life today
- Use a full range of dates and historical terms
- Use a timeline to place events, periods and cultural movements
- Show changes on a timeline
- Describe and make links between events and changes
- Begin to understand why some people acted as they did and give reasons

CHRONOLOGY AND CHANGE

- Sort events or objects into groups
- Use some dates on a timeline
- Use a timeline with dates, including both BC and AD
- Use evidence to describe changes within a time period.

HISTORICAL KNOWLEDGE AND AWARENESS

- Organise a series of relevant historical information, and check this for accuracy
- Describe the main changes in a period of history, from several perceptions – e.g. political, cultural
- Understand links between history and geography
- Explain their own point of view, justifying this with a broad range of evidence
- Adapt their ideas and viewpoints as new information arises
- Suggest omissions from historical accounts
- Note connections, contrasts and trends over time
- Speculate how present events and actions might be seen and judged in the future
- Speculate – what if? What if England lost the war? etc
- Bring knowledge gathered from several sources together in a fluent account.
- Use historically valid questions about change, similarity, difference and significance.
- Understand and use the concept of legacy, including Royal families and dynasties
- Speculate and hypothesise about the past, formulating their own theories about reasons for change

CHRONOLOGY AND CHANGE

- Identify changes across periods of time, using chronological links
- Begin to identify factors in change
- Understand the concept of decades and centuries and use this to divide the past into periods of time

Greater Depth

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|---|---|--|--|
| • Can they begin to use more than one source of information to bring together a conclusion about an historical event? | • Can they research two versions of an event and say how they differ? | • Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past? | • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? |
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Historical Sources of Evidence

- Photographs
- Audio recordings
- Video recordings
- Films
- Journals, letters and diaries
- Speeches
- Visitors and interviews
- Published books, newspapers and magazine clippings published at the time
- Autobiographies and memoirs
- Artefacts e.g. clothing, costumes and objects relevant to the time period Research data e.g. census and public opinion polls

HISTORY: VOCABULARY MAP		
EYFS	KEY STAGE ONE	KEY STAGE TWO
<ul style="list-style-type: none"> • Past • Present • Lives • Long ago • Events • Stories • Sequence • Time • Before 	<p>General vocabulary:</p> <ul style="list-style-type: none"> • Old • New • A long time ago • Present • Before • After • Future • Decade • Modern • Date order • Era/period <p>Please note that each unit covered will have topic specific vocabulary (see Appendix 2).</p>	<p>General vocabulary:</p> <ul style="list-style-type: none"> • Empire • Civilisation • Parliament • Peasantry • Source • Timeline • Significant • Chronological • Archaeology • Legacy • Conquest • Effects • Primary/secondary evidence • Eyewitness • Culture <p>Please note that each unit covered will have topic specific vocabulary (see Appendix 2).</p>

HISTORY: INQUIRY/DEEPER THINKING BIG QUESTIONS		
EYFS	KEY STAGE 1	KEY STAGE 2
<ul style="list-style-type: none"> History is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and geographical work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore historical skills independently throughout the week. 	<ul style="list-style-type: none"> Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme. This approach will often be used as a hook at the start of the unit to promote engagement and interest in the topic being studied. Children will answer Big Questions at the end of the unit being covered. The Big Question provides an opportunity for the children to apply the knowledge that they have acquired throughout the unit of work, enabling them to use their historical skills & understanding to answer a deeper thinking question (see Appendix 3 for examples). 	<ul style="list-style-type: none"> Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme. This approach will often be used as a hook at the start of the unit to promote engagement and interest in the topic being studied. Children will answer Big Questions throughout the unit being covered. Big Questions provide opportunities for the children to apply the knowledge that they have acquired throughout individual lessons and the unit of work, enabling them to use their historical skills & understanding to answer deeper thinking questions (see Appendix 3 for examples).

History Long Term Plan

<u>History</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		The Gunpowder Plot		The moon landing		The Royal Family (1 st year of using the year 2's will have to do the year 1 topic)
Year 2		The Great Fire of London		Toys past and present		A local study – lifeboat crews – focus on Henry Blogg
Year 3		Stone Age to Iron Age		Ancient Egypt		WWII – the home front and evacuation
Year 4		Romans (focus in Britain and contrast life of Celts and Romans)		Victorians		The Shang Dynasty
Year 5		Anglo-Saxon arrival in England (establishment of the kingdoms)		Benin (West Africa)		A local study – Kett's rebellion
Year 6		Ancient Greece – lasting legacy		The Battle for Britain – Vikings and Anglo-Saxons		The Tudors

Year 1 Area of History: **The Gunpowder Plot**

Purpose of Study: This unit is an opportunity for the historical understanding of the children to expand to include a significant event that we still commemorate today. The aim is for children to add to their chronological understanding and to recognise that historical events become part of our lives today.

Essential knowledge:

- To know about the events of the Gunpowder Plot.
- To know who the main characters were in the Gunpowder Plot.
- To have a high-level understanding of why there were people who wished to blow up parliament and the King.
- To sequence some events from the Gunpowder Plot, showing an understanding of chronology.

Scope of learning:

- To understand who Guy Fawkes was.
- To understand why there was a plot to blow up parliament and to think about some of the difficulties.
- To find out about how the plot was stopped.
- To understand the search for Thomas Percy.
- To use our knowledge to sequence and describe the events of the Gunpowder Plot.
- To understand how we commemorate the Gunpowder Plot today.

National curriculum:

- To develop an understanding of events beyond living memory that are nationally significant.
- To understand the connections between the past and present (how the Gunpowder Plot is commemorated today).

Skills:

- With support, or as part of a group, sequence at least 3 simple events in chronological order.
- To discuss, as a class, that some things were different in the past and some things are the same.
- With support, recount significant events in history.
- As a class, discuss an area of your learning.

Key Vocabulary:

Guy Fawkes – most remembered plotter of the gunpowder plot.

Thomas Percy – significant plotter.

King James I – king of England during the Gunpowder plot.

Parliament – sits in the Palace of Westminster and makes decisions on the running of the country.

Gunpowder – a powder used to blow things up and cause explosions.

Plot – a plan created by a group of people working together.

Year 1 **Area of History: The Moon Landing** **Purpose of Study: This unit is an opportunity for the historical understanding of the children to expand to include**

Essential knowledge:

- To know that moon orbits the Earth.
- To have an outline of the development of space exploration.
- To know that the USA and Russia were competing to see who could send men to the moon first.
- To know that the Russians were the first nation to put a man in space.
- To know that the USA was the first country to put men on the moon.

Scope of learning:

- To begin to understand the order of space exploration events leading to the moon landing.
- To know about the astronauts that landed on the moon.
- To know how the astronauts got to the moon and how they landed on it.
- To think about the significance of men landing on the moon.

National curriculum:

- Significant historical events.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Simple introduction to some Key Stage Two features. (Inquiry)

Skills:

Year 1

- With support, or as part of a group, sequence 3 simple events in chronological order.
- With support, recount significant events in history.
- To describe some key features of the lives of significant individuals from the past.

Key Vocabulary:

Astronauts – people who go into space.

Eagle Lunar Module – the craft that landed on the moon.

Edwin ‘Buzz’ Aldrin – astronaut who walked on the moon.

Michael Collins – astronaut who remained on the space craft.

Moon – satellite that orbits Earth.

Neil Armstrong – astronaut who walked on the moon.

Orbit – to move around something like a planet or moon.

Saturn – the rocket used to send astronauts into space.

Surface – the outside part of the moon.

Year 1 Area of History: **The Royal Family**

Purpose of Study: This unit is an opportunity for the historical understanding of the children to expand to include significant individuals in the life of the United Kingdom and to use this to understand changes in their lifetime.

Essential knowledge:

- To understand that the UK has had a monarchy for a long time.
- To understand that the king or queen is the child of the last king or queen.
- To know who the current king is.
- To recognise some of the symbols of monarchy and to understand their importance to the UK.

Scope of learning:

- To understand changes in the royal family during their lifetime.
- To understand who the members of the royal family are.
- To identify similarities and differences between now and the past.
- To write about the lives of significant individuals in the past.

National curriculum:

- The lives of significant individuals in the past who have contributed to national and international achievements.
- Changes within living memory – family and local life, changes nationally.
- Compare some aspects of life in different periods- e.g. explorers, kings and queens. (Inquiry)

Key Vocabulary:

Charles III – the current king of the United Kingdom.

Coronation – the ceremony at which a king or queen is made king or queen.

Crown – a headdress or hat worn by a king or queen to show that they are royalty.

Monarchy – the king or queen.

Reign - the period of time a person is king or queen.

Royalty – members of the family from which the king or queen is chosen.

Throne – the chair used by the king or queen during important ceremonies.

Skills:

Year 1

- To describe memories and changes that have happened in my life.
- To discuss, as a class, that some things were different in the past and some things are the same.
- To describe some key features of the lives of significant individuals from the past.

Year 2 Area of History: **The Great Fire of London** Purpose of Study: **This unit of study should introduce KS1 children to an event beyond living memory. They will know the story of the GFoL and understand that we know much about this period because of the diary of Samuel Pepys. They will consider the positives and negatives of the fire and start to create, and support, opinions about it.**

Essential knowledge:

- When the GFoL happened.
- What London was like at the time – buildings made of wood, no electricity, no cars or trucks or fire engines.
- Where the GFoL started – bakery on pudding lane.
- That a man lived at that time, Samuel Pepys, and we know much about the fire because of his diary.

Scope of learning:

- To sequence events in a chronological order and to introduce the big question – the great fire of London was a good thing because it killed a lot of disease.
- To identify and discuss what life was like in London before the Great Fire of London.
- To identify the events of the Great Fire of London.
- To explore the life of Samuel Pepys.
- To discuss how London changed, and the lives of the people in London changed, after the Great Fire of London.
- To show my knowledge of the Great fire of London by answering our deeper thinking question.

National curriculum:

- Events beyond living memory that are significant globally.
- Develop an awareness of the past using common words related to the passing of time.
- Understand ways in which we find out about the past.

Skills:

Year 2

- With support, sequence events in chronological order.
- With growing confidence, recount significant events in history.
- Showing more independence when describing some key features of the lives of significant individuals from the past.

Key Vocabulary:

- Bakers** – people who bake bread and cakes.
- Burning** – what happens when something catches fire.
- Cart** – a method of transporting people or goods, often pulled by a horse or Oxen.
- Diary** – a record of events that happen to a person.
- King Charles II** – the king at the time of the GFoL.
- Pudding Lane** – the place where the GFoL started.
- River Thames** – a river that runs through the centre of London.
- Samuel Pepys** – a famous person who witnessed the GFoL and wrote about it in his diary.
- Smoke** - what is produced when something burns, it can be dark coloured and poisonous.
- Tower of London** – a fortress on the banks of the river Thames.

Year 2 Area of History: **Toys past and present** Purpose of Study: **This unit presents an opportunity for the children to link the passing of time to things that they are interested in and to tangible items in their lives. During the unit, it will be possible for them to discuss changes over living memory with members of their family, staff in school and other adults.**

Essential knowledge:

- To recognise that toys have changed over the years.
- To know that these changes are due to changes in society, technology and culture.
- To be able to order artefacts (toys) by considering their features.

Scope of learning:

- To know about toys today and to think about how we can find out about the past.
- To find about toys in the past.
- To compare toys for different periods.
- To recognise how, and why, toys have changed over time.
- To explain how and why toys have changed.

National curriculum:

- To understand and recognise changes within living memory.
- To know where people and events fit within a chronological framework.
- To identify differences and similarities in how people lived in different periods.

Skills:

- To describe memories and changes that have happened in my life and to order them using appropriate words.
- In small groups, look at information about the past and make decisions about what it is or how it might be used.
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Key Vocabulary:

Electrical – a toy that use electricity

Mechanical – a toy that uses a mechanism to function – wind up, pull back etc

Modern – relating to the present or recent times

Old – something that dates from before the recent times

Older – when comparing one thing to another the one that was made longest ago is the ‘oldest’

Present day – current period of time

Past – the time period before now

Victorian – time period during which Queen Victoria was on the throne – a period of great change.

Year 2 Area of History: **Shipwreck – Henry Bloggs** Purpose of Study: **The children will gain an understanding of the life of a significant local person. They will have the opportunity to consider pictures and reports to support their learning and to allow them to use previously taught vocabulary. Also, they will have the opportunity to compare the differences and similarities between historical life and now.**

Essential knowledge:

- Where Henry Blogg’s life was compared to my own and other subjects they have studied.
- To know that he was born near to where we live and to understand he is a local hero.
- To know how lifeboats have changed since Henry’s life and rescues.
- To know about Henry’s most difficult / important rescues.
- To know why Henry is a significant local person.

Scope of learning:

- To place the life of Henry Blogg in chronological context.
- To understand where Henry Blogg came from and where that is in comparison to where I live.
- To understand what a lifeboat is and to compare the job of lifeboat crew from Henry’s time to my own.
- To know about Henry’s most significant rescues.
- To discuss why Henry is a significant, local, person.

National curriculum:

- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Skills:

Year 2

- With support, put at least 3 pictures/artefacts or events in chronological order.
- Use words and phrases such as old, new, a long time ago, before and after with increasing accuracy.
- With growing independence, retell a familiar story set in the past in chronological order.
- Start to identify similarities and differences between ways of life at different times
- With growing independence, recount personal history and events or changes that have happened.
- Begin to identify objects from the past and the main differences between old and new objects

Key Vocabulary:

- Crew** – a group of people who work together on a boat.
- Cromer** – a coastal town in Norfolk.
- Lifeboat** – a boat that is used to help rescue people in trouble at sea.
- Mine** – an explosive that was designed to damage boats and ships.
- Norfolk** – the county in England where we live.
- Oar** – a paddle to make a boat move when there is no engine.
- Pyrin & Fernabo** – ships that Henry rescued a lot of people from, in very difficult weather.
- Rescue** – the act of saving people who are in trouble.

Year 3 **Area of History: The Stone Age to Iron Age** **Purpose of Study: The purpose of this unit is to explore the changes in Britain between the Stone age and the Iron Age. Children should have an understanding of what life was like for the people of the time and their homes / settlements. Consideration should be given to what people needed to survive and how those needs were met.**

Essential knowledge:

- To say what the word chronology means.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Identify changes in Britain from the stone Age to the Iron Age.
- Understand what the lives of people were like between the Stone age and the Iron age.

Scope of learning:

- To understand what humans would need for survival in the stone age.
- To order events chronologically.
- To understand different stone age periods and to order them chronologically.
- To research stone age life and understand their homes and settlement.
- To research stone age food production and to understand how diets changed over time.
- To demonstrate my knowledge of the stone age by writing in role.

National curriculum:

- To study changes in Britain from the Stone Age to the Iron Age.

Skills:

- Begin to ask and answer questions about old and new objects.
- With support, answer questions using an artefact /photograph provided.
- With help, research what it was like for a person in a given period from the past using primary and secondary sources.
- To begin to think about what an object was used for in the past and to start to explain possible uses.
- To begin to use reasons to support an historical argument.

Key Vocabulary:

Artefact – Found manmade things.

Cave – First found homes.

Hunter-Gatherer - A member of a nomadic people who live chiefly by hunting, fishing and harvesting wild food.

Pottery – items made of sand or clay.

Roundhouse – A round home lived in by people in the Bronze and Iron age.

Settlement – A place where people live.

Skara Brae – An ancient settlement.

Stonehenge – A famous site; a prehistoric monument.

Year 3 **Area of History: The Ancient Egyptians** **Purpose of Study: This unit is an opportunity for the historical understanding of the children to expand to include**

Essential knowledge:

- To understand when the Ancient Egyptian period was.
- To understand what life was like in Ancient Egypt.
- To know about the Egyptian gods and what they believed about the afterlife.
- To know about mummification.
- To know about how the Ancient Egyptian period came to an end.

Scope of learning:

- To understand when the ancient Egyptian period was in history and to have an outline of the Egyptian timeline.
- To understand what life was like in Ancient Egypt and how society was structured.
- To understand who the Egyptian gods were.
- What did the Ancient Egyptians believe happened after death.
- To understand the process of mummification.
- To understand how the Egyptians recorded history and the importance of the Rosetta Stone.
- To understand how the Ancient Egyptian period came to an end.

National curriculum:

- The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared. Combine overview and in-depth studies (Inquiry).

Skills:

- With support, sequence events in chronological order.
- With support, answer questions using an artefact /photograph provided.
- As part of a small group, recount significant events in history and order at least 4 of them.

Key Vocabulary:

Giza - A place where several large pyramids and the Great Sphinx were built.

Hieroglyphics - A type of writing used by the Ancient Egyptians that used a combination of pictures and symbols.

Mummy - A dead body that has been specially preserved using embalming so that it won't rot.

Papyrus - A plant that grew on the banks of the Nile. The Ancient Egyptians used it to make paper, boats, sandals, baskets, and rope.

Pharaoh - The supreme ruler of all of Ancient Egypt. He or she was considered a god.

Pyramid - A giant tomb built for the pharaohs of Egypt. It was made from stone and had four sides that came to a point at the top in a pyramid shape.

Rosetta stone - A special stone that had the same inscription written both in Greek and in Egyptian hieroglyphics. It was very helpful in translating and understanding hieroglyphics.

Year 3 Area of History: **WWII – Homefront and evacuation** Purpose of Study: **The aim of this unit is to extend children’s understanding of British and European history; to allow them to**

Essential knowledge:

- To know that the second world war happened, and that the civilian population were subject to bombing.
- To know that many towns and cities were bombed.
- To know that the bombing meant that many children were sent away from their families to live in safer locations.
- To understand what life was like for the people who lived in Britain during the war.

Scope of learning:

- To understand there was a World War 2 and to know there was a Homefront.
- To understand the idea of rationing and its impact on the people of Britain.
- To understand that children were evacuated from towns and cities and to be able to explain why.
- To gain an understanding of what life was like in the countryside for evacuees.
- To consider the role of women and families in World War 2.
- To demonstrate my knowledge of evacuation and life on the Homefront.

National curriculum:

- To study a period of British history that extends pupil’s chronological knowledge beyond 1066.

Skills:

- With support, sequence events in chronological order.
- With help, research what it was like for a person in a given period from the past using primary and secondary sources.
- To begin to think about what an object was used for in the past and to start to explain possible uses.

Key Vocabulary:

Anderson Shelter – A structure that could be assembled in a person’s garden with the intention of providing protection from air raids.

Evacuation - The process of moving people from a dangerous place to safety.

Evacuee – A person who is moved to a safe place from a place of potential danger.

Homefront - The civilian (non-military) activities and efforts that support the war from within a country.

Rationing - The controlled distribution of scarce resources, goods, or services, often implemented during wartime.

Year 4
2025 – 2026
Only

Area of History: **The Mayans**

Purpose of Study: **This unit is an opportunity for the historical understanding of the children to expand to include a different, but related, ancient civilisation that had a significant impact upon the life of the United Kingdom in the past and the present.**

Essential knowledge:

- To know who the Mayan civilisation were and when their civilisation was at its peak.
- To understand what the Mayans believed about religion and what worship looked like for them.
- To know about the Mayan number system.
- To use a range of sources to understand more about the Mayan cities.
- To understand what Mayan life was like, with a particular focus on food.

Scope of learning:

- To place the Mayan civilisation in its chronological place and to understand where in the world they lived.
- To explain the religious beliefs of the Maya people, to understand how they worshiped and to know some of the main gods.
- To understand how the Mayan number system worked.
- To use a range of sources to understand more about the Mayan civilisation.
- To describe the range of foods that were eaten by the Maya and to explain why some were significant.

National curriculum:

- A study of the achievements of the earliest civilisations – an overview of where and when they first appeared.

Skills:

- With growing independence, sequence events in chronological order.
- To use my developing enquiry skills to find out more about a person or event from the past from a given source.

Key Vocabulary:

Agriculture - The practice of growing crops and raising animals for food, which was essential for the Mayans.

Astronomy - The study of stars, planets, and other celestial bodies, which the Mayans excelled in for navigation and calendar-making.

Civilization - A complex society that has cities, a well-organized government, and workers with specialized skills.

Hieroglyphics - A system of writing that uses symbols and pictures to represent sounds and ideas, used by the Mayans to record their history.

Pyramid - A large structure with a square base and triangular sides, often used as a temple or tomb by the Mayans.

Sacrifice - The act of offering something valuable, such as food or even human life, to please the gods in Mayan rituals.

Society - A group of people living together in an organized way, sharing laws, traditions, and culture, like the Mayan society.

Year 4 Area of History: **The Romans** Purpose of Study: **This unit is an opportunity for the historical understanding of the children to expand to include a different, but related, ancient civilisation that had a significant impact upon the life of the United Kingdom in the past and the present.**

Essential knowledge:

- To understand who the Romans were, where they came from and when they were an empire.
- To know that Britain was conquered and ruled by the Romans for about four hundred years.
- To know about the Roman army and why they were so successful.
- To know what life was like in Roman Britain.
- To know about Boudicca and her uprising.

Scope of learning:

- To know where the Romans came from and when the Roman Empire existed.
- To understand the Roman invasion of Britain.
- To know about life in Roman Britain – cities, transport, houses.
- To know who Boudicca was and to know why she rebelled.
- To know what Hadrian’s wall was and why it was built.
- To know why we remember the Romans and to think about the legacy they left behind.

Key Vocabulary:

Boudicca – Iceni queen who led an uprising against the Romans.
Citizen - A Roman citizen had certain rights and privileges including the right to vote. Only freeborn men were fully Roman citizens.
Emperor - The leader of an empire. The first emperor of Rome was Augustus.
Gladiator - A person who fought for the entertainment of Roman audiences. Gladiators sometimes fought to the death.
Hadrian’s wall – a defensive wall that spanned the north of Roman Britain.
Villa – A type of house that Romans lived in.

National curriculum:

- The Roman Empire and its impact upon Britain (Inquiry)
- To study an ancient European civilisation.

Skills:

- With growing independence, sequence events in chronological order.
- To use my developing enquiry skills to find out more about a person or event from the past from a given source.

Year 4 Area of History: **The Victorians** Purpose of Study: **The aim of the unit is to introduce the children to Britain of the Victorian era. There should be a particular focus on the divide between rich and poor. An awareness of Empire and traditions should also feature.**

Essential knowledge:

- When the Victorian era was.
- Who Victoria and Albert were.
- What workhouses were and what life was like for people in them.
- What the British Empire was; Victoria's roll within it; and to start to identify positives and negatives of the Empire.
- That many of our current Christmas traditions have continued from the Victorian era.

Scope of learning:

- To know when the Victorian era was and key dates.
- To know key facts Queen Victoria's life.
- To have an understanding about Victorian life of rich and poor people, and the role of the Workhouse.
- To know about key inventions and discoveries of the Victorian.
- To know about the Victorian Empire and consider the positives and negatives of Empire.
- To find out about Victorian Christmas traditions.

National curriculum:

- A study of an aspect or theme of history that extends pupils chronological knowledge beyond 1066.
- A significant turning point in British history.

Skills:

Year 4

- With growing independence, sequence events in chronological order.
- In small groups, predict what an object or artefact may have been used for in the past.
- To use my developing enquiry skills to find out more about a person or event from the past from a given source.
- In pairs, describe some key features of the lives of significant individuals from the past and to order at least 5 of them.

Key Vocabulary:

Cane – A long stick usually made of birch that would be used to punish children.

Dunce – A word used to mean someone incapable of learning.

Industrial Revolution – A period when manufacturing grew more common and people moved to cities to work.

Workhouse – A place where the poorest people can work in return for food and lodgings.

Gruel - a thin liquid food of oatmeal or other meal boiled in milk or water.

Chimney Sweep - a person whose job is cleaning out the soot from chimneys, often a child.

Queen Victoria – Queen of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death. On 1 May 1876.

Prince Albert – The husband of Queen Victoria of the United Kingdom of Great Britain and Ireland.

Year 4 Area of History: **The Shang Dynasty**

Purpose of Study: The aim of this unit of study is to introduce the children to a non-European early civilisation. Children should recognise similarities and differences in their lives as well as developing a basic understanding of the role of artifacts in historical study.

Essential knowledge:

- To understand when, and where, the Shang dynasty ruled.
- To have an understanding of what life was like in the Shang dynasty.
- To know about some of the artefacts, and how we use them, to understand the Shang dynasty.
- To understand the importance of the discovery of Fu Hao's tomb.

Scope of learning:

- To explain when and where the Shang dynasty was in existence and describe features of its location.
- To use archaeological evidence to draw conclusions about what life was like in the Shang dynasty and present my findings.
- To describe how the social hierarchy of the Shang dynasty was organised and what life was like for different people.
- To explain some of the religious beliefs and practices of the people from the Shang dynasty.
- To explain about the importance of artifacts from the Shang dynasty.
- To explain who Fu Hao was and why her tomb is important.

National curriculum:

- A study of the achievements of the earliest civilisations – an overview of where and when they first appeared.

Skills:

- With growing independence, to place the topics I have learnt about in a chronological order on a timeline.
- Working in pairs to identify changes over a time period, or period of study.
- In pairs, describe some key features of the lives of significant individuals from the past and to order at least 5 of them.

Key Vocabulary:

Cheng Tang – the first king of the Shang dynasty.

Dragon bones / oracle bones – bones that were thought to have magical properties of healing.

Dynasty - a line of rulers from the same family or group who govern a country for a long period.

Fu Hao – a Shang general whose tomb is the only Shang tomb to be discovered intact.

Hierarchy – an order of society based on importance.

Yinxu - the capital city of the Shang dynasty.

Year 5 Area of History: **Invasion of England by the Anglo-Saxons and the Scots** Purpose of Study: **The purpose of this unit is to allow children to understand the changes in England between the Roman's departure and the invasion of the Vikings. This will allow the children to think of the social changes, the religious changes and to create an understanding of what life was like for an Anglo-Saxon.**

Essential knowledge:

- To know that the Roman's left Britain.
- Britain was occupied by the Britons before the Anglo-Saxons and Scots invaded.
- That the place names of Britain indicate who the original settlers were.
- To know that the population of Britain converted to Christianity from Paganism.
- To have an understanding of how the conversion happened and who the key individuals were.

Scope of learning:

- To place the Roman withdrawal from England and Anglo-Saxon invasions in chronological order and context.
- To explain why the Romans left England.
- To know that the Anglo-Saxon and Scots invaded England.
- To know that there were different Anglo-Saxon Kingdoms of England and to use place names to recognise where they were.
- To know that England was not always Christian and to know about the conversion to Christianity.
- To know about life in Anglo-Saxon England and to consider the Sutton Hoo burial.

National curriculum:

- To study Britain from the Roman withdrawal through the settlement by Scots and Anglo-Saxons.
- To identify similarities and differences in different time periods.

Skills:

- Independently, sequence events in chronological order.
- Using my developing skill, ask historical questions and to begin to resolve them by using primary and secondary sources.
- With support, to begin to see the legacy and impact of the past in today's world.
- To ask historical questions and to work towards resolving them, with increasing independence, by using primary and secondary sources.

Key Vocabulary:

Aidan – an Irish monk and missionary who is credited with converting Northumbria to Christianity.

Anglo-Saxon – a person from mainland Europe who settled in Britain.

Augustine – sent by the Pope to convert the people of England to Christianity.

Invasion – the act of seeking to take control of another area of land, or country.

Kingdom – an area ruled over by a monarch, a king or queen.

Pagan – a person who does not follow the beliefs of a major religion e.g. Christianity.

Scot – invaders from Ireland who took land in Scotland.

Settlement – a town, village or city where people live.

Year 5 Area of History: **Benin (c. AD900 – 1300)** Purpose of Study: **To expand the children’s knowledge of non-European civilisations and empires that we historically significant and left a lasting legacy. Also, to allow students to understand that the writing of history has to be seen through the eyes of those who produced it.**

Essential knowledge:

- To be able to locate Benin on a map and to be able to place the Benin kingdom in historical chronology.
- To understand the history of Benin as a kingdom.
- To recognise that our understanding was recorded from a European perspective and to think about the importance of this when considering non-European civilisations.

Scope of learning:

- To understand the chronology of the kingdom of Benin and to know how it developed.
- To explain what the people of Benin believed in.
- To explore the importance of art in the kingdom of Benin.
- To understand that the history of Benin is recorded in a variety of sources and to know how the Eweka came to be the Oba of the kingdom.
- To consider different artifacts and to think about what they us about the kingdom of Benin.
- To explain why the kingdom of Benin came to an end.

National curriculum:

- A non-European society that provides contrast with British history.

Skills:

- With support, recognise that events around the world happened at the same time.
- Using my developing skill, ask historical questions and to begin to resolve them by using primary and secondary sources.
- With growing independence, begin to make arguments about history and to support them with primary and secondary sources.

Key Vocabulary:

Artifacts – Surviving items that allow us to see what life was like for the people at the time, or that allow us to make estimates as to their use.

Dynasty – A word that describes a family of rulers – normally where the child replaces the parent as ruler.

Edo - The name given to the Kingdom of Igodomigodo by Oba Eweka. The people also became known as the Edo people.

Eweka – The first Edo of Benin.

Obas – The title used by Eweka and subsequent rulers. Eweka was from the Yoruba people and Oba is the Yoruba word for ‘king’.

Ogisos – The title used by the early rulers of Igodomigodo. It means ‘kings of the sky’. It is thought that there were around 31 Ogiso rulers.

Reincarnation – The religious belief that after death the soul, or spirit, is reborn into the world.

Year 5 Area of History: **Kett's rebellion** Purpose of Study: **To allow the children to explore a significant local event that had national implications. Also, – a local study.** **to allow them to recognise why certain names and landmarks remain in their local area.**

Essential knowledge:

- To understand who the main protagonists were in Kett's rebellion.
- To know what the causes of the rebellion were.
- To know about the causes of the rebellion.
- To know about the main events of the rebellion.
- To know about the impact of Kett's rebellion on the local area and society generally.

Scope of learning:

- To understand when Kett's rebellion was and to place the events in chronological order.
- To understand who the main protagonists were in Kett's rebellion.
- To know what the causes of the rebellion were.
- To know about the causes of the rebellion.
- To know about the main events of the rebellion.
- To know about the impact of Kett's rebellion on the local area and society generally.

National curriculum:

- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Skills:

- Independently, sequence events in chronological order.
- With support, to begin to see the legacy and impact of the past in today's world.
- With limited support, describe some key features of the lives of significant individuals from the past and to order them.
- To ask historical questions and to work towards resolving them, with increasing independence, by using primary and secondary sources.

Key Vocabulary:

Edward VI – The monarch during Kett's rebellion.

Enclosure – The act of fencing off land to stop poor people from using it (normally to grow food).

Landlord - A person who owns land or property and rents it to others.

Peasant - A farmer or labourer of low social status, typically working on a landlord's land.

Rebellion – An act of violent or open resistance to an established government or ruler.

Robert Kett – The leader and the figurehead of the rebellion.

Year 6 Area of History: **The Ancient Greeks** Purpose of Study: **This unit is an opportunity for the historical understanding of the children to expand to include an ancient civilisation and to understand how their ideas and systems persevere today. To explore the achievements of a significant historical figure and to understand their achievements.**

Essential knowledge:

- To know who the ancient Greeks were and to be able to place them in their chronological place.
- To know that Greece was made up of city states.
- To know about the possible systems of ruling and to understand that Greece is considered to be the birthplace of democracy.
- To know who Alexander the great was and to recognise his achievements.
- To develop an understanding of daily life in ancient Greece; its similarities and differences from today.

Scope of learning:

- To know who the ancient Greeks were and to be able to place them in their chronological place.
- To understand that Greece was made up of City States; to identify the main ones.
- To understand what democracy is and to recognise that Greece is the home of democracy.
- To have an understanding of daily life in Ancient Greece; what is the same and what is different to today.
- To know who Alexander the great was and to recognise his achievements.

National curriculum:

- A study of Greek life and achievements and their influence on the western world.
- Extending understanding of early civilisations.

Skills:

- To accurately sequence events on a timeline.
- To start to think independently to identify the legacy and impact of the past that we see in today's world.
- To ask historical questions and to work towards resolving them, with increasing independence, by using primary and secondary sources.

Key Vocabulary:

Athens – one of the most important city states in Greece. A centre of learning and culture.

Sparta – a city state of ancient Greece that prized war and fighting above other attributes.

Alexander the Great – Greek leader who conquered a substantial empire.

Democracy – a system of government that relies on the people (demos) and where people express their wishes through voting.

Monarchy – a system of government that relies on one individual to rule and make laws.

Hoplite – a Greek soldier (mainly of Athens) who fought in coordinated ways.

City State – a city that runs in much the same way as a country does today.

Year 6 Area of History: **The Viking and Anglo-Saxon struggle for the Kingdom of England, to the time of Edward the confessor.** Purpose of Study: **Pupils will explore the historical period of the Viking and Anglo-Saxon struggle for the Kingdom of England, leading up to the reign of Edward the Confessor. They will examine the cultural, political, and military aspects of this period.**

Essential knowledge:

- An understanding of the chronology of the Anglo-Saxon period.
- An understanding of the Anglo-Saxon kingdoms before the Viking invasions.
- An understanding of what life was like for an Anglo-Saxon prior to invasion.
- An understanding of the impact on the daily life of Anglo-Saxon as a result of the Viking invasions.
- Knowledge of how the Anglo-Saxons overcame the Vikings and, the lasting impact of Viking invasion and settlement.

Scope of learning:

- To understand what the Anglo-Saxon kingdoms were and to identify them before the Viking invasions.
- To understand why the Vikings invaded England and what life was like for Anglo-Saxons before the invasion. To how my knowledge by writing in role.
- To understand the impact of Viking invasion on Anglo-Saxon life, culture and religion.
- To consider the strengths and weaknesses of the Viking and Anglo-Saxon armies and why significant battles were won or lost.
- To understand the make up of England’s people and places at the end of the period.
- To answer the question: England was completely changed by the Viking invasions for the worse. In detail, explain whether you agree or disagree.

National curriculum:

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor.

Skills:

- To ask historical questions and to work towards resolving them, with increasing independence, by using primary and secondary sources.
- To understand that there may be different interpretations of events.
- To have a greater understanding of the role of propaganda and start to weigh the strengths and weaknesses of historical sources.
- To start to identify themes throughout historical periods.

Key Vocabulary:

Danegeld - “Paying the Dane”. King Etherlred paid the Vikings 4,500kg of silver to go home but they kept returning and were paid 22,000kg of silver in Danegeld altogether.

Exile -To be sent away.

Invade -To enter and occupy land.

Kingdom - An area ruled by a king.

Longship - A long, wooden, narrow boat used by the Vikings.

Outlawed- Having all property taken away and no longer being able to live in the community.

Pagans - A religion where many gods and goddesses are worshipped.

Pillaged - To violently steal something.

Raid -A surprise attack.

Wergild - A payment system used to settle disputes between a criminal and the victim or their family.

Year 6 Area of History: **The Tudors** Purpose of Study: **To explore a significant time period of British history that has left a legacy on life and culture today.**

Essential knowledge:

- To know when in history the Tudor period was.
- To be able to recall the names of significant individuals and to know some details of their lives.
- To know about the life of Henry the VIII and his daughters (Mary and Elisabeth).
- To know some of the details of Tudor exploration and discovery.
- To know about the legacy of the Tudors.

Scope of learning:

- To place the Tudors on a timeline and to identify the key figures of the Tudor dynasty.
- To understand about the life of Henry the VIII.
- To understand about the life and achievements of Elizabeth I.
- To understand what life was like in Tudor England and how society was structured.
- To know about Tudor exploration and colonization.
- To demonstrate my learning.

National curriculum:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Skills:

- To accurately sequence events on a timeline.
- To start to think independently to identify the legacy and impact of the past that we see in today's world.
- Independently, describe some key features of the lives of significant individuals from the past and to order them.
- To be able to express historical opinions and support them using primary and secondary sources.

Key Vocabulary:

Dynasty - a series of rulers from the same family or lineage.

Elisabeth I – the queen of England from 1558 – 1603.

Heir - a person who is legally entitled to inherit the throne or property from a predecessor.

Henry VIII – the king of England from 1509 – 1547.

Mary Tudor – queen of England from 1553 – 1508.

Monarchy - a form of government led by a king or queen.

Nobility - a social class that is typically granted privileges and titles by the monarchy.

Reformation - a movement for religious change that led to the establishment of Protestant churches.

Succession - the order in which members of a royal family inherit the throne.

Treason - the crime of betraying one's country, often by attempting to kill the ruler or overthrow the government.



History Skills Progression Ladder

Year	Chronology	Sources and interpretation	Skills		
			Change and continuity	Historical significance	Forming and supporting opinions
EYFS	To use the words past, present and future to describe	To use pictures and images to see if things happened in the past or present.	To understand that time passes and things and people get older.	To talk about important events and people.	To look at an image and decide if you think it is old or new.
Year 1	<p>With support, or as part of a group, sequence 3 simple events in chronological order.</p> <p>To describe memories and changes that have happened in my life.</p>	<p>As a class, discuss where we find information about the past.</p> <p>As a class, look at information about the past and make decisions about what it is or how it might be used.</p>	To discuss, as a class, that some things were different in the past and some things are the same.	<p>As a class, recount significant events in history.</p> <p>To begin to describe some key features of the lives of significant individuals from the past.</p>	As a class, discuss an area of your learning and talk about it to examine how significant or important you think it was.
Year 2	<p>With support, sequence 4 simple events in chronological order.</p> <p>To describe memories and changes that have happened in my life and to order them using appropriate words.</p>	<p>In small groups, discuss where we find information about the past.</p> <p>In small groups, look at information about the past and make decisions about what it is or how it might be used.</p>	<p>To work in small groups to identify changes over a time period, or period of study.</p> <p>As a class, to recognise that the lives of individuals changed over time.</p>	<p>With support, recount significant events in history and order at least 3 of them.</p> <p>To describe some key features of the lives of significant individuals from the past and to</p>	In small groups, discuss an area of your learning and talk about it to examine how significant or important you think it was.

Year 3	With support, sequence events in chronological order.	Begin to ask and answer questions about old and new objects.	With support, to begin to see the legacy and impact of the past in today's world.	order at least 3 of them. As part of a small group, recount significant events in history and order at least 4 of them.	Begin to ask and answer questions about old and new objects.
	With support, to place the topics I have learnt about in a chronological order on a timeline.	With support, answer questions using an artefact /photograph provided. With help, research what it was like for a person in a given period from the past using primary and secondary sources.		As part of a small group, describe some key features of the lives of significant individuals from the past and to order at least 4 of them.	To begin to think about what an object was used for in the past and to start to explain possible uses. To begin to use reasons to support an historical argument.
Year 4	With growing independence, sequence events in chronological order.	With growing independence, ask and answer questions about old and new objects.	Working in pairs to identify changes over a time period, or period of study.	In pairs, recount significant events in history and order at least 5 of them.	To develop my ability to ask and answer questions about old and new objects.
	With growing independence, to place the topics I have learnt about in a chronological order on a timeline.	In small groups, predict what an object or artefact may have been used for in the past. To use my developing enquiry skills to find out more about a person or	In small groups, recognise that the lives of individuals changed over time.	In pairs, describe some key features of the lives of significant individuals from the past and to order at least 5 of them.	To use current understanding to think about the uses of objects and to explain your reasoning. To write simple explanations that

		event from the past from a given source.			support a historical argument.
Year 5	Independently, sequence events in chronological order.	To start to rank sources of information in order or reliability or usefulness.	With little support, identify changes over a period of time.	With limited support, recount significant events in history and order at least 8 of them.	To ask historical questions and to work towards resolving them, with increasing independence, by using primary and secondary sources.
	Independently, place the topics I have learnt about in a chronological order on a timeline. With support, recognise that events around the world happened at the same time.	Using my developing skill, ask historical questions and to begin to resolve them by using primary and secondary sources.	With support, to begin to see the legacy and impact of the past in today's world.	With limited support, describe some key features of the lives of significant individuals from the past and to order them.	With growing independence, begin to make arguments about history and to support them with primary and secondary sources.
Year 6	To accurately sequence events on a timeline.	To have a greater understanding of the role of propaganda and start to weigh the strengths and weaknesses of historical sources.	Independently, identify changes over a period of time.	Independently, recount significant events in history and order at least 3 of them.	To ask historical questions and to work towards resolving them, with increasing independence, by using primary and secondary sources.
	To recognise that historical events occurred at the same time in different countries and continents.		To start to think independently to identify the legacy and impact of the past that we see in today's world.	Independently, describe some key features of the lives of significant individuals from the past and to order them.	To be able to express historical opinions and support them using primary and secondary sources.

Curriculum Skills and Progression Map

