



# Curriculum Mapping and Progression Document

## History



# Vision for History

Our History Curriculum is knowledge-rich and coherently sequenced. The curriculum is designed to inspire a curiosity of the past. Our children at St Wilfrid's will become critical explorers by being exposed to a rich, complex and diverse set of historical people and places.

## Our History Curriculum Will Enable Pupils to:

- Develop a sense of time (chronology), recognising how time is measured and that some things change and some things stay the same;
- Investigate how and why events happen and how they may be linked;
- Consider what it was like to live in different periods and what motivated the people who lived then – and that we cannot think in the way they thought;
- Recognise that there are some things we can never know about the past and that history has to be constructed from the bits of the past that have survived;
- Understand that people interpret the past differently and use different ways to present their ideas;
- Make thoughtful use of a variety of sources to find out about the past;
- Communicate their ideas in a variety of ways and with clarity and independence.

## Intent

Pupils are inquisitive about their own past and that of the world around them. They become critical thinkers and discerning learners whilst gaining knowledge and a deeper understanding of the people and places in their locality, in Britain and the wider world. Our History Curriculum is engaging and inclusive including the relevant subject knowledge and key disciplinary concepts set out by the National Curriculum. We aim to develop and nurture our pupils to be young historians.



# History in the Early Years Foundation Stage

The foundations of our History curriculum begin in EYFS where our children explore and learn through a balance of pupil initiated investigation and adult led learning. Our EYFS class focuses on high quality interactions and a language rich environment preparing every pupil for transition into Year 1 and the National Curriculum.

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
<b>Communication</b>			Speaking Express their ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
<b>Maths</b>	Begin to describe a sequence of events real and fictional using words such as first, then...		
<b>Understanding the world</b>	Begin to make sense of their own life story and family's history. Understand the key features of the lifecycle of a plant and an animal.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Past and Present 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.
<b>Topics</b>	<b>Autumn</b> Who is a good friend? Once upon a time	<b>Spring</b> What happens when we are asleep? Ready, Steady, Grow	<b>Summer</b> Are we there yet? Fun in the sun!



# Key Stage 1 History and the National Curriculum

Year Group	Autumn	Spring	Summer
<b>Year 1 National Curriculum Coverage</b>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>Significant historical events, people and places in their own locality</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>Events beyond living memory that are significant nationally or globally</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>Events beyond living memory that are significant nationally or globally</li> <li>Gain and deploy a historically grounded understanding of abstract terms such as parliament</li> </ul>
<b>Year 1 Topic and lesson sequence</b>	<u><b>Discovering History</b></u> <ol style="list-style-type: none"> <li>What is the past?</li> <li>Family Trees</li> <li>How do we know about history?</li> <li>What do Archaeologists do?</li> <li>Our local history</li> </ol>	<u><b>Kings, Queens and Leaders</b></u> <ol style="list-style-type: none"> <li>Kings and Queens</li> <li>King John I and the Magna Carta</li> <li>Henry III and Parliament</li> <li>Charles I</li> <li>Oliver Cromwell and the Commonwealth</li> </ol>	<u><b>Parliament and Prime Ministers</b></u> <ol style="list-style-type: none"> <li>James II, Mary II and William of Orange</li> <li>Simon de Montfort and parliament</li> <li>Robert Walpole</li> <li>Our Prime Minister today</li> <li>Elections</li> </ol>



# Key Stage 1 History and the National Curriculum

Year Group	Autumn	Spring	Summer
<b>Year 2</b> <b>National Curriculum Coverage</b>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally.</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>KS2: The Roman Empire and its impact on Britain - introduction, revisited in Year 4</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>Significant historical events, people and places in their own locality</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>
<b>Year 2 Topic and lesson sequence</b>	<p><b><u>The Romans in Britain</u></b></p> <ol style="list-style-type: none"> <li>The Growth of the Roman Empire</li> <li>The Roman Army</li> <li>Roman Invasion of Britain</li> <li>Roman Towns</li> <li>Changes that the Romans made to Britain</li> </ol>	<p><b><u>The Tudors</u></b></p> <ol style="list-style-type: none"> <li>Life in Tudor England</li> <li>Henry VIII</li> <li>The English Reformation</li> <li>Edward VI and Mary I</li> <li>Queen Elizabeth I</li> </ol>	<p><b><u>Powerful Voices</u></b></p> <ol style="list-style-type: none"> <li>Gandhi</li> <li>Rosa Parks and Martin Luther King</li> <li>Malala Yousafzai</li> <li>Greta Thunberg</li> <li>Local hero: David Attenborough</li> </ol>



# Key Stage 2 History and the National Curriculum

Year Group	Autumn 1	Autumn 2	Spring 1 and 2	Summer 1	Summer 2
<b>Year 3 National Curriculum Coverage</b>	Pupils should be taught about: <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul>	Pupils should be taught about: <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: An in-depth study of Ancient Egypt</li> </ul>	Pupils should be taught about: <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:</li> </ul>	Pupils should be taught about: <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	Pupils should be taught about: <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>
<b>Year 3 Topic and lesson sequence</b>	<u><b>Stone Age to the Iron Age</b></u> <ol style="list-style-type: none"> <li>Mesolithic Hunter-Gatherers</li> <li>Life in Neolithic Britain</li> <li>The Bronze Age</li> <li>Stonehenge</li> <li>The Iron Age</li> </ol>	<u><b>Ancient Egypt</b></u> <ol style="list-style-type: none"> <li>Locating Egypt and the River Nile</li> <li>Life in Ancient Egypt</li> <li>Religion and the Afterlife</li> <li>Tutankhamen and Howard Carter</li> <li>Hieroglyphics</li> </ol>	<u><b>The Anglo Saxons, the Scots and the Vikings</b></u> <ol style="list-style-type: none"> <li>Anglo Saxon England</li> <li>The Scots and the Picts</li> <li>Anglo Saxon Settlements</li> <li>Anglo Saxon Culture and Religion</li> <li>Who were the Vikings?</li> <li>Viking Raids and Invasion</li> <li>Alfred the Great</li> <li>Viking settlements and Danelaw</li> <li>Viking Religion and Culture</li> <li>Edward the Confessor</li> <li>The Norman Invasion</li> </ol>	<u><b>Law and Power</b></u> <ol style="list-style-type: none"> <li>Henry II and English Common Law</li> <li>Henry II and Thomas Beckett</li> <li>The Crusades and Richard the Lionheart</li> <li>King John and the Magna Carta</li> <li>Simon de Montfort</li> </ol>	<u><b>The War of the Roses</b></u> <ol style="list-style-type: none"> <li>An Introduction to the Wars of the Roses</li> <li>Henry VI vs. Edward IV</li> <li>Richard III and the Princes in the Tower</li> <li>The Battle of Bosworth Field</li> <li>Henry VII and the Tudors</li> </ol>



# Key Stage 2 History and the National Curriculum

Year Group	Autumn 1 and 2	Spring 1	Spring 2	Summer 1 and 2
<p><b>Year 4 National Curriculum Coverage</b></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>
<p><b>Year 4 Topic and lesson sequence</b></p>	<p><b><u>Ancient Greece</u></b></p> <ol style="list-style-type: none"> <li>1. Ancient Greece: City States</li> <li>2. Athens and Democracy</li> <li>3. Sparta</li> <li>4. The Persian Wars</li> <li>5. Alexander the Great</li> <li>6. Greek Philosophy</li> <li>7. Gods</li> <li>8. Mythology</li> <li>9. Art and Architecture</li> <li>10. The Ancient Olympic Games</li> <li>11. The Legacy of Ancient Greece</li> </ol>	<p><b><u>Life in Ancient Rome</u></b></p> <ol style="list-style-type: none"> <li>1. Locating Ancient Rome</li> <li>2. Monarchy, Republic, Empire: Rome's different governments</li> <li>3. Pompeii</li> <li>4. A day in the life of Ancient Rome</li> <li>5. Latin: A Roman legacy</li> </ol>	<p><b><u>The Rise and Fall of the Roman Empire</u></b></p> <ol style="list-style-type: none"> <li>1. The Punic Wars and the expanding empire</li> <li>2. Julius Caesar</li> <li>3. Caesar Augustus and the Pax Romana</li> <li>4. Christianity in the Roman Empire</li> <li>5. The Fall of the Roman Empire</li> </ol>	<p><b><u>The Stuarts</u></b></p> <ol style="list-style-type: none"> <li>1. James I and the Union of the Crowns</li> <li>2. The Gunpowder Plot</li> <li>3. Charles I</li> <li>4. The English Civil War</li> <li>5. Oliver Cromwell and the Commonwealth</li> <li>6. The restoration of Charles II</li> <li>7. The Great Plague</li> <li>8. The Great Fire of London</li> <li>9. Christopher Wren and the rebuilding of London</li> <li>10. James II and the Monmouth Rebellion</li> <li>11. William and Mary and the Bill of Rights</li> </ol>



# Key Stage 2 History and the National Curriculum

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5 National Curriculum Coverage</b>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of world history</li> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>understand how our knowledge of the past is constructed from a range of sources.</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>
<b>Year 5 Topic and lesson sequence</b>	<p><b><u>Baghdad c900 CE</u></b></p> <ol style="list-style-type: none"> <li>1. The Rise of Islam</li> <li>2. Baghdad: A City of Peace</li> <li>3. Baghdad: Building a City</li> <li>4. Baghdad: A Centre for Learning in the Islamic Golden Age</li> <li>5. The Mongol attack on Baghdad and the Regional Powers</li> </ol>	<p><b><u>The Early British Empire</u></b></p> <ol style="list-style-type: none"> <li>1. The British Empire</li> <li>2. Global Trade</li> <li>3. The Mughal Empire and the East India Company</li> <li>4. The Seven Years War</li> <li>5. What motivated Britain to Build an Empire?</li> </ol>	<p><b><u>The French Revolution</u></b></p> <ol style="list-style-type: none"> <li>1. Life in France before the Revolution</li> <li>2. Louis XVI and Marie Antoinette</li> <li>3. Napoleon</li> <li>4. Battle of Trafalgar</li> <li>5. Battle of Waterloo</li> </ol>	<p><b><u>The Transatlantic Slave Trade</u></b></p> <ol style="list-style-type: none"> <li>1. The Origins of the Transatlantic Slave Trade</li> <li>2. The Atlantic Passage</li> <li>3. Enslaved Africans: Treatment and Resistance</li> <li>4. The Abolishment of Slavery</li> <li>5. An Abolitionist: Thomas Clarkson</li> </ol>	<p><b><u>The Industrial Revolution</u></b></p> <ol style="list-style-type: none"> <li>1. The Industrial Revolution</li> <li>2. Cotton Production</li> <li>3. Steam Engines and Trains</li> <li>4. Iron and Coal</li> <li>5. Children at Work</li> </ol>	<p><b><u>The Victorian Age</u></b></p> <ol style="list-style-type: none"> <li>1. The Reign of Queen Victoria</li> <li>2. Victorian Cities</li> <li>3. The Poor Law and the Workhouse</li> <li>4. Leisure</li> <li>5. Life by 1900</li> </ol>



# Key Stage 2 History and the National Curriculum

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6 National Curriculum Coverage</b>	Pupils should be taught about: <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	Pupils should be taught about: <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	Pupils should be taught about: <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	Pupils should be taught about: <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	Pupils should be taught about: <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	Pupils should be taught about: <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>
<b>Year 6 Topic and lesson sequence</b>	<u><b>World War 1</b></u> <ol style="list-style-type: none"> <li>1.The Causes of World War I</li> <li>2. On land, at sea and in the air</li> <li>3. Life on the Western Front</li> <li>4. The Home Front</li> <li>5. The Consequences of the War</li> </ol>	<u><b>The Suffragettes</b></u> <ol style="list-style-type: none"> <li>1. Democracy in the 19th Century</li> <li>2. The National Union of Women's Suffrage Societies</li> <li>3. Emmeline Pankhurst and the WSPU</li> <li>4. The Anti-Suffrage Campaign</li> <li>5. World War I and the Representation of the People Act</li> </ol>	<u><b>The Rise and Fall of Hitler</b></u> <ol style="list-style-type: none"> <li>1. The Armistice and the Treaty of Versailles</li> <li>2. The Rise of the Nazi Party</li> <li>3. Life in Nazi Germany</li> <li>4. Kristallnacht and the Refugee Crisis</li> <li>5. The Second World War</li> </ol>	<u><b>World War II</b></u> <ol style="list-style-type: none"> <li>1. An Introduction to World War Two</li> <li>2. The Battle of Britain</li> <li>3. Bletchley Park</li> <li>4. The Holocaust</li> <li>5. The Home Front</li> </ol>	<u><b>The Cold War</b></u> <ol style="list-style-type: none"> <li>1. The Cold War</li> <li>2. The Arms Race</li> <li>3. The Cuban Missile Crisis</li> <li>4. The Space Race</li> <li>5. Proxy Wars</li> </ol>	<u><b>The History of Human Rights and Equality in Britain</b></u> <ol style="list-style-type: none"> <li>1. What are Human Rights?</li> <li>2. Women's rights</li> <li>3. Children's rights</li> <li>4. Racial Equality</li> <li>5. Freedom of thought, belief and religion</li> </ol>



# Early Years Foundation Stage Skills Coverage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Remembers and talks about significant events in their own experiences.</li> <li>Say how others are the same or different to them.</li> <li>Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</li> <li>The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.</li> <li>Explore and talk about pictures, stories and information books on the theme of royalty.</li> <li>Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories.</li> <li>Explore the natural world around them and give simple descriptions, following observation, of changes.</li> </ul>	<ul style="list-style-type: none"> <li>Stories, books and pictures are used to help people to find out about people and events from the past.</li> <li>Talk about the different occupations that familiar adults and members of their community</li> </ul>	<ul style="list-style-type: none"> <li>Describe some similarities and differences between things in the past and the present.</li> <li>Describe some ways that plants or animals should be cared for in order for them to survive.</li> <li>Make and use simple maps in their play to represent places and journeys, real and imagined.</li> </ul>	<ul style="list-style-type: none"> <li>Describe some similarities and differences between things in the past and the present.</li> <li>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world.</li> <li>The ocean is the body of salt water that covers over two thirds of the Earth's surface.</li> <li>Begin to collect simple geographical data during fieldwork activities.</li> <li>Begin to notice and talk about the different places around the world, including oceans and seas.</li> <li>To understand globes and maps can show us the location of different places around the world.</li> <li>Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</li> <li>Using books, stories and pictures, know the way that people lived in the past is not the same as the way that we live now</li> </ul>



# Skills Progression in History

Year Group	Chronology	Events, People and Changes	Interpretation, Enquiry and Sources	Communication
<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>The children can depict on a timeline the sequence of a few objects, events and/or pieces of information.</li> <li>The children some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'.</li> <li>The children start to develop an awareness of the past</li> <li>The children know where the people they study fit within a chronological framework.</li> </ul>	<ul style="list-style-type: none"> <li>The child can identify relevant features of particular historical themes, events and people from family, local, national and global history E.g. Looking at the role of the monarchy and prime minister.</li> <li>Identify differences and similarities between the monarchy now and in the past.</li> <li>The child can identify similarities and differences between ways of life in different periods e.g explore similarities and differences between their own lives and those of people their grandparents' age.</li> <li>The child can identify a few similarities, differences and changes occurring within a particular topic</li> <li>The child can identify at least one relevant cause for, and effect of, several events covered E.g. the 'Glorious Revolution'</li> <li>The child can consider one reason why an event or person might be significant. E.g. Robert Walpole, The Queen.</li> </ul>	<ul style="list-style-type: none"> <li>The child can ask and answer a few valid historical questions. E.g. Ask a few questions about monarchs, locate relevant information and communicate the answers as sentences.</li> <li>The child can extract information from several different types of source including written, visual and oral sources and artefacts. E.g. Extract some relevant information about the life of our current prime minister, e.g. from pictures, artefacts or a story.</li> <li>The child can ask and answer questions, choosing parts of sources to show that they know and understand key features.</li> <li>The child can understand some of the ways in which we find out about the past</li> <li>The child can identify different ways in which it is represented.</li> <li>The child can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about elections.</li> </ul>	<ul style="list-style-type: none"> <li>The children can use a wide vocabulary of everyday historical terms.</li> <li>The children can begin to use historical terms to retell simple stories from the past.</li> <li>The children can describe a significant event.</li> <li>The children can ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features</li> <li>The child can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects E.g. The children will give reasons why they have chosen a particular aspect of a ruler.</li> </ul>



# Skills Progression in History

Year Group	Chronology	Events, People and Changes	Interpretation, Enquiry and Sources	Communication
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>The child can sequence independently on an annotated timeline several objects or events related to particular themes, events, periods, societies and people.</li> <li>The child can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.</li> </ul>	<ul style="list-style-type: none"> <li>The child can briefly describe features of particular themes, events and people from family, local, national and global history.</li> <li>The child can identify independently a range of similarities, differences and changes within a specific time period. E.g. Recognise how Great Britain has changed over the years due to different rulers.</li> <li>The child can identify a few relevant causes and effects for some of the main events covered.</li> <li>The child will study significant historical people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>The child can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. E.g. Choose several different sources to select information about the key features of the life of a grandparent</li> <li>The child will choose parts of sources to show that they know and understand key features of events.</li> <li>The children will identify different ways in which the past is represented</li> <li>Use parts of stories and other sources to show they know and understand key features of events.</li> <li>Use sources to show they know and understand the past.</li> </ul>	<ul style="list-style-type: none"> <li>The children can use historical terms to discuss who or what was significant.</li> <li>The children can show simple historical concepts in a variety of ways such as writing, drama, drawing etc.</li> <li>The children can understand and use a variety of simple historical concepts.</li> </ul>



# Skills Progression in History

Year Group	Chronology	Events, People and Changes	Interpretation, Enquiry and Sources	Communication
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>The child can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms. E.g. Group a few events, structures and artefacts belonging to the Stone and Iron Ages.</li> <li>The child can use time terms, such as BCE/AD and period labels and terms E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s' etc.</li> <li>The child can demonstrate awareness that the past can be divided into different periods of time.</li> <li>The child can explore trends and changes over time</li> </ul>	<ul style="list-style-type: none"> <li>The child can describe some similarities, differences and changes E.g. Describe some similarities and differences between the Earlier and New Stone Ages.</li> <li>The child can comment on some relevant causes for, and effects on, some of the key events and developments covered. E.g. How life for people during the different periods of the Stone Age.</li> <li>The child can select what is most significant in a historical account E.g. Describe in some detail some of the most significant features of Ancient Egypt.</li> <li>The child can provide a reason why two accounts of the same event might differ E.g. understanding that our knowledge of the past is constructed from a range of sources therefore why different people may have different accounts of the Stone and Iron Age.</li> <li>The child can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. E.g. Recall a number of details about the Ancient Egyptians and their achievements.</li> <li>The child will construct informed responses that involve selection of relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>The child can ask valid questions for enquiries and answer using a number of sources.</li> <li>The child can understand how sources can be used to answer a range of historical questions. E.g. Describe how particular sources help provide evidence about different periods.</li> <li>The child can recognise and critically evaluate the usefulness of sources for answering historical enquiries. E.g. Use a range of different sources to draw conclusions on whether Ancient Egypt deserves its reputation as one of the most important early civilisations.</li> <li>Select and organise information to present in a range of ways.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss some historical events and issues and show the ability to make connections and changes linked to the present and past.</li> <li>Use appropriate historical terms and vocabulary linked to chronology.</li> <li>The child can construct informed responses that involve the selection of relevant historical information.</li> </ul>



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<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>The child can use more time terms, such as BCE/AD and period labels and terms E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade' etc</li> <li>The child can use dates and historical terms when ordering events and objects. E.g. Select from a range of material and sequence using key dates many of the main Ancient Greek developments, people and events.</li> <li>The child can give a valid explanation for their sequence. E.g. Sequence many of the main features of the Romans and explain their reasons why.</li> </ul>	<ul style="list-style-type: none"> <li>The child can comment on the importance of numerous causes and effects for some of the key events and developments within topics. E.g. understanding the Roman invasion on Britain and its impact on the lives of the Celts.</li> <li>The child can explain, with justifications, why some aspects of historical accounts, themes or periods are significant. E.g. Explain why Roman achievements were significant.</li> <li>The child can comment on a range of possible reasons for differences in a number of accounts. E.g. Explain how and why there were different viewpoints about Boudicca.</li> <li>The child can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. E.g. the children will evaluate the significance of the achievements and legacy of the Ancient Greeks.</li> <li>The child can explain how and why it is possible to have different interpretations of the same event or person. E.g. Explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games.</li> <li>The child can address historically valid questions about change, cause and significance.</li> </ul>	<ul style="list-style-type: none"> <li>The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses using appropriately vocabulary confidently E.g. the children will consider if the Roman settlement was a positive experience for all involved and explore the long term legacy of the invasion.</li> <li>The child can recognise how sources of evidence are used to make historical claims.</li> <li>The child can recognise why some events happened and what happened as a result.</li> <li>The child can understand how our knowledge of the past is constructed from a range of sources</li> <li>The child can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	<ul style="list-style-type: none"> <li>The child can discuss significant aspects of, and connections between, different historical events.</li> <li>The child can select and organise relevant historical information to present in a range of ways showing in depth understanding and knowledge relating to a historical focus.</li> <li>The child can embed use of relevant and appropriate historical terms and vocabulary linked to chronology</li> </ul>



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<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>The child can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms.</li> <li>The child can identify where people, places and periods of time fit into a chronological framework.</li> <li>The child can describe links and contrasts within and across different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>The child can understand and describe some features associated with themes, societies, people and events E.g understand aspects of life in the Early British Empire.</li> <li>The child can place several valid causes and effects in an order of importance relating to events and developments. E.g. List several causes and place them in an order of importance as to why the Industrial Revolution was so important.</li> <li>The child can describe the significant issues in many of the topics covered E.g. discuss and critically analyse effect of the Transatlantic slave Trade</li> <li>The child can identify different interpretations for events, developments and people covered</li> <li>The child can provide overviews and explain of the most significant features of different themes, individuals, societies and events covered. E.g. Give a summary of the main features of Baghdad society.</li> <li>The child will establish clear narratives within and across periods they study</li> <li>The child will regularly address historically valid questions about similarity and difference and significance.</li> </ul>	<ul style="list-style-type: none"> <li>The child can reach a valid conclusion based on devising and answering questions relating to a historical enquiry. E.g. Investigate the quality of the lives of Victorians from several sources and reach a conclusion at the end of an enquiry.</li> <li>The child can accept and reject sources based on valid criteria when carrying out particular enquiries. E.g. Ask questions about the usefulness and reliability of sources.</li> <li>The child can recognise how our knowledge of the past is constructed from a range of sources.</li> <li>The child can evaluate sources and make simple inferences.</li> <li>The child can choose relevant sources of evidence to support particular lines of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>The child will use some relevant vocabulary when discussing and describing historical events.</li> <li>The child will select and organise historical information (including dates and times) in order to devise a response to their own historical questions and hypotheses.</li> <li>The child will discuss and debate historical issues and questions.</li> <li>The child will work collaboratively to choose relevant ways to communicate historical findings.</li> </ul>



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<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>The child can use dates and a wide range of historical terms when sequencing events and periods of time.</li> <li>The child can develop chronologically secure knowledge of the events and periods of time studied.</li> <li>The child can analyse links and contrasts within and across different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>The child can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change.</li> <li>The child can explain with confidence the role and significance of different causes and effects of a range of events and developments E.g Explain how World War I and World II were linked and which war had the biggest impact on our locality.</li> <li>The child can describe independently and accurately similarities, differences and changes both within and across time periods and topics E.g. the history of human rights</li> <li>The child can demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066 e.g comparing and contrasting WWI and WWII – linking to Remembrance Day</li> </ul>	<ul style="list-style-type: none"> <li>The child can independently reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.</li> <li>The child can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. E.g. Select evidence that supports their judgements of how the war affected the local area.</li> </ul>	<ul style="list-style-type: none"> <li>Use the relevant vocabulary when discussing and describing historical events.</li> <li>Selecting and organising historical information (including dates and times) in order to devise a well informed response to their own historical questions and hypotheses.</li> <li>Acknowledge contrasting evidence when discussing and debating historical issues with clear and concise justifications.</li> <li>Work independently to choose the most appropriate way of communicating different historical findings.</li> </ul>