

Skills Progression: EYFS to Year 6

History Curriculum

Unit of Work		EYFS	Year 1	Year 2	Cultural Capital	End Points
Toys	Historical enquiry	<ul style="list-style-type: none"> I know that some objects were different in the past to how they are today. I can describe old objects. I can identify objects that are old and objects that are new. I can compare old and new objects. 	<ul style="list-style-type: none"> I know that some objects were different in the past to how they are today. I can describe old objects. I can identify objects that are old and objects that are new. I can compare old and new objects. 	<ul style="list-style-type: none"> I can explore evidence to ask simple questions and find out answers about old and new objects. I can compare old and new objects and choose and select evidence, saying how it can be used to find out how toys of the past were played with. 	<p>Invite grand-parents into school who can talk about toys they played with in the past and how they differed from the present.</p> <p>Visit to Museum In The Park or Bristol Museum & Art Gallery to explore how toys were used in the past and compare them with toys today.</p>	<p>End of Y2: Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Pupils can develop an awareness of the past using common words and phrases relating to the passing of time.</p> <p>Pupils can identify similarities and differences between ways of life in different periods of history.</p>
	Historical understanding	<p>ELG:</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> I know that the toys my parents and grandparents played with are different to the toys I play with today. 	<ul style="list-style-type: none"> I can explain how old toys were played with differently to those of today. 		
	Chronological understanding	<p>ELG:</p> <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> I can order decades chronologically. 	<ul style="list-style-type: none"> I can order decades from earliest to latest on simple timelines 		
Intrepid Explorers – Arctic/Space	Historical enquiry	<ul style="list-style-type: none"> Listen to recounts and stories about people in history who have made significant achievements. Explore the lives of figures from the past using role play and compare with own life. 	<ul style="list-style-type: none"> I can use simple texts to find out about people who lived a long time ago. I can pose simple questions to find out about the past. I can compare the lives and achievements of two famous historical figures. 	<ul style="list-style-type: none"> I can read texts to find out about achievements of people who lived in the past. I can observe and use pictures, photographs and artefacts to compare the lives and achievements of different historical figures. 	<p>Study key figures: Neil Armstrong, Roald Amundson.</p>	<p>End of Y2: Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Choose and use parts of stories and other sources to show understanding.</p>
	Historical understanding	<p>ELG:</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> I know that life was very different in the past to how it is today. I know that people knew less about the world in the past than we know today. I know that some people's achievements and discoveries can change the world. 	<ul style="list-style-type: none"> I can talk and write about some peoples' achievements and discoveries and how they've changed the world using some historical vocabulary. I know and can recount episodes from stories and significant events in history. 		
	Chronological understanding		<ul style="list-style-type: none"> I can distinguish between different periods in time using simple markers, such as inventions. 	<ul style="list-style-type: none"> I can order different periods in time using simple markers, such as inventions. 		

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Castles	Historical enquiry	<ul style="list-style-type: none"> -I can say some similarities/ differences between the way people live in homes/castles today. -I can draw on my experiences and what has been read in class. -Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • I can use simple texts to find out about people and events of the past. • I can use photographs of castles to find out about the past. 	<ul style="list-style-type: none"> -I can read texts to find out about people and events in the past. -I can observe and use pictures and photographs of castles to find out about the past. 	<p>Visit a Norman Castle which retains most of its features, e.g. Berkeley Castle.</p> <p>Roman soldier visit workshop in school.</p>	<p>NC/End of Yr 2: Pupils should be taught about significant historical events, people and places in their own locality.</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented.</p> <p>Pupils can explain where the people and events they study fit within a chronological framework.</p>
	Historical understanding	<p>ELG:</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • I know that people fight battles to take control of a country. • I know that castles were built as fortresses and can explain why this was necessary. • I can suggest some actions a new monarch would need to take to make sure his crown was safe. • I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants. • I can explain how uses for castles have changed over time. 	<ul style="list-style-type: none"> -I can talk and write about a battle to take control of a country. -I can explain why castles were built as fortresses and how they were used. -I can give an example of how a new monarch acted to make sure his crown was safe. -I can explain the roles of different people in medieval society and talk/write about their typical day. -I can talk/write about how a castle's use has changed over time. 		
	Chronological Understanding		<ul style="list-style-type: none"> • I know when the Normans lived. • I can organise some events into a simple timeline. 	<ul style="list-style-type: none"> • I can organise events into a simple timeline which shows when the Normans lived. 		

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Guy Fawkes and the Gunpowder Plot	Historical enquiry	<ul style="list-style-type: none"> •I can understand the past through storytelling. •I can talk about/draw/paint how I celebrate Bonfire Night in my family/community. 	<ul style="list-style-type: none"> •I can make some comments about events and people from the past. 	<ul style="list-style-type: none"> • I can use simple texts and images to find out about the past. • I can use my knowledge of the past to guess how people at the time might have felt. 	Research key historical figure – Guy Fawkes. Visit the Houses of Parliament.	<p>NC/End of Y2:</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p> <p>Pupils can understand some methods of historical enquiry, including how evidence is used rigorously to make historic claims.</p> <p>Pupils can begin to understand concepts of cause and consequence and make connections.</p> <p>I can recognise why people did things, why events happened and what happened as a result. I can identify differences between ways of life at different times.</p>
	Historical understanding	<ul style="list-style-type: none"> •Be curious about people and show interest in stories <p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> •I know that some people were not happy with the monarch. •I know that Guy Fawkes wanted to kill King James and blow up the Houses of Parliament. •I can say why many people remember Bonfire Night. 	<ul style="list-style-type: none"> • I know that King James was king during the time of the gunpowder plot. • I understand that people wanted different people to be monarchs because some were Catholic and some were Protestant. • I understand the reasons behind the gunpowder plot. • I can name some monarchs, including King James I and Elizabeth I. • I can explain why Bonfire Night is still significant today. 		
	Chronological Understanding		<ul style="list-style-type: none"> •I can sequence a few events chronologically. 	<ul style="list-style-type: none"> • I can order simple events chronologically. 		

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<p>What were seaside holidays like in the past?</p>	<p>Historical enquiry</p>	<p>•I can listen and respond to stories about the seaside, past and present.</p>	<p>•I can find some similarities and differences between the seaside in the past and present.</p>	<p>I can use a range of photographs to infer information about the past</p>	<p>Invite grandparents in to talk about toys in their childhood.</p> <p>Make a mini-museum to present to visitors what they have found out about seaside holidays in the past.</p>	<p>End of Y2: Pupils should be taught about significant historical events, people and places in their own locality.</p> <p>Pupils can identify similarities and differences between ways of life in different periods of history.</p> <p>Pupils can use a wide range of everyday historical terms.</p> <p>Pupils can ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>I can compare 2 versions of a past event. I can compare pictures or photographs of people or events in the past.</p> <p>I can discuss reliability of photos/accounts/Stories.</p>
	<p>Historical understanding</p>	<p>•I can draw on my own experiences of seaside holidays and name some similarities/ differences between past and present.</p>	<p>•I know that rich people enjoyed seaside holiday in the Victorian times.</p> <p>I know that steam train travel made seaside holidays possible in the past.</p>	<p>• I can explain why in society, particularly the steam train, made seaside holidays popular.</p> <p>• I know that the lives of rich and poor people were very different in the past.</p> <p>• I know that changes in society led to seaside holidays becoming very popular in Victorian times.</p>		
	<p>Chronological Understanding</p>	<p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>•I can order photos from the Victorian era chronologically.</p> <p>•I can compare a few features of seaside holidays 100 years ago to today's seaside holidays.</p>	<p>• I can order photos from three different eras chronologically.</p> <p>• I can compare the features of seaside holidays 100 years ago, 50 years ago and today.</p>		

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Dinosaurs – (Mary Anning)	Historical enquiry	<ul style="list-style-type: none"> • I can explore dinosaurs through role play, drawing and painting. • I know that dinosaurs lived a long time ago. 	<ul style="list-style-type: none"> • I can explore simple texts, photographs and pictures to find out about Mary Anning. • I can talk about the main events of Mary Anning's life. • I can ask questions about Mary Anning to learn more about her. 	<ul style="list-style-type: none"> • I know who Mary Anning was and when she lived • I know the main events of Mary Anning's life • I can find out why Mary Anning is important. 	Visit Museum in The Park, Stroud to look at dinosaur fossil collection from our local area, and find out more.	<p>End of Y2: Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Pupils can develop an awareness of the past using common words and phrases relating to the passing of time.</p> <p>I can identify differences between ways of life at different times.</p> <p>Pupils can explain where the people and events they study fit within a chronological framework.</p> <p>I can use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>
	Historical understanding	<p>ELG: • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> • I know that Mary Anning's discoveries led to people knowing more about dinosaurs. • I can name two ways that life differs in Georgian time to today. 	<ul style="list-style-type: none"> • I understand that people haven't always known about dinosaurs • I know some early theories about fossils • I can explain some of the ways in which life was different in Georgian Britain to today • I can explain the impact Mary Anning had on the history of paleontology. 		
	Chronological Understanding		<ul style="list-style-type: none"> • I can sequence some events of Mary Anning's life. 	<ul style="list-style-type: none"> • I can sequence the events of Mary Anning's life correctly 		

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Unit of Work		Year 3	Year 4	Year 5	Year 6	Cultural Capital	End Points
Stone Age to Iron Age	Historical enquiry	<ul style="list-style-type: none"> • I can explain how archaeologists use artefacts to learn about the past. • I can explain some of the methods archaeologists use to find out about the past. • I can explain why Star Carr is an important archaeological site. • I can use a variety of sources to answer questions about the past. 	<ul style="list-style-type: none"> • I can describe some aspects of Star Carr which have helped us find out about the past. 	<ul style="list-style-type: none"> • I can pick out and show two different ways that the past is shown to devise historically valid questions. • I know that some sources of evidence are not reliable. 	<ul style="list-style-type: none"> • I can show how features of the past have been retold and interpreted in different ways. • I understand how evidence is used to make historical claims. • I can evaluate which sources of evidence are reliable and most useful for a particular task. 	<p>Visit Avebury to see Stone Circle and artefacts in their museum.</p> <p>Explore Stone Age through drama at Forest School.</p>	<p>NC/End of Y6: Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</p> <p>I can ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement to find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>I can compare beliefs and behaviour with another time studied.</p> <p>I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>I know key dates, characters and events of time studied.</p> <p>I can use relevant dates and terms. Sequence up to 10 events on a time line.</p> <p>I can place current study on time line in relation to other studies.</p>
	Historical Understanding	<ul style="list-style-type: none"> • I know what the term 'prehistory' means. • I know that the Stone Age can be split into three different time periods. • I can describe the main features and developments of each of the eras of prehistory. 	<ul style="list-style-type: none"> • I can name a special feature of the Stone, Bronze and Iron Age times. 	<ul style="list-style-type: none"> • I can name a number of special features of the Stone, Bronze and Iron Age times and compare them. 	<ul style="list-style-type: none"> • I can use knowledge to describe the individual and special features of the Stone, Bronze and Iron Age and times. • I can describe, give reasons and results for the main events and changes in the period of study. 		
	Chronological Understanding	<ul style="list-style-type: none"> • I can place the Stone Age, Bronze Age and Iron Age on a simple timeline. • I know that prehistory spans millions of years. 	<ul style="list-style-type: none"> • I can show an understanding of chronology and order of events, people and objects from Stone Age to Iron Age. 	<ul style="list-style-type: none"> • I understand how to order significant changes/events on a timeline from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> • I understand the similarities and differences between the Stone Age, Bronze Age and Iron Age periods of time and know some significant dates which I can order on a timeline. 		

<h3>The Romans</h3>	Historical enquiry	<ul style="list-style-type: none"> • I can consider different points of view about a historical event. • I can study different accounts of a historical figure and suggest why they are different. • I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain. 	<ul style="list-style-type: none"> • I can talk about different points of view about a historical event. • I can study two different accounts of a historical figure and explain why they might be different. • I can select key information from a range of sources to find out about aspects of life in Roman Britain. 	<ul style="list-style-type: none"> • I can give more than one reason to support a point of view about a historical event or figure. • I can communicate knowledge & understanding orally and in writing, offering points of view based upon multiple sources I have explored. • I can select key information from a range of sources to make connections, draw contrasts, analyse trends, frame historically-valid questions. 	<ul style="list-style-type: none"> • I can describe and analyse more than one reason to support a point of view about a historical event or figure. • I can communicate knowledge & understanding orally/in writing, offering points of view based upon multiple sources I have explored. • I can use key information from a range of sources to make connections, draw contrasts, analyse trends, frame historically-valid questions. 	<p>Visit Chedworth Villa or Roman Baths.</p> <p>Roman dance workshop.</p>	NC/End of Y6:
	Historical Understanding	<ul style="list-style-type: none"> • I can explain why and how the Romans invaded Britain. • I know that Celts were living in Britain at the time of the Roman invasion. • I can describe what life was like in Celtic Britain. • I can describe the events surrounding Boudicca's revolt. • I can describe some of the technological advances that the Romans brought to Britain. • I can suggest how Britain might be different today if the Romans had never invaded. 	<ul style="list-style-type: none"> • I can begin to appreciate why Britain would have been an important country to have invaded and conquered. • I know that Celts were living in Britain at the time of the Roman invasion. • I can compare Celtic life to Roman life. • I can describe the events surrounding Boudicca's revolt. • I can appreciate advances that the Romans brought to Britain. 	<ul style="list-style-type: none"> • I can give reasons why Britain would have been an important country to have invaded and conquered. • I know how Celts were living in Britain at the time of the Roman invasion. • I can talk about similarities/differences between Celtic life to Roman life. • I can confidently talk about the events surrounding Boudicca's revolt. • I can discuss/write about advances that the Romans brought to Britain. 	<ul style="list-style-type: none"> • I can confidently explain why Britain would have been an important country to have invaded and conquered. • I can write about similarities/differences between Celtic life to Roman life. • I can confidently talk about the events surrounding Boudicca's revolt. • I can discuss/write about advances that the Romans brought to Britain and the summarise changes that may have occurred as a result. 		<p>Pupils should be taught about the Roman Empire and its impact on Britain.</p> <p>I can recognise primary and secondary sources and use a range of these to find out about an aspect of time past.</p> <p>I can suggest omissions and the means of finding out.</p> <p>I can bring knowledge gathered from several sources together in a fluent account.</p> <p>I can recall, select and organise historical information I can communicate their knowledge and understanding.</p> <p>I can use evidence from a range of sources in written work including dates and historical terms.</p> <p>I can produce rounded answers, which are well organised with clearly stated conclusions, supported by evidence and reasons.</p> <p>I can use relevant dates and terms. Sequence up to 10 events on a time line.</p> <p>I can place current study on time line in relation to other studies.</p>
	Chronological Understanding	<ul style="list-style-type: none"> • I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past. • I can place the Romans on a timeline. • I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD. 	<ul style="list-style-type: none"> • I can place periods of history on a timeline showing periods of time • I can use mathematical skills to round up time differences into centuries and decades. 	<ul style="list-style-type: none"> • I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. • I can use mathematical skills to work out exact time scales and differences to begin to build up a picture of what main events happened in Roman times. 	<ul style="list-style-type: none"> • I can place Romans on a timeline by decade and place features of other historical events and people from past societies and periods in a chronological framework • I can appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them. 		

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The Greeks	Historical enquiry	<ul style="list-style-type: none"> • I can gather evidence from multiple different sources. • I can explore Greek artefacts to find out how they were used. • I can use a primary source of information in my research about ancient Greeks. • I can use a secondary source of information in my research about ancient Greeks. 	<ul style="list-style-type: none"> • I can gather evidence from multiple different sources. • I can explore Greek artefacts to find out how they were used. • I can use primary sources of information in my research about ancient Greeks. • I can use secondary sources of information in my research about ancient Greeks. 	<ul style="list-style-type: none"> • I can infer information about daily life in ancient Greece by studying ancient Greek artefacts. • I can identify the difference between primary and secondary sources of information. • I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. 	<ul style="list-style-type: none"> • I can research how Greek artefacts were used and how they have influenced our lives since. • I can compare a range of primary and secondary sources of information to help build research from multiple perspectives and give it historical context. 	<p>Invite past students/parents into school who have studied classics in further education.</p> <p>Visit from an archeologist.</p> <p>Greek dance/drama workshop.</p> <p>Explore Greek pottery in DT.</p>	<p>NC/End of Y6:</p> <p>Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>I can ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement to find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>I can link sources and work out how conclusions were arrived at. I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>I am aware that different evidence will lead to different conclusions.</p> <p>I can confidently use the library and internet for research.</p> <p>I can compare beliefs and behaviour with another time studied.</p> <p>I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>I know key dates, characters and events of time studied.</p> <p>I can place current study on time line in relation to other studies. I can use relevant dates and terms. Sequence up to 10 events on a time line.</p>
	Historical Understanding	<ul style="list-style-type: none"> • I know that Greeks were important in history. • I know that Greeks ruled through democracy. • I can name a main characteristic of the Athenians and the Spartans. • I can name a Greek God. • I know that the Ancient Greeks started the Olympics. • I can name an ancient philosopher. 	<ul style="list-style-type: none"> • I understand the Ancient Greek's place in history. • I can describe how the Ancient Greeks ruled through democracy. • I know some of the main characteristics of the Athenians and the Sparta. • I know about the influence some gods had on Ancient Greece. • I know how the Olympics began and can at least five sports from the Ancient Greek Olympics • I can name a famous ancient Greek philosopher and say why he is remembered. • I can explain and give examples of the legacy left to us by the Ancient Greeks. 	<ul style="list-style-type: none"> • I can describe some features of each of the periods in the ancient Greek civilisation. • I know ancient Greece was made up of independent city states. • I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. • I can consider advantages/ disadvantages of a monarchy, oligarchy & democracy. • I can compare and contrast the city states of Athens and Sparta. • I can name some of the major ancient Greek gods and explain each one's characteristics. • I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena. • I can name some famous ancient Greek philosophers and explain why they're remembered today. • I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation. 	<ul style="list-style-type: none"> • I can evaluate some features of each of the periods in the ancient Greek civilisation with other civilisations. • I can explain some similarities/ differences between independent city states. • I can explain Alexander the Great's impact on the Greek empire. • I can describe the transitions between different types of democracy in Ancient Greece • I can explain with confidence how the Greeks helped to advance British society. • I can explain with confidence how the Greeks traded and how their economy worked. • I can explain the impact that the Olympic Games have had on the world over time. • I know what Archimedes was famous for and can present this information confidently in writing and orally. 		
	Chronological Understanding	<ul style="list-style-type: none"> • I can place the ancient Greeks on a simple timeline. 	<ul style="list-style-type: none"> • I can place key events which took place in the ancient Greek era on a timeline. 	<ul style="list-style-type: none"> • I can arrange key civilisations in world History chronologically. • I can name the periods in the ancient Greek civilisation and order them on a timeline. 	<ul style="list-style-type: none"> • I can compare the time period of the Ancient Greeks to other civilisations (inc. civilisations occurring concurrently). 		