

History curriculum Progression Overview by strand.

Strand	Nursery	Reception	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6	Year 7
Changes within living memory	To know about and discuss an event that happened the previous day.	To know about and discuss past events in their own life and in the lives of family members To know some facts about events or people from the past that they recall from stories they have read/heard	To know about changes in living memory (last 100 years) To know how chronology reveals aspects of change in national life (e.g. transport, communication, food, school life, music, toys and books)							
Beyond living memory		To know how to comment on and compare images of familiar situations in the past, particularly in the books they have read/heard		To know about an event beyond living memory that is significant nationally or globally and where it sits within a chronological framework (e.g. Great Fire of London or events commemorated through festivals or anniversaries) To know the differences and similarities between	British history (Stone age to 1066)	To know what is meant by Neolithic 'hunter-gatherers' and early farmers (e.g. Skara Brae) To know the main differences between the stone age, bronze age (religion, technology and travel) and iron age (hill forts, tribal kingdoms, farming, art and culture) To know the Iron Age ended with	To know about the Scots invasions from Ireland to north Britain (now Scotland) To know about Anglo-Saxon invasions, settlements and kingdoms: place names and village life To know the impact of the Anglo-Saxon settlers (e.g. art, culture, beliefs including Christian conversion: Canterbury, Iona		To know how to place historical events and people from the past societies and periods in a chronological framework To know about an aspect or theme in British history which extends beyond 1066 and explain why this was important in relation to	

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				<p>London in 1666 and today. To know where the Great fire of London began.</p> <p>To understand the effect the fire had on London.</p> <p>To know who Samuel Pepys was and to understand the significance of his diary.</p> <p>To understand how London changed as a result of the fire.</p>		<p>Roman invasion by AD 42 and the power of its army</p> <p>To know when and how the Romans invaded (e.g. Claudius and the conquest, including Hadrian's Wall)</p> <p>To know how there was British resistance to the Roman occupation (e.g. Boudica)</p> <p>To know how the Roman Empire impacted British society (e.g. advancement of technology, impact on culture and beliefs including early Christianity)</p> <p>To know about the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p>	<p>and Lindisfarne; attempts to bring about law and order into the country)</p> <p>To know about Viking raids, invasions and further invasions (including Danegeld)</p> <p>To know that the Vikings and Anglo-Saxons engaged in a struggle for the Kingdom of England to the time of Edward the Confessor (e.g. the resistance by Alfred the Great and Athelstan)</p>		<p>British history (e.g. the changing power of monarchs, changes in an aspect of social history and a significant turning point in British history such as the Battle of Britain)</p>	
					Ancient Civilisations	<p>To know some of the main characteristics of Greek life (e.g.</p>	<p>To know an overview of when and</p>	<p>To know about a non-European</p>	<p>To know the impact that the Aztecs</p>	

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							<p>culture and mythology in Sparta and Athens) (S)</p> <ul style="list-style-type: none"> To know about the achievements and therefore influence on western world (e.g. education, language, architecture, government and the Olympic games) 	<p>where the first civilisations appeared including their achievements: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>To know in depth about one of the following: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty of Ancient China.</p>	<p>society: the Mayan civilization c. AD 900; the early Islamic civilization, including a study of Baghdad c. AD 900; or the Benin (West Africa) c. AD 900-1300</p> <p>To know how that society provides contrast with British history.</p>	<p>had on the structure of leadership and monarchy</p> <p>To know the impact of a ruling class on Inca society.</p>
Lives of significant people	<p>To know who is in their family and their place within it</p> <ul style="list-style-type: none"> To know about the lives of people who are familiar to them. 	<p>To know the names of people who are familiar to them and can describe their role</p> <ul style="list-style-type: none"> To know about an important person from the local community To know about an important person from the past. 	<ul style="list-style-type: none"> To know about a significant person from the past and where this would sit within a chronological framework To know what the word 'significant' means and how the significant person contributed to national and international achievements. 	<p>To know how to compare aspects of life in different periods in relation to a significant person from the past and understand where it sits within a chronological framework</p> <ul style="list-style-type: none"> To know why we remember significant people from the past. 		<ul style="list-style-type: none"> To know and understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us 	<ul style="list-style-type: none"> To know and identify historically significant people and events from a period of history and give some detail about why what they did or what happened was significant To know and understand that historical significance is a decision that people living in modern times make about what they feel are important 	<ul style="list-style-type: none"> To know and compare a range of historically significant people and events from across different periods of history and explain why they were Significant. 	<ul style="list-style-type: none"> To know and explain that historical significance is often a personal decision that people make which means that not everyone agrees on who or what is significant. To know and explain the importance of an event/person 	<p>To know the causes of the trans-Atlantic slave trade and the reasons for its abolition understanding this was a significant turning point in history.</p> <ul style="list-style-type: none"> To know and describe the significant impact of the British Empire

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							aspects of the past.		using the following criteria: significant individually, regionally, nationally or globally.	
Local study	To know and talk about significant events, from their own experience.	To know and discuss past events in the local community.	To know about a significant historical event, person and / or place in their own locality.						To know about a period of history that has strong connections to their locality and understand the issues associated with the period (e.g. an aspect of history or a site that is significant in the locality or tracing how several aspects of national history are reflected in the locality).	
Historical enquiry	<ul style="list-style-type: none"> To know that stories can tell you about the past. 	To know how to ask simple questions, about images/stories from the past.	To know how to ask questions about simple artefacts (e.g. who, what, why, when, where).	To know how to ask a range of questions about artefacts and sources from the past.		<ul style="list-style-type: none"> To know how to learn more about a historical period through asking relevant questions. 	<ul style="list-style-type: none"> To know how to ask questions about artefacts / sources of information to question the validity and reliability of these. 	<ul style="list-style-type: none"> To know how to ask and answer questions about the past, considering aspects of change, cause, significance, 	To know how to devise and ask questions about the past, suggesting where answers might be found,	

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								similarity and difference.	considering a range of sources.	
Interpretation			<ul style="list-style-type: none"> To know that memories are not always completely reliable To know how to distinguish between fact and fiction (stories) 	<p>To know how to compare two different versions of the same account</p> <ul style="list-style-type: none"> To know what sources are. To know how to use primary and secondary sources to find information. 		<ul style="list-style-type: none"> To know how to compare a range of primary and secondary sources and discuss validity and reliability. To know how to compare information found in primary and secondary sources of information (including the internet). 	<p>To know how to learn more about a historical period through comparing both primary and secondary sources of information considering the positives and negatives presented.</p> <ul style="list-style-type: none"> To know how to begin evaluating the usefulness of different sources of information. 	<ul style="list-style-type: none"> To know how to check the accuracy of historical interpretations, stating which sources of evidence are more reliable and why. To know how to use a range of sources to make the most accurate interpretation of a historical period. 	<ul style="list-style-type: none"> To know how to offer some reasons for different versions of events explaining which is most accurate and why. To know how to link sources and evaluate how conclusions have been made. 	
Chronology	<ul style="list-style-type: none"> To know how old they are and that they get older each year. To know the words today, yesterday, tomorrow, before and after. 	<ul style="list-style-type: none"> To know what year we are currently living in. To know the days of the week. To know the year of their birth. To know words 'older' and 'younger'. 	<p>To know the months of the year.</p> <ul style="list-style-type: none"> To know the month and year of their birth. To know and use historical vocabulary to represent the passing of time, (e.g. past, present, year, month, week, earlier, later). 	<p>To know and use historical vocabulary to represent the passing of time, (e.g. chronology, decades, centuries and specific years studied, such as 1666)</p> <ul style="list-style-type: none"> To know their full date of birth. To know what a timeline is and how it 		<ul style="list-style-type: none"> To know how Britain changed between the beginning of the Stone Age and the Iron Age. To know what B.C. means and that it can also be referred to as B.C.E. To know how to plot events on a timeline accurately using B.C. / B.C.E. 	<ul style="list-style-type: none"> To know that aspects of the past influence the western world today (e.g. Olympics, democracy etc.) To know and represent the changing state of Britain throughout the years leading up to 1066 To know some of the key conflicts between the Vikings and the Anglo-Saxons 	<ul style="list-style-type: none"> To know and make links between two overlapping periods of history, such as between The Egyptians and The Romans To know and chart some of the key periods within ancient civilisations and note the differences between them. <p>To know the duration of different</p>	<ul style="list-style-type: none"> H6.11 know how to timeline the changes in British history beyond 1066 H6.12 know and represent the changing state of Britain beyond 1066 H6.13 know how to produce a timeline of 	<p>To know how to create timelines of historical events covering a period of 1000 years</p>

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				shows the passing of time.	<ul style="list-style-type: none"> • To know and use historical vocabulary to represent the passing of time, such as 'period', 'era' and 'millennium' H4.12 know what A.D. means and that it can also be referred to as C.E. • H4.13 know how to plot events on a timeline accurately using A.D. / C.E. and B.C / B.C.E. • H4.14 know how Britain changed from the Iron Age to the end of the Roman occupation. • H4.15 know the key events in Boudicca's life leading up to her rebellion and death and track these on a timeline. • H4.16 know the key events within Roman history and society up to the fall of the Roman Empire 	and place these on a timeline	civilisations and represent this on a timeline	the history within the local area over a period of 100 years.	
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						and track these on a timeline.				
Similarity and Difference										
Continuity and Change	To know that some things change over time.	To know and identify new and old things from different periods of time, commenting on changes.	To know and understand that some things change and some things stay nearly the same over different periods.	To know and explain how a key historical event created change which can still be seen today.		To know and identify things that have changed and stayed nearly the same between different periods of time.	To know, understand and describe in some detail the main changes to an aspect within a period in history (e.g. democracy, empire, society, technology, religion).	To know and identify reasons for continuity across different periods of time.	To know and understand that there are times in history when change happens suddenly and describe the impact of this.	To know and identify why some changes between different periods of time have had more significant consequences than others.
Cause and Consequence	To know that an action has an impact.	To know and understand that a consequence is something that happens as a result of something else.		To know and understand that a cause makes something happen and that historical events have causes.		To know and understand that historical events have consequences that sometimes last long after the event is over.	To know and explain a series of directly related events that happened in the lead up to an historical event and the subsequent consequence/s of this.	To know and understand why some historians may not agree on the causes of historical events.	To know and understand that the consequences of one historical event can sometimes become the causes of another.	To know and justify why some causes may be deemed more significant than others due to the consequences that follow.
Curriculum end points	Talk about things that change over time (i.e. people, homes, places)	Say how the past is different to the present giving some examples of how (using	Discuss some similarities/differences between the past and present (including from stories/texts and artefacts)	Use artefacts to describe some similarities and differences between ways of life in the same or different		Discuss key changes over a period of history and give reasons for these Describe how an early	Discuss how a range of people and events from the past have shaped our lives today Compare and contrast people,	Identify the causes and consequences of different historical events and how these still impact today	Identify and discuss the causes and consequences of different historical events and who did or did not	Discuss and debate many varied historical concepts (i.e. society, empire, worship and monarchy)

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	<p>Talk about what happened in the very recent past (i.e. yesterday at school or a recent family event)</p>	<p>pictures and books)</p> <p>Talk about an important person from the past Describe how actions have a consequence</p>	<p>Give reasons why things have changed over time or remain the same.</p> <p>Describe some of the advantages of things changing over time</p> <p>Talk about a significant person from the past and why they were significant.</p>	<p>periods of history, asking questions about these</p> <p>Give reasons why people in the past acted in the way that they did based on knowledge of that period Discuss how key historical events created change over time</p> <p>Place some key people/events on a timeline Describe key concepts (e.g. monarchy, parliament and democracy) understanding what these look like today, compared to the past.</p>		<p>civilisation has influenced the way we live today</p> <p>Discuss everyday life of people in a period/civilisation studied (using a range of sources), comparing and contrasting this to present day and other periods of history studied</p> <p>Compare and contrast attitudes and beliefs across different historical periods (e.g. role of women) and why these attitudes/beliefs were prevalent</p> <p>Understand that accounts of events may not be factually accurate and may include opinions rather than facts</p> <p>Plot key periods on a timeline</p> <p>Generate their own questions about different sources of evidence</p>	<p>events or artefacts studied from at least two different historical periods/civilisations to inform a wider view of society at the time</p> <p>Understand that some things have not changed over time and why they have not changed</p> <p>Understand what makes a person/event/idea a significant concept (e.g. peasantry, civilisation and empire) and use these to describe features of two different civilisations</p> <p>Find sources of evidence about the past (research)</p> <p>Evaluate varied sources of evidence to construct an increasingly accurate picture of the past</p> <p>Plot multiple periods of history on a timeline</p>	<p>Identify abstract concepts (e.g. religion, culture and society) and use these when comparing multiple periods of history/civilisations and how they have changed (or not) during these times</p> <p>Apply knowledge from another subject/discipline to help understand an historical issue e.g. knowledge of RE to explain the spread of Christianity</p> <p>Select relevant sections of varied accounts of the past to construct detailed, informed responses to questions posed</p> <p>Plot multiple periods of history on a timeline and identify overlapping periods</p>	<p>benefit from these over time</p> <p>Understand different viewpoints of those living during a period of history and how these views affected their choices and actions</p> <p>Discuss how people from the past choose to present events in different ways to persuade others (propaganda)</p> <p>Appreciate that there may be different versions of events and why these are different based on knowledge of that period or the people giving them</p> <p>Use varied sources of evidence to decide whether an</p>	<p>across different periods of history</p> <p>Explain patterns of continuity and change over time</p> <p>Construct a defensible claim about the past using multiple sources of evidence</p>
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									<p>event was a significant turning point in history</p> <p>Investigate their own lines of enquiry by posing historically valid questions and using a range of sources to answer these</p> <p>Plot multiple periods of history on a timeline and identify overlapping and/or significant periods locally, nationally and internationall y.</p>	
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