

Significant national Event beyond living memory The Gunpowder Plot	Historical events, people & places in own locality Richard Trevithick Old & New transport	Lives of significant individuals who have contributed to national and international achievement Columbus & Armstrong	Aspect extend beyond 1066 Slavery	Achievements of the Earliest Civilisations Egyptians	Non-European society: contrast with British History Maya
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Lives of significant individuals who have contributed to national and international achievement Mary Anning	Stories and Rhymes Chronology	Changes in Britain from the Stone Age to the Iron Age Stone Age	Lives of significant individuals who have contributed to national and international achievement Rosa Parks / Emily Davison	Aspect extend beyond 1066 Titanic
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Changes within living memory Life in 1950's Britain	Chronology Seaside & Toys	Significant national Event beyond living memory The Great Fire of London	The Roman Empire and its impact on Britain Roman Empire / Roman Britain <i>(Aspect extend beyond 1066: Architecture)</i>	Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle (up to Edward the Confessor) Anglo-Saxons & Vikings	Local History Study WW2	Study of Greek life and influence on Western world Ancient Greece <i>(Aspect extend beyond 1066: Architecture)</i>
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History Skills Progression

EYFS Understanding the World – People, Culture and Communities

3 and 4 year olds: Begin to make of their own life story and family history. Show interest in different occupations.

Reception: Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

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 story telling.

Skills progression: Pupils verbalise events within living memory and memories or accounts of those close to them. They can answer questions about basic past and present events and some will be able to transfer this knowledge to their drawing and writing. Pupils identify differences and changes between past and present photographs of themselves, others or objects.

National Curriculum Aim		Y1	Y2	Y3	Y4	Y5	Y6
Chronological Understanding	know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day	I can use common words and phrases relating to the passing of time. I can sequence events within living history. I can sequence events of a key historical person.	I can sequence events using dates	I can place the times studied on a timeline I can use the language BCE and CE	I can create a timeline of Britain for the time periods covered.	I can place current study on a time line in relation to other studies I can create a detailed timeline of the time periods covered.	I can place current study on time line in relation to other studies I can create a detailed timeline of the time periods covered.
	How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; expansion and	I can recall some facts about people and events before my living memory.	I can describe life in the past. I can discuss why events in history were important. I can recount the main events from a significant event in history.	I can describe everyday lives of people in time studied I can describe how some of the things I have studied affect life today.	I can use evidence to develop a broad understanding of an ancient civilisation I can look for links and effects in times studied. I can study change through the lives of significant individuals.	I can describe similarities and differences between people, events and artefacts studied. I can describe how historical events influence life today. I can study and compare aspects of life for different people.	I can examine causes and results of great events and the impact it had on people. I can make links between some of the features of past societies.

	dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind						I can compare beliefs and behaviours with another period studied.
Historical Interpretation	understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions	I can use information to describe similarities and differences between then and now.	I can recognise why some events happened. I can discuss important people and places linked to my history topics.	I can discuss continuity and change during, and between, the times periods covered. I can ask questions about artefacts and research to find the answers.	I can identify and discuss the results of historical events and changes. I can use historical artefacts to develop my understanding of the past and to pose historical questions.	I can appreciate the significance of historical events and give reasons why some events are more significant I can devise historical questions and independently use a range of reliable sources to find the answer	I can analyse historical events including the reasons for and the results of. I can understand and explain the diverse experiences of past societies. I can investigate own lines of enquiry by posing questions to answer.
Historical Enquiry	understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	I can look at pictures and objects from the past and ask questions. As a class, we can then find the answer.	I can identify different ways the past is represented. I can ask questions about the past. I can use a wide range of information to answer questions.	I can look at 2 versions of the same event and identify differences. I can suggest sources of evidence, from a selection provided, to help answer questions. I can select and record information relevant to the study.	I can suggest sources of evidence to help answer a question. I can give reasons why there may be different accounts of history.	I can give clear reasons why there may be different accounts of history. I can select reliable sources of information to answer questions. I understand that some evidence is opinion or misinformation and this affects interpretations of history. I can evaluate evidence	I can select the most appropriate sources of evidence. I understand that some evidence is propaganda and this affects interpretation of history. I can give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Organisation & Communication	create their own structured accounts, including written narratives and analyses	I can sort events and objects into groups (i.e. then and now) I can talk, write and draw about things from the past.	I can write simple stories and recounts about the past.	I can present findings about the past using role play, writing and drawing skills.	I can present findings about the past using different genres of writing, diagrams and drama.	I can present structured and organised findings about the past using a variety of presentation methods.	I can use a variety of ways to communicate understanding including extended writing.