



History Units Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	International term <i>To know that the times of the day go in order and repeat everyday e.g. morning is before lunch time</i>	Celebrations / festivals <i>To know that people in our community celebrate special days Some of the special days repeat annually at the same time for everybody and some happen annually for them.</i>	Journeys <i>To know that we change what we do/wear in response to the passage of time</i>	Buildings / Easter	The Global Garden <i>To know the sequence of life cycles</i>	The Great Outdoors <i>To know that the passage of time changes the world around us</i>
		Guy Fawkes / Bonfire Night; Victorian Christmas	Christopher Columbus	Ernest Shackleton		Castles and Monarchs
Year 1		<i>Lives of significant individuals; compare aspects of life; events beyond living memory; significant historical events</i>	<i>Events beyond living memory; lives of significant individuals; historical events</i>	<i>Events beyond living memory; lives of significant individuals; historical events</i>		<i>Lives of significant individuals; compare aspects of life</i>
	Rosa Parks	First man on the moon	The Great Fire of London		Florence Nightingale	The Seaside, Past and Present
Year 2	<i>Events beyond living memory, significant individuals</i>	<i>Significant individuals; travel and transport, significant people in own locality</i>	<i>Events beyond living memory, significant individuals</i>		<i>Significant individuals; how people's lives have shaped this nation</i>	<i>Changes within living memory</i>
Year 3			Ancient Egypt		Stone age to Iron age	Chinnor
			<i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt;</i>		<i>Changes in Britain from the Stone Age to the Iron Age</i>	<i>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i>
Year 4	Benin	Tudors	Anglo-Saxons and Scots	Vikings		
	<i>A non-European society that provides contrasts with British history: Benin (West Africa) c. AD 900-1300</i>	<i>The changing power of monarchs</i>	<i>Britain's settlement by Anglo-Saxons and Scots</i>	<i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>		
Year 5		The Roman Empire	Victorians & The Industrial Revolution		Ancient Greece & the Olympic Games	
		<i>The Roman Empire and its impact on Britain</i>	<i>A significant turning point in British history, for example, the first railways</i>		<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>	
Year 6	The Shang Dynasty of Ancient China		World War 1	World War 2	Changing role of Women	
	<i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one</i>		<i>Expansion & Dissolution of Empires</i>	<i>A significant turning point in British history</i>	<i>Changes in aspects of social history</i>	



At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres' (1Corinthians 13:7).

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Understanding of The World: Past and Present Skills: I can notice changes and link to the passage of time. Knowledge: Changes relating to topics of interest, such as: <i>growing seeds; decay; seasons; different transport; housing materials, ageing and growth of people and our families</i>					
	Theme: International term Key Texts: Colour Monster Owl Babies Harry and the Dinosaurs go to School Non-Fiction Look at me in this ABC Information book on the country Key Question: How does time pass? Skills: to settle into the school routine Knowledge: The times of the day go in order and repeat everyday e.g. morning is before lunch time	Theme: Celebrations/ Festivals Key Texts: Kipper's Birthday The Scarecrow's Wedding Non-Fiction Divali A Little Bit Different/ Something Else- Anti Bullying Week Key Question: How do people across the world celebrate? Skills: to talk about their own family and customs/ celebrations Knowledge: To know that people in our community celebrate special days Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)	Theme: Journeys Key Texts: Mr Gumpy's Outing The Train Ride Noah's Ark Non-Fiction The Naughty Bus The Night Pirates Key Question: How do you travel? Knowledge: To know that we change what we do/wear in response to the passage of time	Theme: Buildings/ Easter Key Texts: The Three Little Pigs What's Underneath? Signs in the Environment Suddenly- C McNaughton All Kinds of Homes Key Question: How does the passage of time create changes? Knowledge: To know the sequence of life cycles	Theme: The Global Garden Key Texts: Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Non-Fiction My Bean Diary Key Question: How does the passage of time create changes? Knowledge: To know the sequence of life cycles	Theme: The Great Outdoors Key Texts: Little Red Riding Hood We're going on a Bear Hunt Natural Disasters Minibeasts Rosie's Hat Billy and the Beast The Dinosaur that pooped a planet Key Question: What can you see that has changed? Knowledge: That the passage of time changes the world around us
1	***Black History Month – presentations; picture books; exploring own heritage	Theme: Guy Fawkes / Bonfire Night; Victorian Christmas <i>[lives of significant individuals; compare aspects of life; events beyond living memory; significant historical events]</i> Key Question: Who was Guy Fawkes and what was the	Theme: Christopher Columbus <i>[events beyond living memory; lives of significant individuals; historical events]</i> Key Question: Who was Christopher Columbus, and what did he do? How has life changed since the 1400's?	Theme: Ernest Shackleton <i>[events beyond living memory; lives of significant individuals; historical events]</i> Key Question: Who was Ernest Shackleton, and what did he do? How has life changed since he was an explorer?		Theme: Castles and Monarchs <i>[lives of significant individuals; compare aspects of life]</i> Key Question: What were castles built and used for? What is the role of a monarch, and how have they changed? How has life changed since Queen Elizabeth 1 reigned?



		<p>gunpowder plot? / What was Christmas like in Victorian times?</p> <p>Skills: I can use stories to find out about the past. I can retell historical events and begin to explain why they happened. I can describe significant people from the past. I can begin to compare historical events with modern day times. I can describe historical events. I can use key words and phrases to describe the passing of time. I can begin to use a timeline and place events on it.</p> <p>Knowledge: To know the events of the gunpowder plot in order and be able to explain why it happened. To know who Guy Fawkes was and why he is still famous today. To explain how Christmas was different in Victorian times to the modern day.</p> <p>***Armistice Day – an introduction</p>	<p>Skills: I can use artefacts, pictures, stories, workshops and online sources to find out about the past. I can use dates where appropriate. I can use phrases such as 'a long time ago'. I can compare life now to life in the Middle Ages. I can begin to use a timeline and place events on it. I can describe significant people from the past. I can begin to compare historical events with modern day times.</p> <p>Knowledge: I know who Christopher Columbus was and why his achievements are still important today. I know where he travelled to and how (geography link). I know some ways that life has changed since then. I know why he may be controversial due to his opinions and beliefs. I know how travel has changed since then.</p> <p>(Geography link to oceans and Antarctica)</p>	<p>Skills: I can use artefacts, pictures, stories, workshops and online sources to find out about the past. I can use dates where appropriate. I can use phrases such as 'a long time ago'. I can compare life now to life in the Middle Ages. I can begin to use a timeline and place events on it. I can describe significant people from the past. I can begin to compare historical events with modern day times.</p> <p>Knowledge: I know who Ernest Shackleton was and why his achievements are still important today. I know where he travelled to and how (geography link). I know some ways that life has changed since then. I know how travel has changed since then.</p> <p>(Geography link to oceans and Antarctica)</p>		<p>Skills: I can show an understanding of the concept of nation and a nation's history. I can show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. I can ask questions such as: what was it like for people? What happened? How long ago? I can describe significant people from the past. I can begin to use a timeline and place events on it.</p> <p>Knowledge: To be able to identify the purposes of different features that castles have. To know what castles were/are used for. To identify and describe some key Monarchs in British history, and describe their role.</p> <p>***Windsor Castle trip</p>
2	<p>Theme: Rosa Parks – [Events beyond living memory, significant individuals]</p> <p>Key Question: Who was Rosa Parks? Why is she a significant individual? Why was she significant in history?</p> <p>Skills: I can ask questions and find answers to questions about the past, such as: What was it like for people? What happened? How long ago? How is it different to now?</p>	<p>Theme: First man on the moon – [Significant individuals; travel and transport, significant people in own locality]</p> <p>Key Question: Who was the first man on the moon? Why was it a significant event? Why was it significant in history?</p> <p>Skills: I can ask questions and find answers to questions about the past, such as: What</p>	<p>Theme: The great fire of London [Events beyond living memory, significant individuals]</p> <p>Key Question: Who was Samuel Pepys and was he significant in the fire? How did the fire start and when?</p> <p>Skills: I can ask questions and find answers to questions about the past, such as: What</p>	.	<p>Theme: Florence Nightingale [Significant individuals]</p> <p>Key Question: Who was Florence Nightingale? Why was she significant? What change did she make?</p> <p>Skills: : I can ask questions and find answers to questions about the past, such as: What was it like for people? What happened? How long ago?</p>	<p>Theme: The Seaside, Past and Present [Changes within living memory]</p> <p>Key Question: How has the seaside and our leisure time changed?</p> <p>Skills: I can ask questions and find answers to questions about the past, such as: What was it like for people? What happened? How long ago?</p>



	<p>I can describe historical events and why they are important. I can describe significant people from the past. I can show an understanding of the concept of nation and a nation's history.</p> <p>Knowledge: To know how Rosa Parks and her actions contributed to national achievements.</p> <p>***Black History Month – presentations; picture books; exploring own heritage</p> <p>Sir John Henry Smythe – (significant people in own locality).</p>	<p>was it like for people? What happened? How long ago? I can describe historical events and why they are important. I can describe significant people from the past. I can place events and artefacts in order on a time line. I can show an understanding of the concept of nation and a nation's history. I can make links to science and discoveries as part of my history learning.</p> <p>Knowledge: To know the space explorers involved in the first moon landing. To know about Neil Armstrong and Tim Peake, why they are famous and what they did.</p>	<p>was it like for people? What happened? How long ago? I can describe historical events and why they are important. I can describe significant people from the past. I can explain the significance the fire had on buildings today.</p> <p>Knowledge: To name the date the fire started and finished. To know the significance of Samuel Pepys.</p>		<p>I can describe historical events and why they are important. I can describe significant people from the past. I can place events and artefacts in order on a time line.</p> <p>Knowledge: To know the work that Florence Nightingale did and the impact this had on medicine today</p>	<p>I can use artefacts, pictures, stories, people, online sources and databases to find out about the past. I can place events and artefacts in order on a time line. I can use dates where appropriate. I can recount changes that have occurred in my own life.</p> <p>Knowledge: Describe the way we spend our leisure time has changed, and how our holidays are different. Begin to make predictions about how it might change again in the future. Understand that things were different for my parents and grandparents, and that they may be different for me in my own lifetime.</p>
3	<p>***Black History Month – presentations; picture books; exploring own heritage</p>		<p>Theme: Ancient Egypt <i>[The nature of ancient civilisations]</i></p> <p>Key Question: What was life like in Ancient Egypt?</p> <p>Skills: To be able to use dates when writing a description of historical events. To be able to recall facts about life as an ancient Egyptian. To compare historical times with the present day. I can place significant events and civilisations on a timeline.</p> <p>Knowledge: I know about jobs, rituals and beliefs, different Gods, the rulers, and day to day life of and in Ancient Egypt. To know about the achievements of early civilisations.</p>	<p>Theme: Stone age to Iron age <i>[Changes in Britain from the Stone Age to the Iron Age]</i></p> <p>Key Question: What was life was like in the Stone and Iron ages? How did it develop over time?</p> <p>Skills: I can ask questions and find answers to questions about the stone age, such as: What was it like for people? What happened? How long ago? What were their daily lives like. I can describe historical events and why they are important. I can place events and artefacts in order on a time line. I can make links to science and discoveries as part of my history learning.</p>	<p>Theme: Chinnor – local history <i>[A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality]</i></p> <p>Key Question: What industries were important in Chinnor, and how did transport (roads, windmills, railway) support or change them?</p> <p>Skills: Identifying key features of Chinnor on a map. Compare and recount the history of Chinnor. I can place significant events on a timeline. Change & continuity: identifying what has changed in Chinnor over time (industry, transport, employment) and what has stayed the same. Chronological thinking: sequencing events (e.g.</p>	



					<p>Knowledge: To know what life was like for Stone age people and how their lives differ from the modern experience. Understand the changing use of materials and tools.</p> <p>windmill built, cement works founded, railway opened, railway passenger closure, heritage reopening).</p> <p>Knowledge: I know what life was like in Chinnor in the past and can talk about key landmarks changes that have taken place here.</p>
4	<p>Theme: The Kingdom of Benin <i>[A non-European society that provides contrasts with British history]</i></p> <p>Key Question: Why and how did the Kingdom of Benin become a significant empire?</p> <p>Skills: Locate Benin on maps and understand its place in African and world history. Sequence events and place Benin on a timeline alongside other studied periods. Investigate historical sources. Ask and answer questions about daily life, leadership, and culture in Benin. Recognise different perspectives on Benin's history (e.g. local vs. European). Develop historical vocabulary (Oba, bronze, dynasty, trade, heritage, restitution). Make connections between Benin and other civilizations studied (e.g. Ancient Egypt)</p> <p>Knowledge: Where and when the Kingdom of Benin existed (modern-day Nigeria, c. 900 CE – 1897 CE). That Benin was a powerful kingdom with strong rulers (Obas). What happened during the decline and fall of the Kingdom (including British invasion in 1897 and looting of the Benin Bronzes).</p>	<p>Theme: Tudors <i>[The changing power of monarchs]</i></p> <p>Key Question: What was life like in Tudor times? Who are some key Tudors and what did they do?</p> <p>Skills: I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. I can suggest causes and consequences of some of the main events and changes in history. I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>Knowledge: I know who Henry VIII is and can give some key facts about his life and practises. I know why he had an impact on religion in the Western World. I know some important differences between life in Tudor times and modern day life, practises and beliefs.</p>	<p>Theme: Anglo-Saxons and Scots <i>[Britain's settlement by Anglo-Saxons and Scots]</i></p> <p>Key Question: How did the Anglo-Saxons come to settle in Britain, and what was life like for an Anglo-Saxon?</p> <p>Skills: I can give a broad overview of life in Britain from ancient until medieval times. I can place events, artefacts and historical figures on a time line using dates.</p> <p>Knowledge: I know about Anglo-Saxon art and culture and how it is different to our own. I know about the Roman withdrawal from Britain. I can describe the Scots invasions. I know how the Anglo-Saxons influenced place names and village life.</p>	<p>Theme: Vikings <i>[The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor]</i></p> <p>Key Question: What was life like in Viking times?</p> <p>Skills: I can give a broad overview of life in Britain from ancient until medieval times. I can understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Knowledge: I know where the Vikings came from and when they invaded Britain. I am able to organise information about the Viking and Anglo-Saxon kings onto a timeline. I know some aspects of everyday Viking life and typical punishments.</p>	



	***Black History Month – presentations; picture books; exploring own heritage				
5	<p>***Black History Month – presentations; picture books; exploring own heritage</p>	<p>Theme: The Roman Empire [The Roman Empire and its impact on Britain]</p> <p>Key Question: What was life like living in the Roman Empire and how did it impact Britain?</p> <p>Skills: Use appropriate historical vocabulary – AD/BC, century, decade, legacy. Understand concepts of change over time (timelines). Describe characteristic features of the past – experiences of people living in the past. No single source of evidence gives a full picture. Look at a range of sources and evidence. Place events and civilisations on a timeline using dates, and understand what came before / after.</p> <p>Knowledge: I can name and describe important figures such as Julius Caesar and Boudicca. I can describe invasions and conquests such as Hadrian's Wall. I know about the power of the Roman army and compare it to modern day armies. I know where the Roman Empire fits on the timeline. I know how this civilisation impacted Britain and our modern way of living.</p>	<p>Theme: Victorians and the Industrial Revolution [A significant turning point in British history, for example, the first railways]</p> <p>Key Question: What was life like for a child in Victorian England? How does their experience compare with mine?</p> <p>Skills: Select suitable sources of evidence giving reasons for choices. Identify periods of rapid change in history and contrast them with periods of little change. Describe the social, ethnic, cultural or religious diversity of past society. Place events and civilisations on a timeline using dates, and understand what came before / after.</p> <p>Knowledge: To know what life was like for Victorian children and how their lives differ from the modern experience of childhood. Focus on the industrial revolution and how that has shaped our world and led to the climate crisis.</p>	<p>Theme: The Ancient Greeks [The nature of Ancient Civilisations]</p> <p>Key Question: What was life like in Ancient Greece and how has it influenced the Western World?</p> <p>Skills: Seek out a wide range of evidence in order to justify claims about the past. Describe the main changes in a period of history – democracy. Understand the concept of philosophy. Place events and civilisations on a timeline using dates, and understand what came before / after.</p> <p>Knowledge: I know the important figures and practises during the time of the Ancient Greeks. I know where the Ancient Greeks fit on the timeline. I know how this civilisation impacted the Western World and our modern way of living. Understand Ancient Greek Olympics, Achievements, Customs and their influence. To know what the format and structure of both ancient and modern Olympic games.</p>	

**Theme: The Shang Dynasty of Ancient China**

[The achievements of the earliest civilizations]

Key Questions: What does the Shang Dynasty tell us about life in early civilizations?

Skills: Use timelines to place the Shang Dynasty in relation to other ancient civilizations.

Analyse historical sources (e.g. oracle bones, bronze artifacts, burial evidence).

Ask and answer questions about the past, considering reliability of evidence.

Compare the Shang Dynasty with other studied civilizations (e.g. similarities/differences with Ancient Egypt).

Construct historical arguments and explanations using evidence.

Develop historical vocabulary (civilization, dynasty, oracle bones, ancestor, bronze, archaeology).

Knowledge:

Where and when the Shang Dynasty existed (location in China, timeline c.1600–1046 BCE).

That the Shang was one of the world's earliest civilizations, developing at a similar time to Ancient Egypt and Mesopotamia.

The role of archaeology (e.g. discovery of Anyang, Fu Hao's tomb) in helping historians learn about the Shang.

How the Shang Dynasty ended and was replaced by the Zhou

Theme: World War 1

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

Key Question: What were the events that led to the commencement of World War 1?

Skills: I understand what makes historical evidence (maps, photos, news reports, radio interviews, books, diary's, drawings, poems etc). I can ask relevant questions about a locality study and personal history of what your family did in the war. Suggest suitable sources of evidence for historical enquiries.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.

Knowledge:

To identify the key events that led up to, and were part of, WW1 and place these on a timeline.

To know significant leaders and their impact.

To know the names of countries that supported Britain in both World Wars. To understand the effect that the events of WW1 had on Britain.

Theme: World War 2

[A significant turning point in British history – D-Day]

Key Question: What were the events that led to the commencement of World War 2? What was the impact of World War II on Britain?

Skills: I understand what makes historical evidence (maps, photos, news reports, radio interviews, books, diary's, drawings, poems etc). I can ask relevant questions about a locality study and personal history of what your family did in the war. Suggest suitable sources of evidence for historical enquiries.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.

Knowledge:

To identify the key events that led up to, and were part of, WW2 and place these on a timeline.

To know significant leaders and their impact.

To know the names of countries that supported Britain in both World Wars. To know the events of the Normandy Landings (D-Day) and the significance of these.

Theme: Changing role of women

[Changes in aspects of social history]

Key Question: What was and how has the role of women changed throughout History?

Skills: I can ask questions and find answers to questions about the past, such as: What was it like for Women? What happened during the suffragette's movement? How long ago?

I can use pictures, stories, people, online sources and databases to find out about the changing role of women. I can place events in order on a timeline.

I can use dates where appropriate.

I can recount changes that have occurred in my own life due to past events.

Knowledge: To know how perceptions, expectations and roles of women have changed over recent History. To know that these things along with others, change as the opinions and situation of society change over time.



			To make comparisons and connections between the events that led to WW1 and WW2.	To understand the effect that the events of WW2 had on Britain.		
All	<p>Black History Month – exploring the history of black culture and heritage in Britain and throughout the World.</p> <p>Use of picture books throughout all year groups to encourage discussion and understanding.</p> <p>Focus on inclusivity and pride in who we are as individuals and a community.</p> <p>Understanding the lives of those whose experiences may be different from our own.</p> <p>Understanding and investigating how times may have changed for those with different cultural heritage to our own.</p>	<p>Remembrance – this year we can link to our value of <u>Thankfulness</u>. How did their demonstration of peace shaped the future of the country?</p> <p>Encouraging awareness of a major historical development for Britain, Europe and the world.</p>				

**History Key Concepts - Progression of Skills – CHRONOLOGY**

Chronological knowledge and understanding (Developing an understanding of how historical events fit together over time)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - I can say whether something is old or new - I can sequence ages (baby, child, adult) 	<ul style="list-style-type: none"> - I can sequence events or objects in chronological order - I can put up to three objects in chronological order (recent history) on a timeline - I can label a simple timeline with pictures, words or phrases - I can tell others about changes that have happened in my own life since I was born - I can talk about how things have changed since my parents or grandparents were children - I can use dates to talk about people or events from the past? (when appropriate) 	<ul style="list-style-type: none"> - I can sequence artefacts closer together in time - I can sequence events I can sequence photos etc from different periods of their life - I can describe memories of key events in lives - I can label timelines with pictures, words or phrases and give reasons for their order - I can make connections between long- and short-term time scales - I can use dates to talk about people or events from the past? (when appropriate) - I can connect my new learning of historical people or events to others that I have learnt about before 	<ul style="list-style-type: none"> - I can place the time studied on a timeline - I am beginning to use a timeline within a specific time in history to set out the order things may have happened - I can sequence events or Artefacts - I can use dates related to the passing of time - I can use dates and historical terms to describe events - I am beginning to recognise and quantify the different time periods that exist between different groups that invaded Britain - I am beginning to understand the concept of change over time, representing this, along with evidence, on a timeline 	<ul style="list-style-type: none"> - I can place events from period studied on a timeline - I can place events, artefacts and historical figures on a timeline using dates - I can use terms related to the period and begin to date events, using these to describe events - I can understand more complex terms e.g. BCE/AD - I can begin to recognise and quantify the different time periods that exist between different groups that invaded Britain - I understand the concept of change over time, representing this, along with evidence, on a timeline? 	<ul style="list-style-type: none"> - I can place current study on timeline in relation to other studies - I know and can sequence key events of time studied I can use relevant terms and periods labels - I can use dates and historical terms more accurately in describing events - I can place features of historical events and people from past societies and periods in a chronological framework - I am beginning to make connections and contrasts between different time periods studied and talk about trends over time - I can make comparisons between different times in history - I can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc - I can describe the main changes in a period of history (using terms such as: social, religious and cultural) - I can identify periods of rapid change in history and begin to contrast them with times of relatively little change - I am beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a timeline - I can explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline 	<ul style="list-style-type: none"> - I can place current study on timeline in relation to other studies - I can use dates and historical terms accurately in describing events - I can place features of historical events and people from past societies and periods in a chronological framework - I can make connections and contrasts between different time periods studied and talk about trends over time - I can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc - I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) - I can identify periods of rapid change in history and contrast them with times of relatively little change - I can understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline - I can explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline

**History Key Concepts - Progression of Skills – HISTORICAL ENQUIRY - sources as evidence (disciplinary knowledge)**

	Historical Enquiry (Investigating the origins and outcomes of historical events and periods of history)					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - I can sort images and toys into old or new 	<ul style="list-style-type: none"> - I can sort artefacts into "then" and "now" - I can use as wide a range of sources as possible - I can use speaking and listening skills (links to literacy) - I can ask and answer questions related to different sources and objects 	<ul style="list-style-type: none"> - I can use a source – why, what, who, how, where to ask questions and find answers - I can sequence a collection of artefacts - I can discuss the effectiveness of sources - I can choose and use parts of stories and other sources to show understanding of concepts e.g. continuity and change, cause and consequence, significance and similarity / difference 	<ul style="list-style-type: none"> - I can use a range of sources to find out about a period - I can observe small details – artefacts, pictures - I can select and record information relevant to the study - I can begin to use the library, e-learning for research - I can ask and answer questions 	<ul style="list-style-type: none"> - I can use evidence to build up a picture of a past event - I can choose relevant material to present a picture of one aspect of life in time past - I can ask a variety of questions - I can use the library, e-learning for research 	<ul style="list-style-type: none"> - I can begin to identify primary and secondary sources (sources and interpretations) - I can use evidence to build up a picture of life in time studied - I can select relevant sections of information - I am confident in using the library and e-learning for research - I can regularly address and sometimes devise historically valid questions 	<ul style="list-style-type: none"> - I can recognise primary and secondary sources (sources and interpretations) - I can use a range of sources to find out about an aspect of time past, suggest omissions and the means of finding out - I can bring knowledge gathering from several sources together in a fluent account - I can regularly address and sometimes devise historically valid questions about the key concepts e.g. continuity and change, cause and consequence, significance and similarity / difference - I understand how knowledge of the past is constructed from a range of sources

History Key Concepts - Progression of Skills – SECOND ORDER CONCEPTS

	Second Order Concepts (Continuity and change; Cause and consequence; Similarity / difference; Historical significance)					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Continuity & change <i>(Analysing pace, type and extent of change across time periods)</i>	- I can explain what an object from the past might have been used for - I can identify things that have changed or stayed the same during my life and from times before living memory - I can describe changes over time in relation to one or more of the key concepts		- I can explain the links between significant events - I can explain what changed and stayed the same in relation to at least one of the key concepts		- I can summarise the main events from a period of history, explaining the order of events and making connections between them - I can justify how or why things changed or did not change over time in relation to one of the key concepts	
Cause & consequence <i>(Analysing why events happened)</i>	- I can explain why a historical event happened and what happened as a result - I can explain why an important person from history acted the way they did and what the impact of this was		- I can identify and give reasons for historical events and explain the impact - I can explain how a historical event impacted on at least one of the key concepts		- I understand the impact of historical events on later periods of history - I can evaluate how a historical event impacted on one or more of the key concepts.	
Similarity / difference <i>(Within the same time period)</i>	- I can describe change within living memory - I can spot old and new things in pictures - I can compare/contrast changes from a period of time	- I can describe change beyond living memory - I can spot old and new things in pictures - I can compare/contrast changes from a period of time	- I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity - I can describe similarities and differences between a period of history and now in relation to one or more of the key concepts		- I can explain the differences in the lives of people from different social classes, cultures, religions or race - I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the key concepts	
Significance <i>(Why some events or people are deemed to be significant by historians)</i>	- I can explain how historical events and people changed things		- I can identify historically significant people and events and their impact		- I am aware of some pivotal events and people in modern British history - I can evaluate the impact of key historical people and events	

**History Progression of Skills – VOCABULARY**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical knowledge	People Lives History Festivals Celebrations Remembrance Birthdays	London, Guido/Guy Fawkes, Houses of Parliament, fire explode, Pudding Lane, bakery, Thomas Farriner, St Paul's Cathedral, diary, Samuel Pepys, water, Charles II, firebreak, extinguish	NASA, moon landing, Neil Armstrong, Buzz Aldrin, orbit, satellite gravity, Earth, stars, International Space Station (ISS), Kennedy Space Centre, rocket, Apollo 11, astronaut, stars, mission, surface, moon, spacesuit, flight, gravity, Saturn V, walk, engineer, research	Stone age, Bronze age, Iron age, Skara Brae, ancient, archaeologist, artefact, circa, civilisation, climate, discovery, extinct, farming, flint, gather, hearths, island, land clearance, Mesolithic, migration, Neanderthal Neolithic, nomad, Palaeolithic remains, resources, settlers/settlement, Hunter-gatherer, religion, Stonehenge, Avebury	King, Queen, heir, crown, parliament, reign, rule Richard III, Henry VIII, Elizabeth I, Elizabeth II, Victoria, War of the Roses, Battle of Bosworth, family tree, Tudor, Hanover, Elizabethan, Edo, Oba, Yoruba, tribute, guild, bronze, ivory	Engineer, Industrial Revolution, Railway, Box Tunnel, Suspension Bridge, Great Western, Viaduct, Design, Victorian, Construction, Transport, Legacy, Agriculture, census, conditions, empire, factory, generated, Industrial Revolution, industry, invention, locomotive, mass production, mill, mine, modern, monarch, population, reign, revolution, rural, technology, urban, Victorian, wealth, workhouse, ancient, Athenian, city state, civilisation, democracy, empire, honour, Persian, philosopher, Spartans	Air raid, Blitz, campaign, Neville Chamberlain, Winston Churchill, defend, economy, evacuate, Adolf Hitler, industrial, industry, invade, invasion, military, Nazi, Luftwaffe, Prime Minister, ration, rationing, rural, surrender, urban, warden, dynasty, bronze, oracle bones, ancestors, archaeology, artefacts, and civilisation
Chronological knowledge and understanding	A long time ago, change, past, present, now, modern, old, new	Year, decade, century, ancient, modern, long ago, timeline, date order, similar, different, important, living memory, grandparent, parent, memories, historian, detective, opinion, old, new, past, present chronological order, era, period, reign, hundreds of years ago, about a hundred years ago, same, different, similar, sequence	BCE, BC, CE, AD, millennium, thousands of years, over the years, over many years, connection, contrast, trend, duration, lasting, artefact, two thousand years, many hundreds of years, legacy, key events, sequence, chronology, anachronism, era/period	BCE, BC, CE, AD, millennium, thousands of years, over the years, over many years, connection, contrast, trend, duration, lasting, artefact, two thousand years, many hundreds of years, legacy, key events, sequence, chronology, anachronism, era/period	BCE, BC, CE, AD, millennium, thousands of years, over the years, over many years, connection, contrast, trend, duration, lasting, artefact, two thousand years, many hundreds of years, legacy, key events, sequence, chronology, anachronism, era/period	BCE, BC, CE, AD, millennium, thousands of years, over the years, over many years, connection, contrast, trend, duration, lasting, artefact, two thousand years, many hundreds of years, legacy, key events, sequence, chronology, anachronism, era/period	BCE, BC, CE, AD, millennium, thousands of years, over the years, over many years, connection, contrast, trend, duration, lasting, artefact, two thousand years, many hundreds of years, legacy, key events, sequence, chronology, anachronism, era/period
Historical enquiry	Artefact, object	Detective, picture, painting, letter, diary, artefact, object, memories, evidence, investigate, research, historians, experts, letters, newspapers, websites, text books	First-hand evidence, second hand evidence, document, hieroglyphics, recorded, archaeologist, artefact, excavate, primary source, secondary source, reliable, interpretation	First-hand evidence, second hand evidence, document, hieroglyphics, recorded, archaeologist, artefact, excavate, primary source, secondary source, reliable, interpretation	First-hand evidence, second hand evidence, document, hieroglyphics, recorded, archaeologist, artefact, excavate, primary source, secondary source, reliable, interpretation	This source suggest that..., significant This sources doesn't suggest that..., eye witness, biased, motive, significant, different experiences	This source suggest that..., significant This sources doesn't suggest that..., eye witness, biased, motive, significant, different experiences
Key concepts (second order concepts)	Same, different, order, compare	Similar, different, change, important, opinion, compare, reason	Affect, effect, impact, I can infer that..., my conclusion is that..., legacy, suggest, impact.	Affect, effect, impact, I can infer that..., my conclusion is that..., legacy, suggest, impact.	Affect, effect, impact, I can infer that..., my conclusion is that..., legacy, suggest, impact.	This source suggests that..., impression, consequences, cause, reliable, this source does not suggest that...	This source suggests that..., impression, consequences, cause, reliable, this source does not suggest that...