



History Curriculum Overview and Skills Progression

National Curriculum									
EYFS	ELG: Lives of people around them.	ELG: Similarities and differences then and now	ELG: Understand the past (settings, characters, books)	KS1	Local History	Changes withing living memory	Events beyond living Memory (e.g. Great Fire, first airoplane, festivals etc.	Lives of significant individuals	
KS2	Britain Stone Age to Iron Age	Roman Empire	Anglo Saxons and Scots	Vikings and Anglo Saxons (Edward Confessor)	Local History	History beyond 1066	Early Civilisations (Egypt, Shang, Indus)	Ancient Greece	Non European contrast with Britain (Baghdad, Mayan, Benin)
		Wrens	Robins	Owls	Jays	Eagles			
Cycle A	Autumn	Toys Old and New How have children's toys changed since our older relatives were little?	Technology How has technology changed in the past 50 years?	Ancient Greece What were the greatest achievements of Ancient Greeks?	Vikings Why did they come to visit the British Isles? OA				
	Spring	Neil Armstrong Did Neil Armstrong Really Go to the Moon?	Explorers Where have humans explored?	Stone age to Iron Age How did life in Britain change from one age to another?	Great Plague How does the plague compare to COVID?				
	Summer	Home Past and Present How has Barton Changed?	Olympics Who were the first Olympians?	Lancashire Cotton How significant was the Lancashire Cotton Industry for the people of Lancashire and beyond?	Entertaining Blackpool How has entertainment changed over time in Blackpool?				
Cycle B	Autumn	All about me and my family? Was it different for my parents and grandparents when they were infants?	Transport How has transport changed since our older relatives were little?	Lancaster Canal How has the use of canals had an impact on trading overtime?	Anglo Saxons Who invaded and settled after the Romans left Britain?	Barton WW2 What was life like for a child in Barton during WW2?			
	Spring	Airplanes (Emilia Earhart) When did humans learn to fly?	Hospitals (Florence Nightingale) How were nurses different in the past?	Ancient Egypt Why should members of the earliest civilization in ancient Egypt be proud?	Preston When and why did Preston become a city?	Victorians How did Preston/Blackpool change in Victorian times?			
	Summer	Seaside How have seaside activities changed?	Great Fire of London What happened during the Great Fire of London, and how did it change the city?	Roman Empire What impact did the Romans have on Britain? OA	Tudors Was Henry VIII a good king?	Aztecs How did the Aztec civilization shape daily life in Mesoamerica?			

Skills Progression						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Chronology						
Sequence events in their life – past to present	Sequence events in their life – past to present	Sequence artefacts closer together in time	Place key events from the time studied on a time line (continue for each different topic)	Place key events from period studied a on timeline	Know and sequence key events of time studied	Place current study on time line in relation to other studies
Sort objects between past and present	Sequence 3 or 4 artefacts from distinctly different periods of time	Sequence photographs etc. from different periods of their life	Use dates and terms related to the study unit and passing of time	Use terms related to the period and begin to date events	Use relevant terms and period labels	Use relevant dates and terms
	Match objects to people of different ages and discuss how they might know	Describe memories of key events in lives	Sequence several events or artefacts	Understand more complex terms eg BC/AD	Make comparisons between different times in the past	Sequence up to 10 events on a time line
Historical Enquiry						
Discuss who an artefact might belong to. Open ended questions.	Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period, including artefacts (loan boxes) pictures and photographs	Use evidence to build up a picture of a past event	Begin to identify primary and secondary sources ; using the library and internet for research with increasing confidence	Recognise primary and secondary sources and use a range of sources to find out about an aspect of time past
			Select and record information relevant to the study. E.g. Venn diagrams for comparisons/ similarities and differences charts	Ask a variety of questions - Choose relevant material to present a picture of one aspect of life in time past	Use evidence to build up a picture of a past event	Suggest omissions and the means of finding out (things that haven't been identified)
			Begin to use the library and internet for research – Key questions given	Use the library and internet for research – begin to identify own questions	Use the library and internet for research with increasing confidence	Bring knowledge gathered from several sources together in a fluent account

Depth of Knowledge/comparisons

From reading books (class teacher's discretion based on topic) discuss how a character's life may be different. Technology? Dress sense? Toys played with?	Recognise the difference between past and present in their own and others' lives	Recognise why people did things, why events happened and what happened as a result	Find out about everyday lives of people in time studied and compare with our life today – Neolithic Age	Use evidence to reconstruct life in time studied and begin to think about the effect this had. E.g. Viking Invasion	Study different aspects of different people - differences between rich and poor people – The Tudors	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied
	They know and recount episodes from stories about the past	Identify differences between ways of life at different times –King and queens through the years How people dressed? What they ate? Etc...	Identify reasons for and results of people's actions – e.g. How did the Roman empire affect the next part of History?	Identify key features and events of time studied	Examine causes and results of great events and the impact on people – Battle of Bosworth Tudors,	Explain cause and effect of past events using evidence to support – WW2 ; understanding key dates and characters involved
			Research everyday life of people and compare to their own		Compare life in early and late 'times' studied – Vikings/Tudors	
Historical Interpretation						
	Use stories to encourage children to distinguish between fact and fiction – Great Fire of London	Compare pictures or photographs of people or events in the past	Identify and give reasons for different ways in which the past is represented	Look at the evidence available Begin to evaluate the usefulness of different sources	Compare accounts of events from different sources – fact or fiction	link sources and work out how conclusions were arrived at
	Compare adults talking about the past – how reliable are their memories?	Discuss reliability of photos/ accounts/stories	Distinguish between different sources – compare different versions of the same story	Use text books and historical knowledge	Offer some reasons for different versions of events	Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
			Look at representations of the period – museum, cartoons etc			Be aware that different evidence will lead to different conclusions