

History Intent: At Aston and Cote CE Primary we believe history helps us to prepare for the future. It provides us with skills where we glean information from the past to make better choices for the times ahead. Our history curriculum is rich and exciting with excellent activities to inspire pupils to dig deeper, ask why and come up with their own perceptive conclusions.

"A people without the knowledge of their past history, origin and culture is like a tree without roots." Marcus Garvey.

HISTORY CURRICULUM PROGRESSION  EVES Voca 1 Voca 2 Voca 3 Voca 4 Voca 5 Voca 6									
Торіс	EYFS  Marvellous Me To Infinity and Beyond Wonderful Winter Six Weeks of Spring Going on Safari Once Upon a Time	Year 1 Towers, Tunnels and Turrets Location Location Beside the Seaside	Year 2 Whizz! Pop! Bang! London Rebuilt Land Ahoy!	Year 3 Where did it all begin? (A Stone Age to Iron Age Topic) Who was Tutankhamun? (An Ancient Egypt Topic)	Year 4 Rotten Romans	Year 5  Ancient Greece  Anglo- Saxon and Invasion	Year 6  Keep calm and carry on (WW2 at home)  Treachery and Treason in Tudor Times		
National Curriculum Objective	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about the lives of people around them and their roles in society.	Where appoints should be aspects of a life;  • events beyon that are sign or globally and a sign or great Fire of the should be a sign or globally and the should be a sign or globally and the should be a should	nin living memory.  propriate, these used to reveal change in national  and living memory anificant nationally for example the for London, the first light or events	<ul> <li>changes in Britain from the Stone Age to the Iron Age;</li> <li>the Roman Empire and its impact on Britain;</li> <li>Britain's settlement by Anglo-Saxons and Scots;</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;</li> <li>a local history study;</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;</li> <li>the achievements of the earliest civilizations - an overview of where and whe the first civilizations appeared and a depth study of one of the following.</li> </ul>					



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			INTERPRETA	TION OF HIST	TORY		
	I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	and phrases such as: now, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young.  I can put a few events, photos or objects in order of when they happened.	and phrases to describe when things happened e.g. decade, century.  I can order events and people I have studied using a simple timeline.  I can compare when the events took place (those I am studying in relation to those studied before e.g. Victorians) I can give reasons for the order of events or people using vocabulary relating to the passing of time.	events and periods of time using the words, BC, AD, century, ancient. I can describe events from the past using dates when things happened. I can order the periods I am studying on a timeline and compare to events I already know about. I can use a timeline to order events and significant people for the period of time I am studying.	phrases accurately such as century, before Christ, after, before, during to describe the passing of time and events studied. I can place periods of history on a timeline showing periods of time. I can use a timeline to order events and significant people for the period of time I am studying. I can use chronology to explain how an aspect of life has changed over more than one historical era.	historical vocabulary when ordering and comparing events from the past. I can draw timelines to show a range of information e.g. periods of history, events, significant people. I can use a timeline to compare periods of history that I have studied so far. I can use chronological skills to show when places developed and how life has changed in the local area and an aspect of history e.g. space exploration.	dates to demonstrate changes and developments in aspects of life over time. I can use a timeline that uses the reference points: Ancient civilizations, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians, Modern Day to place events in the right place.
Skill	EYFS ELG	Year 1 I can use words	Year 2 I can use words	Year 3 I can describe	Year 4 I can use words and	Year 5 I can use dates and	Year 6 I can use a timeline and
		locality.	<u> </u>	L RONOLOGY			
		in their own	their own locality.				
		historical events, people and places	historical events, people and places in				
		achievements. Significant	achievements.  Significant	Ancient Egypt.			
		international	international	indepth study of			



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Skill	I can understand the	I can talk about	I can recount the	I can say how items	I can suggest why	I can research two	I can explain how
	past through	things that	life of someone	found belonging in	certain events	versions of an event,	significant events have
	settings, characters	happened to me in	famous who lived in	the past are	happened or people	identifying	helped shape the
	and events	living memory.	the past and what	helping us to build	acted as they did in	differences between	country we have today.
	encountered in books		they did.	an accurate picture	history. I can explain	them. I can explain	I can summarise the
	read in class and	I can name some		of how people lived	some similarities and	with clear reasons	main events from a
	storytelling.	things that	I can make	in the past. I can	differences between	why there may be	specific period in
		happened to other	comparisons	describe some	people, events and	different accounts of	history, explaining the
		people or events in	between some	similarities and	artefacts from the	history. I can use	order in which they
		living memory.	aspects of life in	differences	past and explain the	historical sources to	happened. I can
			different time	between people,	significance of these.	understand	summarise how Britain
		I can identify	periods.	events and	I can suggest the	bias/contrasting	has had a major
		objects from the		artefacts from the	causes of key events	arguments. I can	influence on world
		past and say how I	I can recall facts	past. I can explain	and changes in the	decide whether a	history. I can explain
		know.	about significant	how events from	time periods I am	source of evidence is	what Britain may have
			local people from	the past have	studying. I can	reliable to describe:	learnt from other
		I can identify the	the past and	shaped our lives	identify differences	houses and	countries and
		main differences	explain how they	today. I can say	in accounts of	settlements,	civilisations through
		between old and	have influenced life	what is similar and	history and suggest	buildings and their	time. I can recognise
		new	today.	different about	reasons for these. I	uses, culture, religion	and describe
		objects/photos.		two different	can use evidence to	and leisure, way of	differences and
			I can suggest why	accounts of the	describe some of the	life for different	similarities / changes
		I can explain how	people acted as	same event and how	following and explain	people e.g. rich and	and continuity between
		my local area was	they did.	this can affect our	how they are similar	poor I can make	periods of history. I
		different in the		understanding of	or different in	comparisons between	can evaluate evidence
		past.	I can identify	history. I can use	different time	different events in	to choose which is the
			some of the ways	evidence to	periods: houses and	history; explaining	most reliable form. I
		I can say why one	we find out about	describe some of	settlements,	things that have	can explain how people
		person's memories	the past and know	the following:	buildings and their	changed and things	have points of view and
		of events might be	that some are more	houses and	uses, culture, religion	that have stayed the	this can affect their
		different to that	reliable than	settlements,	and leisure, way of	same. I can explain	interpretation of the
		of someone else.	others.	buildings and their	life for different	why this might have	past. I can give clear
				uses, culture,	people e.g. rich and	happened using	reasons why there
				religion and leisure,	poor I can provide	evidence. I can	might be different
				way of life for	examples of how	explain how events in	accounts of history.
				different people	events in the past	history are	
				e.g. rich and poor	shaped peoples lives	significant in British	
					over time and have	and World history.	
					influences how we		
					live today.		



	HISTORICAL ENQUIRY								
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Skill	I can understand the past through settings, characters and events encountered in books read in class and storytelling.	I can recall events from the past from stories that have been read to me.  I can ask and answer questions about artefacts and pictures from the past.  I can give a plausible explanation about what an object was used for in the past.  I can use pictures and artefacts to say what was different in the past.  I can find out about something in the past by asking someone who can remember the event.  I can explain my historical understanding through a range of practical and written activities.	I can use a range of sources to find out about the past - stories, eye-witness accounts, pictures, artefacts I can use books to help me find out about the events I am studying.  I can ask questions to find out about people/events in the past (who, what, when, why, where) (beyond living memory).  I can explain my historical understanding through a range of practical and written activities.  In addition to Year 1, I can use photographs, written accounts and stories to present my understanding.	I can ask and answer questions about how things were different in the past and how aspects of life have changed over time. I can suggest various sources of evidence to help me answer questions about the past. I can use more than one source to collect evidence about the past e.g. photographs, written accounts, artefacts. I can ask historical questions based on evidence.	I can collect evidence from a range of sources and interpret it to provide an idea of what life was like in the past. I can lead my own historical enquiry into an important historical person or event and present my findings in a clear and succinct manner.	I can use a range of primary and secondary evidence. I can use artefacts to pose questions/hypothesis, which I back up using other sources. I can distinguish between reliable and unreliable sources if evidence to answer questions about the past. I can ask and answer questions about change, causes, difference and significance. I can lead my own enquiry into an aspect of British or World history and present my findings in a range of ways	I can give more than one reason to support an historical argument. I can confidently use a range of sources of evidence to change and continuity during periods studied. I can identify and explain propaganda and why someone might want to persuade another person about a version of events. I can lead my own enquiry into an aspect of World history and present my findings in a range of ways.		

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Sticky Knowledge/ Retrieval for all the above	I can talk about the lives of the people around me and their roles in society. Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. I understand the past through settings, characters and events encountered in books read in class and	I can use pictures, drama, role-play, build models and use timelines to present my work.  Understand that the world has changed through time and compare life now to the lives of people in the past.  Know the similarities and differences between the past and now.  Recognise why things have changed.	Understand that past events can be placed in order on a timeline. Understand that life was very different in the past to how it is now. Use sources of information to help them understand how it was different.	Understand the concept of before and after Christ and can place events that happened BC on a timeline. I can use artefacts to help them discover facts about the past and compare their lives with different eras.	Considerable understanding of chronology in different times. Understand how this nation has been influenced by others from the past. Explain how people lived during certain times in the past and why things changed.	Solid understanding of chronology in different times and can place in order correctly on a timeline. Understand how people lived during different periods of history and can compare it to their own using evidence from different sources to compare and evaluate. Describe the impact that events in history have had on life	Confidently place events in chronological order, recognising the time in which an event or era took place, compared to the time they are currently in. Understand different aspects of peoples lives (jobs, rights, access to technology etc.) during different periods of history and can compare it to their own life and time. Confidently recall and describe the impact that events in history	
	storytelling					today	have had on life today	
		ORG	SANISATION A	IND COMMUMI	NICATION			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Sticky Knowledge/ Retrieval	I can draw or write about happened before now.	I can write about, use pictures, drama and role play to explain what I have learnt.		I can communicate by various means what I have learnt to my peers, teachers, and the wider school community.		I can choose the most appropriate way to present my information, for an intended audience and purpose.  I can use extended writing and presentations to explain key aspects of a time period.		
Skill	To know that there are key words/vocabulary associated with	understanding thre	To explain my historical understanding through a range of practical and written activities.		To use historical sources to create written narrative and structure accounts.		As in previous year groups but with greater depth and sophistication:	

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ti	the passage of time. For example: pefore, after,	To use pictures, drama, role play, build models and use timelines to present my work.	To select and organise information to answer a question, communicated for example, as a presentation, a poster,	To choose the most appropriate way to present my information, for an intended audience and purpose.
	first, next, verbs	present my work.	written form.	addictice and parpose.
w	vith past tense	To explain my historical knowledge through a range of practical and	To draw labelled diagrams and write	To use extended writing and presentations to explain key aspects of a time period.
	To understand the concept of before	written activities.	about them to tell others about people, objects and events from the past.	To explain key aspects of a finite period.
aı	and after.	To use photographs, written		
		accounts and stories to present my understanding.	To present my findings about the past using speaking, writing, ICT, drama and drawing skills	
			To communicate knowledge and	

have found out.

understanding orally and in writing and offer points of view based on what I