



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

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Marvellous Me To Infinity and Beyond Wonderful Winter Six Weeks of Spring Going on Safari Once Upon a Time	Towers, Tunnels and Turrets Location Location Beside the Seaside	Whizz! Pop! Bang! London Rebuilt Land Ahoy!	Where did it all begin? (A Stone Age to Iron Age Topic) Who was Tutankhamun? (An Ancient Egypt Topic)	Rotten Romans	Ancient Greece Anglo- Saxon and Invasion	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.	Learn about; <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; • events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events 		Learn about; <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age; • the Roman Empire and its impact on Britain; • Britain's settlement by Anglo-Saxons and Scots; • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; • a local history study; • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; • 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: 			

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	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 storytelling	<p>commemorated through festivals or anniversaries];</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; <p>significant historical events, people and places in their own locality.</p>	<p>Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;</p> <ul style="list-style-type: none"> Ancient Greece - a study of Greek life and achievements and their influence on the western world; a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 				
Vocabulary	<p>After Ago before family tree new old past before</p>	<p>a long time ago after artefact before celebrate chronological difference event(s) explain famous historical event</p>	<p>after before before I was born Britain Briton chronological order democracy earlier eye-witness historical event</p>	<p>AD Ancient archaeologist BC Brits century combat conquer(ed) decade differences evidence excavate finding skills</p>	<p>accurate aspect advanced availability developments dictated historical argument impact inventions items picture of the past</p>	<p>Christian Values comparison crime hypothesis influence medicine plague punishment role of Britain specific features time period</p>	<p>advancements British Empire causes in history changes civilisations continuity interpretations major influence multi-cultural mono-cultural persuade propaganda</p>

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		king object past photograph picture present queen recent history rule since I was born succeed succession used for very old when I was little when mummy and daddy were little years	later local area locality now older person parliament past present research sequence source then when grandparents were young when I was younger	historian historical information information invaders invasion period Reign Settlement settlers similarities timeline	point of view poor Primary source recent history religious differences shape our lives Secondary source time difference version way of life wealthy	transport weaponry	significant societies summarise viewpoint world history
HISTORICAL KNOWLEDGE							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	I can talk about the lives of the people around them and their roles in society.	Changes within living memory, revealing aspects of change in national life. The lives of significant individuals in the past who have contributed to national and	Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and	Changes in Britain from the Stone Age to the Iron Age. The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an	The Roman Empire and its impact on Britain. Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	A local history study. Ancient Greece - a study of Greek life and achievements and their influence on the western world.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - War and Peace. A non-European society that provides contrasts with British history - Mayan civilization c. AD 900.

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		international achievements. Significant historical events, people and places in their own locality.	international achievements. Significant historical events, people and places in their own locality.	indepth study of Ancient Egypt.			
CHRONOLOGY							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	ELG I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	I can use words 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.	I can use words 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.	I can describe 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.	I can use words and 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.	I can use dates and 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.	I can use a timeline and 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.
INTERPRETATION OF HISTORY							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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Skill	<p>I can understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I can talk about things that happened to me in living memory.</p> <p>I can name some things that happened to other people or events in living memory.</p> <p>I can identify objects from the past and say how I know.</p> <p>I can identify the main differences between old and new objects/photos.</p> <p>I can explain how my local area was different in the past.</p> <p>I can say why one person's memories of events might be different to that of someone else.</p>	<p>I can recount the life of someone famous who lived in the past and what they did.</p> <p>I can make comparisons between some aspects of life in different time periods.</p> <p>I can recall facts about significant local people from the past and explain how they have influenced life today.</p> <p>I can suggest why people acted as they did.</p> <p>I can identify some of the ways we find out about the past and know that some are more reliable than others.</p>	<p>I can say how items found belonging in the past are helping us to build an accurate picture of how people lived in the past. I can describe some similarities and differences between people, events and artefacts from the past. I can explain how events from the past have shaped our lives today. I can say what is similar and different about two different accounts of the same event and how this can affect our understanding of history. I can use evidence to describe some of the following: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor</p>	<p>I can suggest why certain events happened or people acted as they did in history. I can explain some similarities and differences between people, events and artefacts from the past and explain the significance of these. I can suggest the causes of key events and changes in the time periods I am studying. I can identify differences in accounts of history and suggest reasons for these. I can use evidence to describe some of the following and explain how they are similar or different in different time periods: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor I can provide examples of how events in the past shaped peoples lives over time and have influences how we live today.</p>	<p>I can research two versions of an event, identifying differences between them. I can explain with clear reasons why there may be different accounts of history. I can use historical sources to understand bias/contrasting arguments. I can decide whether a source of evidence is reliable to describe: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor I can make comparisons between different events in history; explaining things that have changed and things that have stayed the same. I can explain why this might have happened using evidence. I can explain how events in history are significant in British and World history.</p>	<p>I can explain how significant events have helped shape the country we have today. I can summarise the main events from a specific period in history, explaining the order in which they happened. I can summarise how Britain has had a major influence on world history. I can explain what Britain may have learnt from other countries and civilisations through time. I can recognise and describe differences and similarities / changes and continuity between periods of history. I can evaluate evidence to choose which is the most reliable form. I can explain how people have points of view and this can affect their interpretation of the past. I can give clear reasons why there might be different accounts of history.</p>
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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.	<p>I can recall events from the past from stories that have been read to me.</p> <p>I can ask and answer questions about artefacts and pictures from the past.</p> <p>I can give a plausible explanation about what an object was used for in the past.</p> <p>I can use pictures and artefacts to say what was different in the past.</p> <p>I can find out about something in the past by asking someone who can remember the event.</p> <p>I can explain my historical understanding through a range of practical and written activities.</p>	<p>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.</p> <p>I can ask questions to find out about people/events in the past (who, what, when, why, where) (beyond living memory).</p> <p>I can explain my historical understanding through a range of practical and written activities.</p> <p>In addition to Year 1, I can use photographs, written accounts and stories to present my understanding.</p>	<p>I can ask and answer questions about how things were different in the past and how aspects of life have changed over time.</p> <p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>

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		I can use pictures, drama, role-play, build models and use timelines to present my work.					
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 storytelling	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 today	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 have had on life today
ORGANISATION AND COMMUNICATION							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sticky Knowledge/ Retrieval	I can draw or write about what 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	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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	<p>the passage of time. For example: before, after, first, next, verbs with past tense</p> <p>To understand the concept of before and after.</p>	<p>To use pictures, drama, role play, build models and use timelines to present my work.</p> <p>To explain my historical knowledge through a range of practical and written activities.</p> <p>To use photographs, written accounts and stories to present my understanding.</p>	<p>To select and organise information to answer a question, communicated for example, as a presentation, a poster, written form.</p> <p>To draw labelled diagrams and write about them to tell others about people, objects and events from the past.</p> <p>To present my findings about the past using speaking, writing, ICT, drama and drawing skills</p> <p>To communicate knowledge and understanding orally and in writing and offer points of view based on what I have found out.</p>	<p>To choose the most appropriate way to present my information, for an intended audience and purpose.</p> <p>To use extended writing and presentations to explain key aspects of a time period.</p>
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