

EYFS– History Curriculum Progression

Early Learning Goal	Understanding the World ELG: Past and Present 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 storytelling. Communication and Language ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Literacy ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		
Outcome based on the 3 Key Question	Term 1	Term 3	Term 5
	Who is my family?	What is your favourite toy?	Who has explored our world?
	What did your parents and grandparents like about school? My mum / dad liked _____. My granny / grandad liked _____.	What did people travel in in the past? (using stories to support this learning) Sort photos of transport past and present.	Who is our King? Our King is King Charles III.
	What do you like to do at school? I like to _____ at school. Children will begin to identify things that are the same / different.	What is your favourite way to travel? (link to present AND past) Why? I like to travel by _____.	Where does our King live? King Charles III lives in Buckingham Palace.
	Can you tell me if these objects are from schools now or schools in the past? Sort objects (from schools) past and present. I can sort schools today (present) and schools in the past.	Can you tell me if this transport if from the past or the present (now)? Sort photos of transport past and present.	Would you like to live in a castle? Explore through story.

YEAR 1 – History Curriculum Progression

Prior learning	Starting school – past and present Transport – past and present Kings and Queens – past and present		
National Curriculum Links	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.		
Outcome based on the 4 Key Questions	Term 1	Term 3	Term 5
	How am I making history?	How do my favourite toys and games compare with those of my parents and grandparents?	How have explorers changed the world?
	I can sequence my personal timeline	I can name toys my parents/grandparents played with	I can sort past and present modes of transport
	I can remember special events	I can sequence toys on a timeline from old to new	I can name some explorers and say where they explored
	I can compare childhood in the past to childhood today	I can compare toys	I can place explorers on a timeline
	I can explain when I would like to be a child	I can explain which toys I would like to play with	I can explain which explorer I would go exploring with
Progression in Chronological understanding	I understand the difference between things that happened in the present and things that happened in the past. I can order events or objects. I can use a simple timeline to place events.	I understand the difference between things that happened in the present and things that happened in the past. I can order events or objects. I can use a simple timeline to place events.	I understand the difference between things that happened in the present and things that happened in the past. I can order events or objects. I can use a simple timeline to place events.

	I can describe things that happened to themselves (at school) and other people in the past. I can use words and phrases such as now, then, present, modern, past, a long time ago, when my grandma was a young girl...	I can describe things that happened to themselves (at school) and other people in the past. I can use words and phrases such as now, then, present, modern, past, a long time ago, when my grandma was a young girl...	I can describe things that happened to themselves (at school) and other people in the past. I can use words and phrases such as now, then, present, modern, past, a long time ago, when my grandma was a young girl...
Progression in historical enquiry skills	I can identify how the past is represented (photos, artefacts) Explore photos / artefacts and ask questions i.e. which things are old? What were the children doing? What was that used for?	I can identify how the past is represented (photos, artefacts) Explore photos / artefacts and ask questions i.e. which things are old? What were the children doing? What was that used for?	I can identify how the past is represented (photos, artefacts) Explore photos / artefacts and ask questions i.e. which things are old? What were the children doing? What was that used for?
Progression in historical knowledge and understanding	I can recall some facts about people and events beyond living memory. I can say why people may have acted the way that they did.	I can recall some facts about people and events beyond living memory. I can say why people may have acted the way that they did.	I can recall some facts about people and events beyond living memory. I can say why people may have acted the way that they did.

YEAR 2 – History Curriculum Progression

Prior learning	Personal history and chronology How have toys changed? Significant explorers		
National Curriculum Links	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.		
Outcome based on the 4 Key Questions	Term 1	Term 3	Term 5
	How am I making history?	How do my favourite toys and games compare with those of my parents and grandparents?	How have explorers changed the world?
	I can sequence my personal timeline	I can name toys my parents/grandparents played with	I can sort past and present modes of transport
	I can remember special events	I can sequence toys on a timeline from old to new	I can name some explorers and say where they explored
	I can compare childhood in the past to childhood today	I can compare toys	I can place explorers on a timeline
	I can explain when I would like to be a child	I can explain which toys I would like to play with	I can explain which explorer I would go exploring with
Progression in Chronological understanding	I understand the use of the words past and present when telling others about an event. I can recount changes in my own lifetime. I understand how to put people, events and objects in order of when they	I understand the use of the words past and present when telling others about an event. I can recount changes in my own lifetime. I understand how to put people, events and objects in order of when they	I understand the use of the words past and present when telling others about an event. I can recount changes in my own lifetime. I understand how to put people, events and objects in order of when they

	happened using a scale the teacher has given me. I can use a timeline to place important events.	happened using a scale the teacher has given me. I can use a timeline to place important events.	happened using a scale the teacher has given me. I can use a timeline to place important events.
Progression in historical enquiry skills	I can compare pictures and photographs of people or events in the past. I can identify different ways to represent the past.	I can compare pictures and photographs of people or events in the past. I can identify different ways to represent the past.	I can compare pictures and photographs of people or events in the past. I can identify different ways to represent the past.
Progression in historical knowledge and understanding	I can use information to describe the past. I can describe the differences between now and then. I can look at evidence to explain reasons why people in the past may have acted in the way that they did. I can recount the main events from a specific period of history.	I can use information to describe the past. I can describe the differences between now and then. I can look at evidence to explain reasons why people in the past may have acted in the way that they did. I can recount the main events from a specific period of history.	I can use information to describe the past. I can describe the differences between now and then. I can look at evidence to explain reasons why people in the past may have acted in the way that they did. I can recount the main events from a specific period of history.

YEAR 3 – History Curriculum Progression

Prior learning	KS1- understanding of living history and just before living history, to be ready to explore further back in time		
National Curriculum Links	Changes in Britain from the Stone Age to the Iron Age. Pupils should be taught about the Roman Empire. - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica		
Outcome based on the 4 Key Questions	Term 1	Term 3	Term 5
	Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	Why did the Romans settle in Britain?	What did the Ancient Egyptians believe?
	I know when the Stone age, Iron age and Bronze age were	I know who the Romans were	I know when and where the first civilizations appeared
	I know what the Stone age, Iron Age and Bronze Age were	I know why they invaded Britain	I can explain how we know so much about Ancient Egypt
	I can describe what life was like in the Stone Age, Iron Age and Bronze Age	I can explain what made the Roman army so successful	I can explain what sources suggest about religious beliefs in Ancient Egypt
	I can explain why scavengers settle	I can explain how the Romans influence modern Britain	I know who ruled Ancient Egypt and what happened to them when they died
Progression in Chronological understanding	Find BC (BCE) and AD (CE) on a timeline and explain why history is split in two sections. Explain the similarities and difference between the neolithic settlements and those in the iron age	Hadrian's Wall, built in 122 AD, marked the Northern boundary of the Roman Empire in Britain The Celtic Iceni tribe rebelled against the Romans in 60 AD, led by their queen Boudica, but they did not succeed. The Roman army left Britain in 410 AD	The Ancient Egyptian civilisation began around 3100 BCE and lasted for over 3,000 years.

Progression in historical enquiry skills	Use and explain evidence to make observations about Stone Age houses including archaeological evidence Use and explain evidence about the bronze age including artefacts as a source to deduce what life was like	Explain evidence that Roman armies were successful because they were well organised and efficient. Make inferences about life in Roman times from primary sources e.g. artefacts Use secondary sources to make inferences about Boudica and her character	Archaeologists have discovered tombs, artefacts, and hieroglyphs that tell us about Ancient Egyptian life.
Progression in historical knowledge and understanding	Identify similarities and differences between the stone age and bronze Explain the similarities and difference between the neolithic settlements and those in the iron age Give examples of the items traded during the iron age	Explain that the Romans needed a powerful army because they needed to continue invading. Historians learn about the past through primary sources e.g. a Roman coin indicates trade The Romans left many legacies that have had an influence on modern Britain e.g. roads following the Roman route, education, running water, introductions of new food e.g. cucumbers	The River Nile was very important because it provided water, fertile soil, and transport for the Ancient Egyptians.

YEAR 4 – History Curriculum Progression

Prior learning	Stone age, Iron age, Bronze age. Romans Ancient Egyptians		
National Curriculum Links	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		
Outcome based on the 4 Key Questions	Term 1	Term 3	Term 5
	What changed in Britain after the Anglo-Saxon invasion?	How have children's lives changed?	How did the achievements of the Ancient Maya impact their society and beyond
	I know who the Anglo-Saxons and the Scots were.	I can compare my life with the lives of children in the past.	I can identify the achievements of the Ancient Maya.
	I can describe what life was like in the Anglo-Saxon times.	I can describe how school and education for children has changed over time.	I can explain how the Maya achievements influenced their own society.
	I can describe how and why the Anglo-Saxon rule ended.	I can explain how play, clothing, health and home life have changed over time.	I can explain how Maya achievements were used by other people in the past and are still used today.
	I can give a reason for whether I would prefer to live in Britain during or after the Anglo-Saxon invasion.	I can give a reason for whether I would prefer to live like children in the past or now.	I can give a reason for whether I think the achievements of the Ancient Maya are still important today.
Progression in Chronological understanding	I can describe the main changes in a period in history.	I can describe the main changes in a period in history.	I can describe the main changes in a period in history.
Progression in historical enquiry skills	I can ask a wide-range of questions and find answers about the past.	I can ask a wide-range of questions and find answers about the past.	I can ask a wide-range of questions and find answers about the past.

Progression in historical knowledge and understanding	- I can use evidence to describe what was important to people from the past. - I can use evidence to show how the lives of rich and poor people from the past differed. - I can describe similarities and differences between people, events and artefacts studied. - I can describe how some of the things i have studied in the past influence life today.	- I can use evidence to describe what was important to people from the past. - I can use evidence to show how the lives of rich and poor people from the past differed. - I can describe similarities and differences between people, events and artefacts studied. - I can describe how some of the things i have studied in the past influence life today.	- I can use evidence to describe what was important to people from the past. - I can use evidence to show how the lives of rich and poor people from the past differed. - I can describe similarities and differences between people, events and artefacts studied. - I can describe how some of the things i have studied in the past influence life today.
---	---	---	---

YEAR 5 – History Curriculum Progression

Prior learning	Anglo- Saxons Ancient civilizations (Egyption and Mayan)		
National Curriculum Links	Understanding of historical concepts such as continuity and change , cause and consequence , similarity and difference , and significance . Pupils learn to apply these to draw connections, frame valid historical questions, and organize structured responses. Skills in historical enquiry , including evaluating evidence, understanding how interpretations are constructed, and making informed historical claims. Perspective by locating historical knowledge in local, regional, national, and international contexts , and across different domains such as culture, politics, religion, and economic		
Outcome based on the 4 Key Questions	Term 1	Term 3	Term 5
	Were the Vikings raiders, traders or something else?	What was life like in Tudor England?	What is the legacy of the ancient Greek civilization?
	I know when the Vikings invaded and where they came from	I can explain how did the Tudor period started	I know who the ancient Greeks were and when they lived
	I can explain what happened when the Vikings arrived in Britain	I know what happened to Henry VIII's six wives and why	I can explain how the ancient Greeks changed the way people make decisions in government
	I can identify and compare sources which tell us about the Vikings	I can identify what we can learn about Tudor England from portraits and artefacts	I can explain how the Greeks discoveries in science and maths help us understand the world
	I can give reasons as to whether the Vikings were traders, settlers or raiders	I can hypothesis whether Henry VIII broke with Rome for love, religion or power	I can compare life in Ancient Greece and today
Progression in Chronological understanding	I can place current study on the timeline in relation to other studies.	I can place current study on the timeline in relation to other studies.	I can place current study on the timeline in relation to other studies.
	Relate current studies to previous studies.	I can sequence key events of the time studied Relate current studies to previous studies.	

Progression in historical enquiry skills	I can use a range of sources to collect evidence about the past. I can begin to question the reliability of sources.	I can choose reliable sources of evidence to answer questions I can begin to investigate my own lines of enquiry by posing questions to answer	I can Investigate own lines of enquiry by posing questions to an answer
Progression in historical knowledge and understanding	Describe similarities and differences between people and events. Describe how historical events studied affect/influence life today.	I can give own reasons why changes may have occurred I can describe how historical events studied affect life today	I can describe how historical events affect current life today

YEAR 6 – History Curriculum Progression

Prior learning	Geography- local area in term before Year 3,4 and 5- Ancient civilisations and use of the word ‘empire’, territories and invasions		
National Curriculum Links	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. a significant turning point in British history, for example, the first railways or the Battle of Britain a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.		
Outcome based on the 4 Key Questions	Term 1	Term 3	Term 5
	What was the impact of WW2 on the people of Britain	What was the Sikh Empire?	How has industry changed in Chippenham?
	I can describe the main causes of World War II	I can explain the meaning of unification and absolute power	I know what trades were important in Chippenham
	I can explain the different phases of the Battle of Britain, and how each phase effected the outcome of the battle	I know what skills and behaviours leaders of the Sikh Empire showed that helped them achieve their goals	I can explain what the industrial revolution was
	I can infer about the Blitz from photographs, and what they suggest about life in Britain during this time	I can explain how beliefs within the Sikh Empire influence change and development in its society and rule	I can describe how transportation has impacted Chippenham
	I can hypothesise how children might have felt when they were evacuated during World War II, and explain what evidence supports this	I can evaluate sources about the Sikh Empire and use them to make deductions and inferences	I can evaluate and explain how the Industrial Revolution changed Britain
Progression in Chronological understanding	I can place current study on the timeline in relation to other studies. I can sequence key events of the time studied Relate current studies to previous studies.	I can place current study on the timeline in relation to other studies. Relate current studies to previous studies.	I can order significant events I can identify changes across a period and between periods

Progression in historical enquiry skills	I can choose reliable sources of evidence to answer questions I can begin to investigate my own lines of enquiry by posing questions to answer	I can use a range of sources to collect evidence about the past. I can begin to question the reliability of sources.	I can use printed sources to collect evidence about the past I can choose reliable sources of evidence to answer questions
Progression in historical knowledge and understanding	I can give own reasons why changes may have occurred I can describe how historical events studied affect life today	Describe similarities and differences between people and events. Describe how historical events studied affect/influence life today.	I can choose reliable sources of information to find out about the past I can describe how some of the things studied from the past influence life today.

CNRB 1 – History Curriculum Progression

Early Learning Goal	Understanding the World ELG: Past and Present 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 storytelling. Communication and Language ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Literacy ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		
Outcome Children will have opportunities to engage with concepts as part of their wider provision.	Term 1	Term 3	Term 5
	I can recognise people who are important to me.	I can talk about things I have experience in the past	I can explore people and events from the past.
	I can explore photographs of myself and my family	I can explore old and new objects.	I can notice things have changed over time.
	I can notice that people and families can be different	I can notice changes over time	I can explore how life was different in the past.

CNRB 2 – History Curriculum Progression

Prior learning	Anglo- Saxon life Children’s lives past and present Ancient Maya		
National Curriculum Links	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.		
Outcome based on the 4 Key Questions	Term 1	Term 3	Term 5
	Stone Age	Iron Age	Ancient Egypt
	I know when the Stone Age and Bronze age happened.	I know when the Iron Age happened.	I know when Ancient Egypt was and can explain the difference between ancient and civilisation.
	I know what life was like in the Stone Age and Bronze Age.	I know what life was like in the Iron Age.	I know what life was like in Ancient Egypt.
	I know how to find out about the Stone Age.	I know how to find out about the Iron Age.	I know why the River Nile was important to the Ancient Egyptians.
	I can explain whether I would prefer to live in the Stone Age or now and explain why.	I can explain whether I would prefer to live in the Stone Age, Iron Age or now and explain why.	I can explain gods and goddesses were important in Ancient Egypt.
B Squared Progression	Primary Step 3: Historical Terminology Expresses ideas in longer phrases using the past tense correctly. Causes and Consequences Gives a simple explanation why something happened. Suggests what might change or be affected after an event in history	Year 1: Historical Terminology Places people or events into a simple chronological order. Includes vocabulary that shows a sense of chronology. Sequences simple events.	Year 2: Historical Terminology Sequences events in a story they have heard. Causes and Consequences Discusses why an event occurred and can explain simply the result of an action / event.

	Historical Enquiry and Interpretation Discusses information that can be found in photographs or drawings. Answers recall questions related to simple stories about events or people in the past. Understanding Connections Identifies a similarity between their life and that of another in history. Identifies some differences in clothing e.g. costumes in different eras. Describe simply how an object has changed over time e.g. a television or clothing. British and World History Identifies a difference in their life and that of another person in history. Retells some details of a historical story. Retells some details about a person in history.	Describes elements of a period of history using some appropriate terms. Historical Enquiry and Interpretation Asks simple questions to gain understanding. Answers simple questions about an element of history. Listens and responds to stories about elements of history. Listens and responds to stories about elements of history and can retell a key part of a story. Suggests how we can find out about an element of history. Uses information from different sources when finding out about an element of history. Communicates knowledge pictorially and orally, showing an understanding of key features in history of events, people or simple chronology in their responses e.g. a drawing with simple labels. Understanding Connections Recognises simple changes in an element of history over time, British and World History Identifies important people in a historical story or event and states some key facts about them. Identifies important events in history and states some facts about it.	Shows some knowledge of causes and consequences of change /actions/events brought during this time. Historical Enquiry and Interpretation Asks and answers questions about events, people or places studied. Identifies different ways historians depict the past e.g. painting. British and World History Recognises why an event happened and what occurred as a result. Shows some knowledge of key facts about a significant person / event studied.
--	--	--	---