

HISTORY – Curriculum objective skills progression overview and coverage

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Compare and contrast	<input type="checkbox"/> Talks about what they can see when shown photos/pictures	<input type="checkbox"/> Talks about different ways of life within or beyond living memory when shown photos/pictures.	<input type="checkbox"/> Identify similarities and differences between ways of life within or beyond living memory.	<input type="checkbox"/> Describe what it was like to live in a different period.	<input type="checkbox"/> Explain the similarities and differences between two periods of history. Tribal tales	<input type="checkbox"/> Compare and contrast two civilisations.	<input type="checkbox"/> Compare and contrast an aspect of history across two or more periods studied.	<input type="checkbox"/> Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. A child's war Revolution
Everyday life	<input type="checkbox"/> Talks about their own lives.	<input type="checkbox"/> Talks about their own lives. Can compare their everyday life with others.	<input type="checkbox"/> Describe an aspect of everyday life within or beyond living memory. Memory Box	<input type="checkbox"/> Describe the everyday lives of people in a period within or beyond living memory. Street Detectives	<input type="checkbox"/> Describe the everyday lives of people from past historical periods. <input type="checkbox"/> Describe everyday life in a Roman town, including jobs, houses and schooling. Tribal tales	<input type="checkbox"/> Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. <input type="checkbox"/> Create an in-depth study of an aspect of British history beyond 1066. 1066 I am warrior	<input type="checkbox"/> Explain how everyday life changed for people after invasion.	<input type="checkbox"/> Evaluate the human impact of war or conflict on the everyday life of a past or ancient society. A child's war
Hierarchy and power	<input type="checkbox"/> Uses imaginative play to act out roles in the monarchy (queen, king, prince and princess)	<input type="checkbox"/> Can name some roles in the monarchy (queen, king, prince and princess) and uses them in their role play. Begins to talk about what a monarch is.	<input type="checkbox"/> Describe the role of a monarch.	<input type="checkbox"/> Describe the hierarchy of a past society.	<input type="checkbox"/> Describe the roles of tribal communities and explain how this influenced everyday life. Tribal tales	<input type="checkbox"/> Describe the hierarchy and different roles in ancient civilisations.	<input type="checkbox"/> Describe the significance and impact of power struggles on Anglo-Saxon Britain.	<input type="checkbox"/> Describe and explain the significance of a leader or monarch. A child's war Revolution
Civilisations					<input type="checkbox"/> Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. <input type="checkbox"/> Describe the achievements and influence of the ancient Greeks on the wider world. <input type="checkbox"/> Describe ways in which human invention and ingenuity have	<input type="checkbox"/> Explain the cause and consequence of invasion and migration by the Romans into Britain. <input type="checkbox"/> Describe the significance and impact of power struggles on Britain. <input type="checkbox"/> Construct a narrative of a past civilisation, focusing on their features and achievements.	<input type="checkbox"/> Explain the cause, consequences and impact of invasion and settlement in Britain. <input type="checkbox"/> Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).	<input type="checkbox"/> Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). <input type="checkbox"/> Describe and explain the common traits and motives of leaders and monarchs from different historical periods. <input type="checkbox"/> Describe some of the greatest achievements

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					changed how people live. Gods and mortals Tribal tales	<input type="checkbox"/> Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). 1066 Traders and Raiders I am warrior	society (people, culture, art, politics, hierarchy). <input type="checkbox"/> Describe the achievements and influence of the ancient Greeks on the wider world. <input type="checkbox"/> Study a feature of a past civilisation or society. Peasants, Princes and pestilence Pharaohs	of mankind and explain why they are important. A child's war Revolution
Changes over time	<input type="checkbox"/> Understands that not everything stays the same. Can talk about how things change (e.g. plant growing)	<input type="checkbox"/> Observes and recognises changes that happen over time (e.g. local area/environment)	<input type="checkbox"/> Describe changes within or beyond living memory. Memory Box	<input type="checkbox"/> Describe how an aspect of life has changed over time. Street Detectives	<input type="checkbox"/> Summarise how an aspect of British or world history has changed over time. Gods and mortals	<input type="checkbox"/> Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them 1066 Traders and Raiders I am warrior	<input type="checkbox"/> Frame historically valid questions about continuity and change and construct informed responses. Off with her head	<input type="checkbox"/> Describe the causes and consequences of a significant event in history. Revolution
British history			<input type="checkbox"/> Describe a significant historical event in British history.	<input type="checkbox"/> Describe and explain the importance of a significant individual's achievements on British history.	<input type="checkbox"/> Describe how a significant event or person in British history changed or influenced how people live today.	<input type="checkbox"/> Explain the cause, consequence and impact of invasion and settlement in Britain. <input type="checkbox"/> Describe a series of significant events, linked by a common theme, that show changes over time in Britain. Traders and Raiders	<input type="checkbox"/> Create an in-depth study of an aspect of British history beyond 1066. Off with her head Peasants, princes and pestilence	<input type="checkbox"/> Debate the significance of a historical person, event, discovery or invention in British history. Revolution A child's war

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Chronology	<input type="checkbox"/> Can talk about their daily routine and begins to use chronological language.	<input type="checkbox"/> Can use chronological language (first, next, later, finally etc) and sequence simple steps.	<input type="checkbox"/> Order information on a timeline. Memory Box	<input type="checkbox"/> Sequence significant information in chronological order.	<input type="checkbox"/> Sequence dates and information from several historical periods on a timeline. Tribal tales	<input type="checkbox"/> Sequence significant dates about events within a historical time period on historical timelines. 1066 Traders and Raiders I am warrior	<input type="checkbox"/> Sequence and make connections between periods of world history on a timeline. Peasants, Princes and Pestilence Pharaohs	<input type="checkbox"/> Articulate and present a clear, chronological world history narrative within and across historical periods studied. Revolution
Significant events	<input type="checkbox"/> Talks about own significant events and begins to talk about events that are significant to others'.	<input type="checkbox"/> Talks about own events of significant purpose and those of others. Begins to understand that events occurred beyond living memory.	<input type="checkbox"/> Identify some key features of a significant historical event beyond living memory. Dinosaur Planet	<input type="checkbox"/> Explain why an event from the past is significant.	<input type="checkbox"/> Explain the cause and effect of a significant historical event. Gods and mortals Tribal tales	<input type="checkbox"/> Explain in detail the multiple causes and effects of a significant historical event. 1066	<input type="checkbox"/> Explain why an aspect of world history is significant. Off with her head Pharaohs, Peasants, Princes and Pestilence	<input type="checkbox"/> Present a detailed historical narrative about a significant global event. A child's war
Significant people	<input type="checkbox"/> Talks about people who are significant in their life (family members, friends etc) Can talk about why they are important.	<input type="checkbox"/> Begins to name some significant people who they do not know personally (e.g. celebrities, people in the news, historical figures). <input type="checkbox"/> Talks about people who are significant in their own life.	<input type="checkbox"/> Understand the term significant and explain why a significant individual is important. Dinosaur Planet Superheroes	<input type="checkbox"/> Use historical models to make judgements about significance and describe the impact of a significant historical individual.	<input type="checkbox"/> Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.	<input type="checkbox"/> Construct a profile of a significant leader using a range of historical sources. 1066 Traders and Raiders I am warrior	<input type="checkbox"/> Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Off with her head Princes, peasants and pestilence Pharaohs	<input type="checkbox"/> Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. Revolution
Report and conclude	<input type="checkbox"/> Plays with a range of historical Small World (e.g. castle)	<input type="checkbox"/> Recreates stories that they are familiar with in historical settings (Role Play, pictures, stories)	<input type="checkbox"/> Create stories, pictures, independent writing and role play about historical events, people and periods.	<input type="checkbox"/> Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	<input type="checkbox"/> Make choices about the best ways to present historical accounts and information. Gods and Mortals Tribal tales	<input type="checkbox"/> Present a thoughtful selection of relevant information in a historical report or in-depth study. 1066 Traders	<input type="checkbox"/> Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	<input type="checkbox"/> Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. covered x 3 optional x 2

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								covered optional x 5
Communication	<input type="checkbox"/> Can talk about things that have previously happened. Begins to use some past tense phrases/words.	<input type="checkbox"/> Uses some past tenses to refer to what has happened (yesterday, today, now, then, ago)	<input type="checkbox"/> Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	<input type="checkbox"/> Use the historical terms year, decade and century.	<input type="checkbox"/> Use historical terms to describe different periods of time.	<input type="checkbox"/> Use more complex historical terms to explain and present historical information. 1066 Traders and Raiders I am warrior	<input type="checkbox"/> Articulate and organise important information and detailed historical accounts using topic related vocabulary. Off with her head Peasants, Princes and Pestilence	<input type="checkbox"/> Use abstract terms to express historical ideas and information. Revolution
Local history	<input type="checkbox"/> Explore and visit the local area during Educational Visits.	<input type="checkbox"/> Explore and visit the local area during Educational Visits.	<input type="checkbox"/> Describe important events in the school's history.	<input type="checkbox"/> Describe, in simple terms, the importance of local events, people and places. Street Detectives	<input type="checkbox"/> Analyse a range of historical information to explain how a national or international event has impacted the locality.	<input type="checkbox"/> Describe and explain the impact of a past society on a local settlement or community. optional	<input type="checkbox"/> Investigate evidence of invasion and settlement in the locality.	<input type="checkbox"/> Present an in-depth study of a local town or city, suggesting how to source the required information.
Artefacts and sources	<input type="checkbox"/> Enjoys looking at and exploring historical artefacts.	<input type="checkbox"/> Enjoys looking at and exploring historical artefacts or using recreations in their play.	<input type="checkbox"/> Use a range of historical artefacts to find out about the past. <input type="checkbox"/> Express an opinion about a historical source.	<input type="checkbox"/> Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. <input type="checkbox"/> Use historical sources to begin to identify viewpoint.	<input type="checkbox"/> Make deductions and draw conclusions about the reliability of a historical source or artefact. <input type="checkbox"/> Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. Gods and mortals Tribal tales	<input type="checkbox"/> Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner <input type="checkbox"/> Identify bias in primary and secondary sources.	<input type="checkbox"/> Use a range of historical sources or artefacts to build a picture of a historical event or person. <input type="checkbox"/> Find evidence from different sources, identify bias and form balanced arguments.	<input type="checkbox"/> Ask perceptive questions to evaluate an artefact or historical source. <input type="checkbox"/> Identify different types of bias in historical sources and explain the impact of that bias. Revolution