College Road History Curriculum - Progression of Skills

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Key Stage 1 and Foundation Stage

	EYFS	Year 1	Year 2
Aims of the Key Stage 1 and Foundation Curriculum		*Know where the people and events studied fit on a timeline* *Know that the past is represented in different ways.* *Understand that we can find out about history from different sources.* *Use stories and other sources to know and understand key features of events.*	*Know where the people and events studied fit on a timeline* *Know that the past is represented in different ways.* *Understand that we can find out about history from different sources.* *Use stories and other sources to know and understand key features of events.* *Identify similarities and differences between ways of life in different periods.*

	EYFS	Year 1	Year 2
Historical Content and Coverage		T3 HC1.Changes **within living memory**. Where appropriate, these should be used to reveal aspects of change in national life over time **Changes in childhood – link to Mary Anning** **Changes in technology that children use since the 1970s.** HC2.Significant historical events, people and places in their own locality. **Mary Anning - Devon/Dorset coast** T2 T6 HC3.Events beyond living memory that are significant nationally or globally. **T2 Remembrance Day and Bonfire Night** **T6 Captain Cook & HMS Endeavour** T1 T6 HC4.The lives of two or more significant individuals in the past who have contributed to national and international achievements. Use to compare aspects of life in different periods **T1 Neil Armstrong - 1969 Moon Landing** **T6 Captain James Cook** **T6 Neil Armstrong vs Captain Cook comparison**	HC1.Changes **within living memory**. Where appropriate, these should be used to reveal aspects of change in national life over time **Hearts and Lanterns – Nursing/Medical care - Recent Covid Pandemic, why we wash our hands more, have had time off school, have hand sanitisers and wear masks, clapping for NHS).** HC2.Significant historical events, people and places in their own locality. **Robert Falcon Scott** HC3.Events beyond living memory that are significant nationally or globally **The Great Fire of London** HC4.The lives of two or more significant individuals in the past who have contributed to national and international achievements. Used to compare aspects of life in different periods **Florence Nightingale and Mary Seacole.** **(Women's role and the importance of cleanliness. Introduction of the National Health Service NHS 5th July 1948 – current- how we are one of few that offer free health care.)**
Chronological understanding	- To use everyday language related to time. Order and sequence familiar events. - Talk about past and present events in their own lives and the lives of their family members CU3.Discuss and join in with family customs and routines	CU1.Sequence events in their own life and talk about how they have changed over time. CU3. Sequence events, objects or people in chronological order	CU1.Sequence events closer together in time CU2. Sequence 3 or 4 artefacts/ pictures etc from distinctly different time periods CU3.Be aware of the past using common words and phrases relating to time.

	EYFS	Year 1	Year 2

Range and depth of historical knowledge		RD1. Begin to describe similarities and differences in artefacts RD2. Use a range of sources to find out characteristic features of the past RD3. Know and recount episodes and stories about the past RD4. To know that Britain is an island and begin to understand how this has shaped its history.	RD1. Find out about people and events in other times RD2. Collections of artefacts – confidently describe similarities and differences RD3. Recognise why people did things, why events happened and what happened as a result RD4. Identify differences between ways of life at different times. RD5.Through drama – develop empathy and understanding (hot seating, Sp. And listening etc) RD6 Begin to understand connections between local, regional and national events RD7 To know that Britain is an Island and begin to understand how this has shaped its history.
Interpretations of history		IH1. Begin to identify different ways to represent the past (photos, stories, adults talking about the past) IH2. Use stories to encourage children to distinguish between fact and fiction	IH1. Compare 2 versions of a past event and begin to explain why they might be different IH2. Compare pictures, photographs or events in the past. IH3 To understand that we do not always know exactly what happened in history but that we can use pictures or artefacts to help us piece it together and begin to draw some of our own conclusions IH3. Discuss reliability of photos/ accounts/ stories. IH4. Identify different ways to represent the past
Historical vocabulary	Extend vocabulary, especially by grouping and naming, explore the meaning of new words	HV 1 To begin to use and understand the meaning of historical terms and vocabulary. *old new before after then now past ancient future modern year century history* *timeline time order chronological order date order event significant famous important celebrated empathy* *similar different change same compare memory remember opinion evidence detective clues explorer travel voyage discovery monarchy religion empathy*	HV1 To begin to use and understand more historical terms and vocabulary building on Year 1 (Cause and consequence, Purpose , Change and continuity, Empathy , Similarities and differences, Chronology)

	EYFS	Year 1	Year 2
Historical Enquiry		HE1 Sort artefacts “then” and “now” use as wide a range of sources as possible HE2. find answers to simple questions about the past form sources of information (artefacts etc)	HE1.Use a source – observe or handle sources to begin to ask and answer why, what, who, how, where questions about the past on the basis of simple observations HE2. Begin to discuss the effectiveness of sources HE 3 Sequence a collection of artefacts HE4. Use a timeline
Continuity and Change	Looks closely at differences patterns and change over time	CCH 1. Identify similarities and differences between ways of life at different times.	
	EYFS	Year 1	Year 2

Cause and consequence	Question and give simple explanations about why some things occur, how things work and talk about changes.	CCO 1. Recognise why people did things, why events happened and what happened as a result.
Similarity and difference	To know other families have different customs, routines and religious beliefs To know what a community is, and how these may have different traditions.	SD 1. Make simple observations about different ways of living, beliefs and events within a past society.
Significance	Discuss, recognise, describe and join in with customs and routines of family or friends	S 1. Talk about who was important and what they did that was significant e.g. in a simple historical account S 2. Begin to understand why artefacts are important

Organisation and communication	Communicate their knowledge through: Discussion Drawing pictures Drama/Role play Making models Writing Using ICT Class museum Annotate photographs Time lines (3d with objects/sequential pictures) Writing – reports, labelling, simple recounts

Key Stage 2

	Year 3	Year 4	Year 5	Year 6
Aims of the Key Stage 2 History Curriculum	A 1. know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world - **Changes in Britain from the Stone Age to Iron Age** - **Roman invasion of Britain,** A 2. know and understand significant aspects of the history of the wider world: the nature of ancient civilisations **Ancient Egypt**; the expansion and dissolution of empires **Roman Empire**; characteristic features of past non-European societies **Ancient Egypt**; **achievements** and follies of mankind **Ancient Egyptians** A 3. gain and deploy a historically grounded understanding of abstract terms such as 'empire' **Roman**, 'civilisation' **Ancient civilisations including Egypt**, A 4. Gain historical perspective by placing their growing knowledge into different contexts, understanding the **connections in history between**: **LOCAL -** Stone Age sites at Cattedown Caves and Kitley Caves. Stone Age, Bronze Age and Iron Age artefacts found in the local area. Emphasise lack of Roman influence in local area. **REGIONAL** – Henbury Hill Fort – Iron Age Romans - influence of Roman Occupation of Britain – Exeter was a Roman city **NATIONAL** – Stone Age – Skara Brae**,** Crasswell Crags, hill forts Roman legacy in Britain e.g. Roman Baths, roads, Hadrian's Wall **INTERNATIONAL** – Stone Age – Cave paintings around the world e.g. Lascaux, France, Comparing elements of Ancient Egypt to Britain. **CULTURAL** –culture of Romans and Ancient Egyptians **ECONOMIC** – artefacts studied include Iron Age coins, Ancient Egypt as a place of international trade. **MILITARY** – What made the Roman army so powerful? **POLITICAL** – Ancient Egypt ruled by Pharaohs who had a mandate from the Gods **RELIGIOUS** – Gods and beliefs of Romans and Egyptians Stone Age to Iron Age had sets of beliefs and rituals to explain the world **SOCIAL** – Different roles within Egyptian and Roman society **and between:** **Short and long-term timescales** - The time from the Stone Age to present day compared to Roman/Egyptian	A 1. know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world - **Settlement of Anglo-Saxons and Scots, The Viking and Anglo-Saxon struggle for the Kingdom of England** A 2. know and understand significant aspects of the history of the wider world: the nature of ancient civilisations **Ancient Greece**; the expansion and dissolution of empires **fall of the Roman Empire and subsequent Anglo-Saxon invasion of Britain**; characteristic features of past non-European societies; achievements and follies of mankind **Ancient Greek achievements are still with us today – mathematicians, Olympics, architecture, government, education** A 3. gain and deploy a historically grounded understanding of abstract terms such as 'empire' **Roman Empire ended the Greek Civilisation** , **'**civilisation**' Ancient Greek** , **'**parliament**' – Greek democracy was the foundation of parliament** A 4. Gain historical perspective by placing their growing knowledge into different contexts, understanding the **connections in history between**: **LOCAL** - **REGIONAL** – Anglo-Saxon invasions reached Devon http://www.devonrcc.org.uk/a-brief-history-of-devon/ Vikings visited Lundy off North Devon Coast **NATIONAL** – Invasion by Anglo-Saxons, followed by invasion of Vikings, Sutton Hoo **INTERNATIONAL** – Ancient Greek influence on the world **and connections in history between:** **CULTURAL** – the belief systems of each set of invaders Belief systems of Ancient Greeks – ceremonies etc, differences between cultures of Athens and Sparta **ECONOMIC** – Anglo-Saxon trade tended to be within Britain and involved exchange of goods not money, while Vikings were sea-faring and therefore traded much further afield and used coins as payment Greek trade was wide throughout the Mediterranean https://www.ancient.eu/article/115/trade-in-ancient-greece/ https://regia.org/research/misc/trade.htm Anglo-Saxon https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zw3qmp3 Viking **MILITARY** – Differences between Athens and Spartan armies, Anglo-Saxon troops protected Earls and Thegns (household troop) Vikings - Raiding parties from the sea preceded the more organised Great Heathen Army **POLITICAL** – Democracy of Ancient Greece – elected to positions, Kingdoms of Anglo-Saxon Britain, Chieftains (warlords) of the Vikings **RELIGIOUS** – Similarities and differences between Anglo-Saxon and Viking beliefs, Christianity in Anglo-Saxon Britain	A 1. know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world **– Drake as an example of Britain's influence on and by the wider world** A 2. know and understand significant aspects of the history of the wider world: the nature of ancient civilisations **Ancient Benin**; the expansion and dissolution of empires **Ancient Benin**; characteristic features of past non-European societies **Ancient Benin**; achievements and **follies** of mankind – **The Titanic – the unsinkable ship** A 3. gain and deploy a historically grounded understanding of abstract terms such as 'empire' – **Benin, '**civilisation' **Ancient Benin,** 'parliament' **Tudor Monarchy and Privy council made decisions, parliament were less important** and **'**peasantry**' Tudor peasants** and 'Monarchy' **Tudor Kings and Queens made all the decisions** A 4. Gain historical perspective by placing their growing knowledge into different contexts, understanding the **connections in history between**: **LOCAL** - Buckland Abbey – home of Sir Francis Drake **REGIONAL** – Compare Buckland Abbey with other Tudor homes in the South west **NATIONAL** – evidence of Tudor life across the country – Hampton Court Palace **INTERNATIONAL** – Kingdom of Benin and concurrence with Tudor Britain **and connections in history between:** **CULTURAL** –Compare culture of Ancient Benin with European traders **ECONOMIC** – importance of trade in Ancient Benin. **MILITARY** – growing power and subsequent invasion of the Kingdom of Benin **POLITICAL** – Tudor Monarch and Privy council made key decisions https://www.historyofparliamentonline.org/periods/tudors Kingdom of Benin – ruled by powerful Oba **RELIGIOUS** – Beliefs and rituals of Kingdom of Benin **SOCIAL** – Tudor times - inequality between rich and poor Inequalities linked to social class on the Titanic. **and between:** **Short and long-term timescales** – Compare how long ago each period was from present day. Does this affect the sources we have about each period?	A 1. know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world – **Victorian, WW2, Windrush, Industrial Revolution** A 2. know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires **Hitler's desire to create a German Empire – 3rd Reich and subsequent war and failure**; characteristic features of past non-European societies; **achievements** and **follies** of mankind **Victorian Poor Law, Industrial Revolution** A 3. gain and deploy a historically grounded understanding of abstract terms such as **'**empire**' 3rd Reich**, **British Empire increased during Victoria's rule**, 'parliament' **(WW2 and Victorians – decision of parliament for how to deal with the poor)** and 'peasantry' **(Victorians)** and 'Monarchy' **Queen Victoria (2nd longest reigning Monarch)** A 4. Gain historical perspective by placing their growing knowledge into different contexts, understanding the **connections in history between**: **LOCAL -** Plymouth - Victorian buildings and parks, WW2 our school damaged by bombing, air raid shelter under the carpark, local bomb maps **REGIONAL** Legacy of the industrial revolution – railways – Brunel's bridge over the Tamar linked Cornwall to London, allowed flowers to get to Covent Garden. **NATIONAL** – Industrial Revolution, inventions, advances in transport **INTERNATIONAL** - **and connections in history between:** **CULTURAL** – **ECONOMIC** – Victorian infrastructure contributed to Britain being most powerful trading nation in the world Economic inequalities in Victorian period. Changes to economy and trade enabled by Industrial Revolution. **MILITARY** – Key military events in WW2. **POLITICAL** – Consideration of laws introduced in Victorian period e.g. Poor Law. **RELIGIOUS** – Church very much part of daily life in Victorian times. Contrast with challenges to beliefs (e.g. Charles Darwin) **SOCIAL** – Victorian times were known for massive inequality between the rich and poor Workhouses forced people to live and work in the conditions of slavery Beginnings of support through charitable organisations like Barnardos – still exist today

	Year 3	Year 4	Year 5	Year 6
	time to present. Also the length of each period – e.g. millions of years for the Stone Age to just over 1000 years for the Roman Empire.	**SOCIAL** – Slavery continued as a legacy from the Romans, throughout Viking and Anglo-Saxon times, often as punishment for a crime. https://www.historytoday.com/archive/normans-and-slavery-breaking-bonds Roles of men and women in Ancient Greek, Anglo-Saxon and Viking society **and between:** **Short and long-term timescales** – Compare how long ago The Greeks period was compared to the Romans, studied in Y3. Compare how long the Anglo-Saxons and Vikings ruled for.		Roles of men and women in Victorian society and the switch in roles during WW2 due to lack of men – friction caused by this at the end of the war Dependence on contribution of allies in WW2 and the Windrush following WW2. **and between:** **short and long-term timescales** – Compare length of time since The Victorian era and WW2 and discuss the length of reign of Queen Victoria Vs current Queen Elizabeth.
Historical Content	HC1.changes in Britain from the **Stone Age to the Iron Age** HC2.the **Roman Empire** and its impact on Britain HC3.the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of **Ancient Egypt**	**HC1.Britain's settlement by Anglo-Saxons and Scots** HC2.the **Viking and Anglo-Saxon struggle** for the Kingdom of England to the time of Edward the Confessor **HC3.Ancient Greece** – a study of Greek life and achievements and their influence on the western world	HC1.a non-European society that provides *contrasts with British history* – **The Kingdom of Benin** HC2.a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **The Titanic** HC3 a local history study **The Tudors – Buckland Abbey**	HC1.a local history study **WW2 Blitz with a focus on Plymouth** HC2.a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – **Victorian childhoods** - **Inventions (Industrial Revolution)**

	Year 3	Year 4	Year 5	Year 6
Chronological understanding	- CU1.Place the time studied on a time line - CU2.Sequence the events and artefacts - CU3.Use language related to the passing of time	-CU1. Place events from the period studied on a time line - CU2. Use terms related to the period and begin to date events - CU3. Understand more complex terms eg- BC/AD	- CU1. Place current study on timeline in relation to other studies - CU2. Know and sequence key events of time studied - CU3. Use relevant terms and period labels - CU4. Make comparisons between different times in the past CU5. -Relate current studies to previous studies.	- CU1. Place current study on time line in relation to other studies - CU2. Use relevant dates and terms - CU3. Sequence up to 10 events on a time line
Range and depth of historical knowledge	- RD1. Find out about everyday lives of people in time studied - RD2. compare with our life today - RD3. Identify reasons for and results of people's actions - RD4. Understand why people may have had to do something RD5 Understand the impact that Britain being an island, has had on its history	- RD1. Identify key features and events of time studied - RD2. Look for links and effects in time studied - RD3. Offer a reasonable explanation for some events -RD4. Develop a broad understanding of ancient civilisation RD5 Understand the impact that Britain being an island, has had on its history	- RD1. Study different aspects of different people – difference between men and women - RD2. Examine causes and results of great events and the impact on people - RD3. Compare life in early and late 'times' studied - RD4. Compare an aspect of life with the same aspect in another period	- RD1. find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - RD2. compare beliefs and behaviour with another time studied - RD3. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation - RD4. Know key dates, characters and events of time studied
Interpretations of history Part of Overall Historical Aims	-IH1. Identify and give reasons for different ways in which the past is represented - IH2. Distinguish between different sources and evaluate their usefulness -IH3. Look at representations of the period – museum, cartoon etc	- IH1. Look at the evidence available - IH2. Begin to evaluate the usefulness of different sources - IH3. Use textbooks and historical knowledge	- IH1. Compare accounts of events from different sources – fact or fiction IH3 Consider how true, reliable or accurate these accounts are - IH2. Offer some reasons for different versions of events	- IH1. Link sources and work out how conclusions were arrived at -IH2. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion - IH3. Be aware that different evidence will lead to different conclusions - IH4.Confidently use the library and internet for research
Historical vocabulary	HV1 To become more confident in using historical vocabulary and begin to introduce some more abstract ideas (civilisation, empire)	HV1 To continue to become more confident in using historical vocabulary (civilisation)	To be confident in using historical language and more abstract ideas (peasantry)	To be confident in using a range of historical vocabulary and more abstract ideas (parliament)

	Year 3	Year 4	Year 5	Year 6
Historical Enquiry Part of Overall Historical Aims	-HE1 Use a range of sources to find out about a period -HE2 Observe small details – artefacts, pictures -HE3 Select and record information relevant to the study HE4. begin to use the library and internet for research ask and answer questions	- HE1. Ask a variety of questions -HE2. Use the library/ internet for research - HE3. Choose relevant material to present a picture of one aspect of life in the time period studied -HE4. Use evidence to build up a picture of the past.	- HE1. Begin to identify primary and secondary sources - HE2. Use evidence to build up a picture of a past event - HE3. Select relevant sections of information - HE4. Use the library and the internet for research with increasing confidence	- HE1. Recognise primary and secondary sources - HE2. Use a range of sources to find out an aspect of time past - HE3. Bringing knowledge gathered from several sources together in a fluent account.
Continuity and Change Part of Overall Historical Aims	CCH1. Describe/make links between main events, situations and changes within and across different periods/societies CCH2. Identify and explain if things are changing or staying the same. CCH3. Identify patterns in changes.			
Cause and consequence Part of Overall Historical Aims	CCO1. Identify and give reasons for, results of, historical events, situations and changes CCO2. Identify and explain the cause(s) of an event CCO3. Explain how situations or events have changed as a result of a cause.			
Similarity and difference Part of Overall Historical Aims	SD1. Describe social, cultural, religious and ethnic diversity in Britain and the wider world SD2. Understand and explain similarities and differences in order to make connections, draw contrasts and ask questions.			
Significance Part of Overall Historical Aims	S1. Identify historically significant people and events in situations S2. Understand that significance means 'importance'. S3. To answer questions that ask how *significant/important* something is.			

Organisation and communication	-OC1 Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama	-OC1. Know the period in which the study is set - OC2. work independently and in groups -OC3. Display findings in a variety of ways -OC4 Select data and organise it to answer historical questions	-OC1. fit events in to a display sorted by time - OC2. Use appropriate terms matching dates to people and events - OC3. Record and communicate knowledge in different forms. Work independently and in groups showing initiative	- OC1. Select and organise information to produce structured work, making appropriate use of dates and terms. - OC2. Select aspect of study to make a display - OC3. Use a variety of ways to communicate knowledge and understanding including extended writing - OC4. Plan and carry out individual investigations