



History

Progression in Skills at Fawkham CEP School



History Curriculum Overview

This highlights the list of topics we teach in History, as well as the relevant curriculum links, on our two-year cycle

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Throughout EYFS Curriculum	<p style="text-align: center;">Term 1&2 Where I live</p> <p style="text-align: center;">HISTORICAL EVENT (E.G. ELECTRICITY, PHONES) SIGNIFICANT PEOPLE CHANGES WITHIN LIVING MEMORY EVENTS BEYOND LIVING MEMORY</p> <p style="text-align: center;">Term 3 Frozen Kingdom SIGNIFICANT INDIVIDUAL</p> <p style="text-align: center;">Term 4 Superheroes SIGNIFICANT INDIVIDUAL</p> <p style="text-align: center;">Term 6 Pirates SIGNIFICANT INDIVIDUAL EVENTS BEYOND LIVING MEMORY HISTORICAL EVENT CHANGES WITHIN LIVING MEMORY</p>	<p style="text-align: center;">Term 1&2 Space</p> <p style="text-align: center;">SIGNIFICANT PEOPLE INCLUDE A HISTORICAL EVENT EVENTS BEYOND LIVING MEMORY</p> <p style="text-align: center;">Term 5&6 Big City EVENTS BEYOND LIVING MEMORY INCLUDE A HISTORICAL EVENT CHANGES WITHIN LIVING MEMORY</p>	<p style="text-align: center;">Term 3 Pre-historic world</p> <p style="text-align: center;">- CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE</p> <p style="text-align: center;">Term 5&6 Dragons</p> <p style="text-align: center;">- 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 STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS' CHRONOLOGICAL KNOWLEDGE BEYOND 1066</p>	<p style="text-align: center;">Term 3 Food Glorious Food/ Scrumdiddlyumptious!</p> <p style="text-align: center;">- A NON-EUROPEAN SOCIETY THAT PROVIDES CONTRASTS WITH BRITISH HISTORY</p> <p style="text-align: center;">Term 6 Rotten Romans</p> <p style="text-align: center;">- THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN - A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS' CHRONOLOGICAL KNOWLEDGE BEYOND 1066</p>	<p style="text-align: center;">Term 2 Fawkham child</p> <p style="text-align: center;">- A LOCAL HISTORY STUDY</p> <p style="text-align: center;">Term 5 Ancient Greece</p> <p style="text-align: center;">- A STUDY OF GREEK LIFE AND ACHIEVEMENTS AND THEIR INFLUENCE ON THE WESTERN WORLD</p>	<p style="text-align: center;">Term 3 WWII</p> <p style="text-align: center;">- A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY</p> <p style="text-align: center;">Term 5 Egyptians</p> <p style="text-align: center;">- THE ACHIEVEMENTS OF THE EARLIEST CIVILIZATIONS</p>



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Chronological Understanding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - To talk about what they have done in the past (e.g. birthdays, Christmas etc.) - To talk about what their families have done in the past (holidays etc.) - To begin to use words such as 'old' and 'new' to describe events in their own lives. 	<ul style="list-style-type: none"> - To sequence 3 pictures from different time periods of an event - To describe memories about changes in their own lives - To relevant vocabulary to describe time (old, new, past, present etc.) - To recognise that stories may have been set a long time ago - To retell the events in chronological order - To recognise that some objects/ artefacts are from a long time ago 	<ul style="list-style-type: none"> - To order dates from earliest to most recent on timelines - To use phrases such as 'before I was born' or 'when I was younger' - To use a wider range of vocabulary in historical learning such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. - To sequence artefacts that are closer together in time - To describe key events in their own lives 	<ul style="list-style-type: none"> - To describe events using the words: BC, AD and decade - To use dates when describing events - To describe events using words: ancient and century - To sequence several events and artefacts - To use mathematical skills to work out how long ago an event happened - To make comparisons between different time periods 	<ul style="list-style-type: none"> - To plot historical dates on a timeline using centuries - To describe the main changes at a point of time in history - To embed historical terms: BC, AD and decade - To use key terms related to the time period - To date different events confidently - To embed making comparisons between different time period 	<ul style="list-style-type: none"> - To use dates for historical events in their work - To draw their own timelines within different time periods, clearly labelling important events - To use their mathematical skills to work out time differences between periods - To know and describe clearly the sequence of key events from a time period - To make comparisons between two different time points from the past 	<ul style="list-style-type: none"> - To place current events from time period on a timeline in relations to other historical events studied, including significant people studied - To consistently use relevant dates and terms - To sequence 10 different events from the past on a timeline - To place specific events on a timeline by decade - To make justified and significant comparisons between two periods of time

Greater Depth

<ul style="list-style-type: none"> - <i>To use more complicated language when describing events from their past (oldest, older, earliest, earlier etc.)</i> 	<ul style="list-style-type: none"> - <i>To sequence 5 pictures from a different time period of an event</i> - <i>To use sequencing vocabulary correctly (before/after)</i> 	<ul style="list-style-type: none"> - <i>To give reasons for how they have sequenced artefacts</i> - <i>To sequence events of a life of a famous person</i> 	<ul style="list-style-type: none"> - <i>To place events, within in a specific period, on a timeline.</i> 	<ul style="list-style-type: none"> - <i>To explain the main changes that have happened in Britain/ around the world over different centuries.</i> 	<ul style="list-style-type: none"> - <i>To create a timeline to outline specific features/inventions from the past (e.g. transport, medicine etc.)</i> 	<ul style="list-style-type: none"> - <i>To appreciate that some ancient civilisations showed greater advancements than those who lived centuries later (e.g. the Egyptians using maths, geometry, astronomy etc. compared to others already studied.)</i>
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Historical Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - To talk about significant events, they have experienced - To engage in discussions about people from the past 	<ul style="list-style-type: none"> - To recognise the difference between past and present in their own, and others' lives - To know and recount an event from the past - To recall some facts about a significant person beyond their living memory - To recall some facts about events beyond their living memory - To give some reasons why someone acted the way they did - To describe at least one similarity and difference between artefacts beyond their living memory - To recognise some ways their local area has changed over time 	<ul style="list-style-type: none"> - To use information to describe events from the past - To use the information they have learned to describe how things are different now - To explain why people acted in a certain way in the past - To recount the main events from a significant event in history - To identify key events that happened over time in a British City (London) 	<ul style="list-style-type: none"> - To recognise that Britain has been invaded several times by different groups over time - To use evidence to describe the culture and leisure activities from the past - To use evidence to describe the clothes, way of life and actions of people from the past - To use evidence to describe buildings and their uses from the past - To compare activities from the past with those they do today - To describe some key changes across different time periods - To develop knowledge of Stone Age to the Iron Age - To develop knowledge of the Anglo-Saxons and Scots 	<ul style="list-style-type: none"> - To use evidence to reconstruct life in a period being studied - To identify key features of a period - To identify reasons and results of people's actions - To study change through the lives of significant people - To explain how the events from the past have changed our lives now - To offer explanations for why some events occurred - To appreciate how artefacts found from the past help us build up a representation about the different time periods - To develop knowledge of the Roman Empire 	<ul style="list-style-type: none"> - To choose reliable sources to find out information from the past - To evidence reasons why changes occurred over time - To explain similarities and differences between people, events and artefacts studied. - To make links between features of past societies - To examine the causes of key events and the impact it had on people - To make comparisons between early time periods and recent time periods studied, including comparing the same aspect between people's lives over different time periods - To study an ancient civilisation in detail - To develop understanding of the history in their local area 	<ul style="list-style-type: none"> - To summarise the main events in order from a time period and explain the impact - To summarise how Britain has impacted on the world throughout the past - To know key dates, characters and events consistently - To find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - To compare beliefs and behaviour from two different periods - To study particular differences between a time period (men/women etc.) - Compare and contrast two different periods of time studied - To study an ancient civilisation in detail



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Historical Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Greater Depth						
<ul style="list-style-type: none"> - To begin to know some reasons why people's lives were different in the past 	<ul style="list-style-type: none"> - To explain differences between past and present of their lives compared with children from a different time period - To explain why certain objects were different from the past (TV, music etc.) 	<ul style="list-style-type: none"> - To give examples of things that are different now compared to a different time period 	<ul style="list-style-type: none"> - To identify reasons why Britain would have been an important country to be invaded and conquered 	<ul style="list-style-type: none"> - To explain how differences between wealthy and poor people from the past impacted on their way of life 	<ul style="list-style-type: none"> - To identify how major events have had an impact on how we deal with similar events today (medicine etc.) 	<ul style="list-style-type: none"> - To suggest relationships between different causes of events through periods studied

Historical Interpretation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - To talk about photos from their past - To ask questions about why something happened 	<ul style="list-style-type: none"> - To look at different sources to find out information about a time period - To begin to identify ways to represent the past (artefacts, pictures, videos etc.) 	<ul style="list-style-type: none"> - To use a wider range of sources to find out about the past, including stories, pictures, witness accounts, artefacts, photos, internet etc. - To securely identify ways to represent the past - To compare two versions of a past event - To compare pictures/artefacts from different periods 	<ul style="list-style-type: none"> - To identify and give reasons for the different ways historical information can be represented - To distinguish between different sources, looking at different accounts of the same event - To look at representations of a time period 	<ul style="list-style-type: none"> - To look at the evidence available from a time period - To evaluate how useful a source is, identifying if it gives them helpful information about a time period - To use textbooks and historical knowledge 	<ul style="list-style-type: none"> - To compare accounts of events from different sources, fact or fiction, to build up rich knowledge of a time period - To suggest why accounts may be different about the same event - To evaluate evidence to choose the most reliable form 	<ul style="list-style-type: none"> - To understand that some information from the past is propaganda, opinion or misinformation which impacts on the interpretation - To give clear reasons for differing accounts of an event, using facts to back up their answers - To link sources to realise how conclusions were made - To be aware that different evidence may lead to different conclusions
Greater Depth						
<ul style="list-style-type: none"> - To know some reasons about why something happened and can recall this simply 	<ul style="list-style-type: none"> - To say which sources they prefer, offering some reasons 	<ul style="list-style-type: none"> - To begin to use different sources to find out information about a time period 	<ul style="list-style-type: none"> - To identify which sources they think are most reliable 	<ul style="list-style-type: none"> - To explain which sources they think are most reliable 	<ul style="list-style-type: none"> - To independently select the most reliable source to compare accounts of events 	<ul style="list-style-type: none"> - To independently recognise and justify which sources they think are propaganda



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Historical Enquiry

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - To ask questions about why things happened - To talk about old and new 	<ul style="list-style-type: none"> - To sort artefacts/pictures between 'then and 'now' - To use a range of sources to inform understanding of history - To ask and answer questions related to different sources - To explore different events from the past 	<ul style="list-style-type: none"> - To use sources to answer questions they have about a time period using their observation skills (looking at a picture) - To research about famous events in Britain (Great Fire of London) - To answer questions using specific sources (books, internet etc.) 	<ul style="list-style-type: none"> - To use a wide range of sources to help them evidence their understanding of the past - To identify how archaeologists have helped them to find out information from the past. - To select and record useful information about a time period - To ask and answer questions effectively - To begin to use library resources 	<ul style="list-style-type: none"> - To research two versions of an event and say how they are different - To give more two reasons to support a historical argument - To communicate historical knowledge verbally and through written tasks - To use evidence to build up a picture from the past - To ask a variety of questions 	<ul style="list-style-type: none"> - To begin to identify primary and secondary sources of information - To choose reliable sources of evidence to answer questions - To continue to use evidence to build up past events - To identify and select relevant information about an event - To use the library and the internet to inform their research about an event/ time period. - To test a hypothesis to answer a question 	<ul style="list-style-type: none"> - To choose reliable sources of evidence to answer questions, realising that there may not be a single answer - To recognise primary and secondary sources, identifying which sources are reliable or not - To bring knowledge together by gathering from a range of sources to build a fluent account

Greater Depth

<ul style="list-style-type: none"> - <i>To suggest some answers about why things happened</i> 	<ul style="list-style-type: none"> - <i>To find out more information about a famous person from the past</i> 	<ul style="list-style-type: none"> - <i>To say at least two ways they can find out about the past.</i> 	<ul style="list-style-type: none"> - <i>To use more than one source to begin to come to their own conclusions</i> 	<ul style="list-style-type: none"> - <i>To confidently present/ discuss information they have found out about an event/ time period</i> 	<ul style="list-style-type: none"> - <i>To identify why sources may not lead to a single answer</i> 	<ul style="list-style-type: none"> - <i>To suggest why people might interpret important events differently</i> - <i>To suggest why events, people or changes might be more significant than others</i>
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Organisation and Communication

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - To build up a vocabulary to talk about their experiences with increasing breadth - To use past, present and future forms correctly when talking about events in their own lives ('I did', 'I am doing' 'I am going to') 	<p>To use the following to communicate their knowledge:</p> <ul style="list-style-type: none"> - Time lines - Drawing - Drama - Writing (recounts, reports etc.) - ICT 	<p>To use the following to communicate their knowledge:</p> <ul style="list-style-type: none"> - Time lines - Drawing - Drama - Writing (recounts, reports etc.) - ICT - Creating a display – including photographs 	<p>To use the following to communicate their knowledge in a variety of ways including:</p> <ul style="list-style-type: none"> - Discussions - Pictures - Writing - Drama - Annotations - ICT - Presentations 	<ul style="list-style-type: none"> - To select data and organise it into a file to help them answer historical questions - To know a time period which a study is set - To display their findings in a variety of ways they can present and explain - To work in groups and independently towards a task 	<ul style="list-style-type: none"> - To sort events into a display within a specific time period - To record and communicate knowledge in different forms - To work independently and in groups towards a task 	<ul style="list-style-type: none"> - To select their own aspect of an event/ character/ time period to display their historical understanding - To use a variety of ways to communicate their knowledge and understanding, including extended writing tasks - To plan and carry out investigations about a time period in a group or independently
Greater Depth						
<ul style="list-style-type: none"> - <i>To talk about events in their own lives in chronological order</i> 	<ul style="list-style-type: none"> - <i>To start to suggest a different source they could have used to communicate their knowledge in a different way</i> 	<ul style="list-style-type: none"> - <i>To suggest a different source they could have used to communicate their knowledge in a different way</i> 	<ul style="list-style-type: none"> - <i>To justify their choices</i> - <i>Explain which sources would be better to communicate their knowledge</i> 	<ul style="list-style-type: none"> - <i>To justify their choices</i> - <i>Explain which sources would be better to communicate their knowledge</i> 	<ul style="list-style-type: none"> - <i>To justify their choices</i> - <i>Explain which sources would be better to communicate their knowledge and why they think that</i> 	<ul style="list-style-type: none"> - <i>To justify their choices</i> - <i>Explain which sources would be better to communicate their knowledge and why they think that</i>