



History overview and progression of skills (EYFS - Year 6)

At Ellen Wilkinson Primary School, history is taught through a carefully sequenced curriculum that develops pupils' chronological understanding, substantive knowledge and disciplinary thinking. Lessons are planned to build secure knowledge of key periods, events and individuals, while also helping pupils evaluate evidence, consider different interpretations and ask perceptive historical questions. Teaching includes explicit vocabulary instruction, enquiry-based learning and opportunities to examine primary and secondary sources. Retrieval practice and regular review are used to strengthen long-term memory and support progression across year groups. The curriculum is inclusive, ambitious and designed to inspire curiosity about the past, whilst meeting the expectations of the National Curriculum for History

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
EYFS	Who am I?	Is this old or is this new?		Are stories real?
1	How has the world changed since the 19th century?		Who were some important people in the past?	
2	How was Victorian life different from our lives today?		How did the Great Fire of London change the city?	
3		Who were the Ancient Egyptians and why were they important?		Was the Stone, Iron or Bronze age the most productive?
4		What legacy did Ancient Greece provide?		What have the Romans done for us?
5		Invaders or settlers? How are they different?		How has crime and punishment changed?
6	Should the Benin Bronzes be returned?			Why is our area special? Linking with local History, map how land use has changed in the local area over time. <i>(History & Geography)</i>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Substantive Knowledge: This is factual knowledge of the past - key events, place, people, events and dates etc						



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Chronological Understanding	<p>EYH1 Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time</p>	<p>1H1 Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time</p>	<p>2H1 Uses simple timelines to sequence processes, events and objects within their own experience 2H2 Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'. 2H3 Realise that we use dates to describe events in time, eg: 1666 for the Great Fire of London. 2H4 Describe change over time using appropriate words & phrases to suggest the more distant past, e.g. in e.g. in Victorian times, over 300 years ago</p>	<p>3H1 Sequence events in simple narrative 3H2 Use words which mark the passing of time and talk about the past using periods eg Egyptian, Roman 3H3 Use some key dates as important markers of events 3H4 Match simple iconic images to each of the periods studied</p>	<p>4H1 Talk about the past in terms of periods e.g. Egyptian, Roman; 4H2 Differentiate within a longer period e.g. Roman, Saxon and Vikings. 4H3 Use some key dates as important markers of events; 4H4 Increasingly use dates and specific terms confidently to establish period detail e.g. when describing</p>	<p>5H1 Make links between three periods in history, comparing, spotting similarities and differences</p>	<p>6H1 Know that Ancient means thousands of years ago. 6H2 Use more sophisticated time markers such as, within, as well as, between, periods. 6H3 Compare a period with another around the same time</p>
Characteristic features of period	<p>EYH2 Can see how life must have been different in the past EYH3 Can identify significant differences, EYH4 Can describe how features of life today, differ from those of the past, referring to subject-specific detail, EYH5 Know some similarities and</p>	<p>1H2 Can see how life must have been different in the past 1H3 Can identify significant differences, 1H4 Can describe how features of life today, differ from those of the past, referring to subject-specific detail</p>	<p>2H5 Identify similarities and differences across periods 2H6 Can offer reasons why simple changes occur 2H7 Increased use of precise terms. 2H8 Can see that not everyone in the past had the same experience (difference between poor & rich)</p>	<p>3H5 Understand key characteristics of the period being studied 3H6 Secure in understanding the main differences between today and the period being studied. 3H7 Show an understanding of the main ideas associated with that society 3H8 Know that there are different levels in society by</p>	<p>4H5 Understand key characteristics of the period being studied 4H6 Secure in understanding the main differences between today and the period being studied. 4H7 Show an understanding of the main ideas associated with that society 4H8 Understand that people's experiences</p>	<p>5H2 Make links between different features of a society to make sense of the world lived in by people in the past. 5H3 Explain beliefs and attitudes in terms of why people might have had those ideas.</p>	<p>6H4 Describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. 6H5 Role of slave culture to that society.</p>



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	differences between things in the past and now, drawing on their experiences and what has been read in class			comparing and contrasting them.	varied depending on status		
Disciplinary knowledge: This is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts							
Cause & consequence		1H5 Give simple reasons why a real person acted as they did in a historical situation 1H6 Give simple consequences of somebody's actions	2H9 Give clear explanation of an important event, offering at least two reasons why an event took place 2H10 Give explanation of at least 2 consequences/ effects of an event	3H9 Understand that events have more than 1 cause & can explain slightly more complex events than in KS1 3H10 Moves away from simply listing to trying to give a little detail about each cause;	4H9 Analysing actions of people in historical settings; focusing only on what one person wanted 4H10 Explain general and impersonal causes; seeing that events happen because of other reasons than just human action. 4H11 Moving from two causes to realising that you need to give several causes to explain some events; 4H12 Realises that events usually happen for a combination of reasons	5H4 Understand consequences in terms of immediate and longer-term effects & people affected differently; 5H5 Explain rather than list causes 5H6 Starts to express explanation in terms of relative importance backed up by reasoned argument e.g. the main reason was...	6H6 Understand consequences in terms of immediate and longer-term effects and how people are affected differently 6H7 Explain an event with reference to long & short-term events building up
Historical Enquiry	EYH6 Find an answer to a question by looking at a simple picture EYH7 Describe the main features of an artefact.	1H7 Find an answer to a question by looking at a simple picture 1H8 Describe the main features of an artefact.	2H11 Find answers to questions using reference material Begin to identify potential weaknesses in	3H11 Extract simple information from text/pictures/object s showing basic comprehension 3H12 Combine information from	4H13 Combine information from more than one source 4H14 Begin to cross-reference information to see if other sources agree,	5H7 Raise questions about what the evidence tells us. 5H7 Offers substantiated reasons why some sources might be	6H8 Understand reasons why a source might be unreliable e.g. we need to know who produced it and why. Who was the audience?



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	Ask simple, but relevant, questions of the teacher when in role	Ask simple, but relevant, questions of the teacher when in role	eyewitness accounts	more than one source	rather than taking everything on face value.	treated cautiously e.g. propaganda	6H9 Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda
Historical interpretation	EYH8 Investigate and observe pictures, books and artefacts to find out about the past EYH9 Comment on images of familiar situations in the past.	1H9 Investigate and observe pictures, books and artefacts to find out about the past	2H12 Identify differences between versions (including reasons) 2H13 Understand that people can disagree about what happened in the past without one of them being wrong & that it is not always possible to know for sure what happened.	3H13 Identify difference and provide a simple reason why we might have more than one version: 3H14 Realise that history is continuously being rewritten; as we find more we have to rewrite the past e.g. Rosetta Stone.	4H15 Realise that history is continuously being rewritten; as we find more we have to rewrite the past e.g. Rosetta Stone. 4H16 Understand that some interpretations might be more accurate and reliable than others by use of their own background knowledge	5H8 Understand that interpretations might differ depending on the aspect that people are looking at e.g. views of the Victorians might be more positive if looking at benefits of industrialization and more negative if looking at child labour or slavery.	6H10 Understand that interpretations might differ depending on the aspect that people are looking at
Organisation & communication	EYH10 Talk about pictures of artefacts and objects themselves using appropriate vocabulary EYH11 Write simple captions and sentences.	1H10 Talk about pictures of artefacts and objects themselves using appropriate vocabulary 1H11 Write simple captions and sentences	2H14 Label/annotate picture to identify features not seen today using period specific vocabulary. 2H15 Use terms such as another reason & also to connect ideas. 2H16 Use period specific detail & time conventions in writing (e.g. 100's of years ago)	3H15 Show understanding through oral answers and simple recording devices such as speech bubbles & annotations. 3H16 Use some simple period-specific references; 3H17 Write in simple and accurate, sequenced, sentences when narrating what happened in the past; 3H18 Begin to sustain an answer,	4H17 Present understanding in a variety of appropriate ways 4H18 Use language such as over time, previously, before 4H19 Sustain an answer, providing supporting evidence.	5H9 Answers are structured and provide supporting evidence for statements made 5H10 Appropriate reference made to dates and to see importance of lengths of time e.g. when describing causes. 5H11 Use of provisional and tentative language, to express uncertainty e.g. perhaps, may might, some people think.	6H11 Able to see two sides of a question and can offer arguments on both sides. 6H12 Consistent use of period specific detail to make the work more convincing and authentic; 6H13 Use of provisional and tentative language, to express uncertainty e.g. perhaps, may might, some people think.



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				providing some supporting evidence.			