Ellison Primary Academy

History Curriculum - Concept, Knowledge, Skills and Understanding Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1 Modern History Local Study **Wolstanton** **Main concepts** Continuity and Change Chronology **Continuous concept:** Evidence Similarity and difference	**Term 1** Modern History British Study **The Gunpowder Plot** **Main concepts** Reasoning Democracy **Continuous concept:** Conflict Chronology Similarity and difference	**Term 1** Ancient History British Study **Stone Age** **Main concepts** Duration Evidence **Continuous concept:** Chronology Similarity and difference	**Term 1** Ancient History World Study **Ancient Egyptians** **Main concepts** Evidence Culture **Continuous concept:** Chronology Cause and Consequence Similarity and difference	**Term 1** Ancient History World Study **Ancient Roman Empire** **Main concepts** Cause and Consequence Evidence **Continuous concept:** Culture Chronology Duration Similarity and difference	**Term 1** Ancient History World Study **Ancient Greece** **Main concepts** Evidence Reasoning Democracy **Continuous concept:** Culture Chronology Similarity and difference
Term 2 Modern History Local Study **Wedgwood** Significance Chronology **Continuous concept:** Evidence Similarity and difference	**Term 2** Modern History Local Study **Clarice Cliff** Significance Continuity and Change **Continuous concept:** Evidence Chronology Similarity and difference	**Term 2** Medieval History British Study **Anglo Saxons and Scots** Culture Invasion and Settlement **Continuous concept:** Continuity and Change Chronology Similarity and difference	**Term 2** Medieval History Local Study / British Study **Anglo Saxons and Vikings** Culture Evidence Interpretation **Continuous concept:** Chronology Invasion and Settlement Similarity and difference	**Term 2** Ancient History World Study **Ancient Roman Empire** Cause and Consequence Evidence **Continuous concept:** Culture Chronology Duration Similarity and difference	**Term 2** Medieval History World Study **Islamic Civilisation** Empathy Culture Chronology **Continuous concept:** Evidence Similarity and difference
Term 3 Modern History British Study **Queen Elizabeth II** **Significance** **Democracy** **Continuous concept:** Chronology Continuity and change Similarity and difference	**Term 3** Modern History British Study **The Great Fire of London** Interpretation Perspectives **Continuous concept:** Chronology Similarity and difference	**Term 3** Late Medieval to Early Modern History British Study **Tudors - Shakespeare:** Perspectives Significance **Continuous concept:** Evidence Chronology Similarity and difference	**Term 3** Modern History Local Study **Industrial Revolution to the Victorians:** Cause and Consequence Continuity and Change **Continuous concept:** Chronology Evidence Similarity and difference	**Term 3** Modern History Local/British/World study **WW II:** Evidence Perspective Conflict **Continuous concept:** Continuity and Change Chronology Similarity and difference	**Term 3** Modern History Local/British/World study/ **Equality over time; apartheid, gender…** Contestability Empathy Perspective **Continuous concept:** Evidence Democracy Chronology Conflict Continuity and Change Reasoning Similarity and difference

History Concept progression

Concept	R	Y1	Y2	Y3	Y4	Y5	Y6
1. Continuity and Change	Continuity and Change	Continuity and Change	Continuity and change	Continuity and Change	Continuity and change	Continuity and change	Continuity and change
2. Evidence	Continuity and Change	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence
3. Chronology	Chronology (Main sig. concept)	Chronology	Chronology	Chronology	Chronology	Chronology	Chronology
4. Similarity and difference	Similarity and difference	Similarity and difference	Similarity and difference	Similarity and difference	Similarity and difference	Similarity and difference	Similarity and difference
5. Democracy		Democracy	Democracy				Democracy
6. Significance		Significance	Significance	Significance			Significance
7. Reasoning			Reasoning				Reasoning
8. Conflict			Conflict			Conflict	Conflict
9. Interpretation			Interpretation		Interpretation		
10. Perspective			Perspective	Perspective		Perspective	Perspective
11. Duration				Duration		Duration	
12. Culture				Culture	Culture	Culture	Culture
13. Invasion and settlement				Invasion and settlement	Invasion and Settlement		
14. Cause and Consequence					Cause and Consequence	Cause and Consequence	
15. Empathy							Empathy
16. Contestability							Contestability

History Concept Progression

	Continuity and Change: Children will know;	Continuity and Change: Children will understand;	Continuity and Change: Children will be able to;
EYFS	• the main, recent changes that have happened to them (baby, toddler, child, what happened last week, yesterday etc.) • the main things that have stayed the same (personal to each child e.g. always lived at the same house, visit my nan every Sunday)	• that changes have happened to them. • that some things remain the same. • (develop an understanding) of growth, decay and changes over time	• suggest changes that have happened to them. • suggest things that have remained the same.
Y1–Y2	• the main changes that have happened to them and their family. (baby, starting nursery, starting school, moving house, moving class, changes due to the pandemic e.g. home schooling etc.) • the main changes that have happened to the school building	• that changes have happened during their own lifetime.	• recount changes that have occurred in their own lives. • suggest future changes could happen / are likely to happen in their own life • describe changes that have happened in their school locality. • Explain that people who are older will have seen more changes
Y3 – 4	• how the building has changed over time (separate girls and boy's schools, air raid shelters, dining room demolished, old fire station now our Care Club) • why changes have happened and for what reasons.	• that land use and buildings change over time for different reasons. • that it is important to ask questions about the past to learn.	• describe changes that have happened in the locality of the school throughout history. • regularly address and sometimes devise historically valid questions about change.
Y5 – Y6	• the main changes that have occurred in any period of history studied.	• that the concepts of continuity and change happen over time; sometimes periods of change are rapid and other changes happen over a period of time.	• describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • identify periods of rapid change in history and contrast them with times of relatively little change. • identify continuity and change in the history of the locality of the school. • address and sometimes devise historically valid questions about change. • represent continuity and change, on a time line.
	Evidence: Children will know;	Evidence: Children will understand;	Evidence: Children will be able to;
EYFS	• some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	• that you can find out about the past from what has been left behind	• handle artefacts from the past • listen to stories and facts about the past

Y1–Y2	• different types of evidence that give them information about the past. (artefacts, picture, stories, online sources and databases). • different ways the past has been represented e.g. diaries, paintings, newspapers, documents.	• that you can find out about the past from sources that have been left behind.	• observe and handle evidence to ask questions and find answers to questions about the past • use artefacts, picture, stories, online sources and databases to find out about the past • identify some of the different ways the past has been represented
Y3 – 4	• how sources of evidence need to be considered carefully to support understanding of the past	• that different sources of evidence can be used to create a better understand of the past. • that some sources of evidence may be more reliable than others.	• use evidence to ask questions and find answers to questions about the past. • suggest suitable sources of evidence for historical enquiries. • use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • describe different accounts of an historical event are required and explain why some of the accounts may differ.
Y5 – Y6	• how to seek out and analyse a wide range of evidence in order to justify claims about the past.	• that no single source of evidence gives the full answer to questions about the past	• use sources of evidence to deduce information about the past. • use sources of evidence to form testable hypotheses about the past. • show an awareness of the concept of 'propaganda' and how historians must understand the social context of evidence studied. • refine lines of enquiry as appropriate to form ideas about the past.
	Chronology: Children will know;	Chronology: Children will understand;	Chronology: Children will be able to;
EYFS	• of events and changes that have happened to themselves.	• that events can be put in an order of when they happened.	• use everyday language related to time • order and sequence familiar events • describe main story settings, events and principal characters. • Look closely at similarities, differences, patterns and change • talk about past and present events in their own lives and in lives of family members.
Y1–Y2	• where all people/events studied fit into a chronological framework • changes that have happened in their family	• that the past was different to the present. • that some aspects of the past were similar to the present day. • that dates can be used to place events and artefacts in order.	• place events and artefacts in order on a time line. • label time lines can be with words or phrases such as: past, present, older and newer.

			• use common words and phrases relating to the passing of time: a long time ago, recently, when my parents/carers were children, years, decades and centuries can be used to describe the passing of time.
Y3 – 4	• where all people/events studied fit into a chronological framework of their studies to date.	• that chronology is the times at which past events happened in the order in which they happened. • that the concept of change over time, representing this, along with evidence, on a time line.	• place events, artefacts and historical figures on a time line using dates. • use dates and terms to describe events.
Y5 – Y6	• a broad overview of life in Britain from medieval until the Tudor and Stuarts times.	• that the concepts of continuity and change over time, representing this, along with evidence, on a time line. • that the order in which things happened can help them to make connections between events in the past and future events.	• use dates and terms accurately in describing events. • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • describe / make links between main events, situations and changes within and across different periods/societies • use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
	Similarity and difference: Children will know;	Similarity and difference: Children will understand;	Similarity and difference: Children will be able to;
EYFS	• about similarities and differences between themselves and others, and among families, communities and traditions	• that there are similarities between themselves and others	• describe similarities between themselves and others
Y1– Y2	• how to identify similarities / differences between periods they have studied. • How to ask questions about the past	• that there are similarities and differences between periods of time.	• describe historical events. • make simple observations about different types of people, events, beliefs within a society
Y3 – Y4	• how to address and sometimes devise historically valid questions about similarity and difference.	• that there are similarities and differences between periods of time and across different societies.	• compare some of the times studied with those of other areas of interest around the world.
Y5 – Y6	• a broad overview of similarities and differences between life in Britain from medieval until the Tudor and Stuarts times.	• that there are connections, contrasts and trends that occur over time	• give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • regularly address and sometimes devise historically valid questions about similarity and difference • describe social, cultural, religious and ethnic diversity in Britain & the wider world
	Democracy: Children will know;	Democracy: Children will understand;	Democracy: Children will be able to;
Y1 – Y2	• how democracy is important to ensure a fair society	• that the concept of nation and a nation's history is important.	• show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

Y6	• how democracy has impacted upon the ideas, beliefs, attitudes and experiences of men, women and children in the past.	• the importance of democracy at different points throughout history.	• describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
	Significance: Children will know;	Significance: Children will understand;	Significance: Children will be able to;
Y1 – Y2	• how significant people from the past have impacted upon society • how significant events from the past have impacted upon society	• that one person can have a significant impact upon society and have contributed to their lives now.	• describe significant people from the past • recognise and describe special times or events for family or friends
Y3	• how to address and sometimes devise historically valid questions about significance.	• the broad significant events of life in Britain from ancient until medieval times.	• compare some of the times studied with those of other areas of interest around the world. • identify historically significant people and events in situations • talk about who was important from the past e.g. in a simple historical account
Y6	• how religion, culture and beliefs can be significant in a civilisation.	• That the significance of religion, culture and beliefs can have a lasting impact upon future civilisations.	• Describe the social, ethnic, cultural or religious diversity of past society.
	Reasoning: Children will know;	Reasoning: Children will understand;	Reasoning: Children will be able to;
Y2	• the reasons why people in the past acted as they did.	• that people in the past made the choices they did for reasons.	• give reasons why people in the past acted as they did and recognise these reasons.
Y6	• connections, contrasts and trends over time • how to address and sometimes devise historically valid questions to support their reasonings about the past	• that sources of information can be used to form testable hypotheses about the past.	• select suitable sources of evidence, giving reasons for choices. • seek out and analyse a wide range of evidence in order to justify claims about the past.
	Conflict: Children will know;	Conflict: Children will understand;	Conflict: Children will be able to;
Y2	• reasons for why people in the past had conflict.	• that individuals or groups can have differing opinions over positions, interests and values.	• suggest reasons why people in the past acted as they did.
Y5-Y6	• there is a concept of nation and a nation's history.	• that reasons for why wars happened can help us to understand and prevent future wars;	• describe the causes and main events of a period of time that impact upon a Local area. • make connections and identify trends over time.
	Interpretation: Children will know;	Interpretation: Children will understand;	Interpretation: Children will be able to;
Y2	• interpretations of the past may vary	• that sources of evidence can help historians to interpret the past	• give reasons why people in the past acted as they did

Y4	• how to address and sometimes devise historically valid questions to make interpretations of the past • connections, contrasts and trends over time.	• that more than one source of evidence should be used for a historical enquiry in order to gain a more accurate understanding of the past.	• use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology can be used. • use English, maths and computing skills to a good standard in order to communicate information about the past. • describe certain sources of evidence that are suitable for historical enquiries. • describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • use different accounts of an historical event and explain why some of the accounts may differ. • suggest causes and consequences of some of the main events and changes in history.
	Perspective: Children will know;	Perspective: Children will understand;	Perspective: Children will be able to;
Y2 – Y3	• some ways we find out about the past to understand different perspectives	• that the reliability of evidence is important when researching the past.	• ask questions about evidence.
Y5 – Y6	• how to address and sometimes devise historically valid questions with regards to perspectives.	• choose and use parts of stories and other sources to show understanding	• use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. • use different accounts of an historical event are required and explain why some of the accounts may differ • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
	Duration: Children will know;	Duration: Children will understand;	Duration: Children will be able to;
Y3	• examples of different periods of time within history.	• that there were different periods of time in history that can be studied	• give a broad overview of life in Britain from ancient until medieval times. • use common words and phrases relating to the passing of time (duration)
Y5	• examples of where there have been moments of rapid change e.g. WWII and The Stone Age	• that there have been times of rapid change and periods of relatively little change	• identify periods of rapid change in history and contrast them with times of relatively little change.
	Culture: Children will understand;	Culture: Children will know;	Culture: Children will be able to;

Y3 – 4	• the difference between different cultures, ideas, beliefs and attitudes.	• that there are and have been diverse cultures in past society.	• describe the social, ethnic, cultural or religious diversity of past society. • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Y5 – Y6	• how to address and sometimes devise historically valid questions about similarity and difference with a particular focus upon culture.	• that past societies had their own unique social, ethnic, cultural or religious ideas, beliefs and attitudes.	• describe the social, ethnic, cultural or religious diversity of past society. • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
	Invasion and settlement: Children will know;	Invasion and settlement: Children will understand;	Invasion and settlement: Children will be able to;
Y3 – 4	• examples of periods in history where invaders have entered another country. • examples of periods of history where people have settled in another country. • how invaders and settlers can impact upon the people and land of where they settle	• that invaders and settlers can impact upon the place where they arrive. • that there is a difference between and invader and a settler.	• explain that invaders are an army or country that uses force to enter and take control of another country. • explain that settlers are a person or group of people who arrive, especially from another country, in a new place in order to live there and use the land.
	Cause and Consequence: Children will know;	Cause and Consequence: Children will understand;	Cause and Consequence: Children will be able to;
Y4 – Y5	• how to address and sometimes devise historically valid questions about cause and consequence.	• that actions will create consequences.	• describe how aspects of history influence how we act and live today.
	Empathy: Children will know;	Empathy: Children will understand;	Empathy: Children will be able to;
Y6	• how to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	• that they can construct informed responses to social, ethnic, cultural or religious diversity of past society by reflecting upon evidence presented	• describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
	Contestability: Children will know	Contestability: Children will understand;	Contestability: Children should be able to;
Y6	• the order in which things happened to help them make connections between events in the past and future	• that that different versions of the past may exist, giving some reasons for this • that some of the times studied can be compared with those of the other areas of interest around the world.	• describe the social, ethnic, cultural or religious diversity of past society. • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • note connections, contrasts and trends over time