

Emmer Green Primary School

History Curriculum Overview and Progression of Skills

Area of study						
	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
<b>Reception</b>		<p><b>Bonfire Night &amp; Guy Fawkes Remembrance Day</b>            Comment on images of familiar situations in the past.            Compare and contrast characters from stories, including figures from the past.            How are these events celebrated today? Why do people celebrate them?</p>	<p><b>Mary Seacole</b>            Comment on images of familiar situations in the past.            Compare and contrast characters from stories, including figures from the past.            How has this impacted life today?</p>	<p><b>Turning butter into cream</b>            Comment on images of familiar situations in the past.            How has this impacted life today? What is the same/different and why?</p>		<p><b>Life of David Attenborough</b>            Talk about the lives of people around them and their roles in society.            Know some similarities and difference between things in the past and now.            Understand the past through setting, characters and events encountered in books read in class and storytelling.            How has David Attenborough had an impact on life today?            Why is he a significant person?</p>
<b>Year 1</b>	<p><b>Toys</b>            Changes within living memory.            What are the similarities and differences between toys in the past and now?</p>		<p><b>Famous people            Christopher Columbus &amp; Florence Nightingale</b>            The lives of significant individuals in the past who have contributed to national and international achievements.            How have these people impacted life today? Why are they significant people?</p>			
<b>Year 2</b>	<p><b>Famous People - Kings and Queens            Queen Victoria &amp; Queen Elizabeth II</b>            The lives of significant individuals in the past who have contributed to national and international achievements - How have</p>		<p><b>Famous people            Grace Darling &amp; Rosa Parks</b>            The lives of significant individuals in the past who have contributed to national and international achievements - How have they impacted life in Britain today? Events beyond living</p>		<p><b>Significant events -            The Great Fire of London</b>            Events beyond living memory that are significant nationally or globally.</p>	

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	they impacted life in Britain today? Changes within living memory.		memory that are significant nationally or globally.		
<b>Year 3</b>	<b>Changes in Britain from the Stone Age to the Iron Age</b> Late Neolithic hunter-gatherers and early farmers, religion, technology and travel, Iron Age hill forts: tribal kingdoms, farming, art and culture				<b>Ancient Egypt</b> The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared
<b>Year 4</b>	<b>Home and Away</b> A local history study of the local area - Emmer Green (Geography-based topic) that studies overtime how several aspects of national history are reflected in the locality. How have the changes impacted on Emmer Green today?		<b>Ancient Greece</b> A study of Greek life and achievements and their influence on the western world  *The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.		<b>Ancient Rome</b> The Roman Empire and its impact on Britain  *The legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day.
<b>Year 5</b>			<b>Britain's Settlement by Anglo-Saxons and Scots</b>  Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire , Scots invasions from Ireland to north Britain, Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion - Canterbury, Iona and Lindisfarne	<b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>  Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld, Anglo-Saxon laws and justice , Edward the Confessor and his death in 1066	<b>Reading</b> A local history study of the local area - Reading (Geography-based topic) that studies an aspect of history or a site dating from a period beyond 1066 that is significant to the locality Reading as an early settlement & local history of Huntley and Palmers. How have these events impacted Reading today?
<b>Year 6</b>	<b>The Maya</b> A non-European society that provides contrasts with British history - Maya civilization		<b>The Victorians</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. How has this period of history impacted life in Britain today?		

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	Reception	Year 1	Year 2
<b>Chronological understanding</b>	<p><u>Early Years Outcomes and Early Learning Goals</u></p>	<p><u>National Curriculum</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• Show where places, people and events fit into a broad chronological framework</li> <li>• Begin to use dates</li> </ul>	
	<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past. (Understanding the World, Reception)</li> <li>• Comment on images of familiar situations in the past (Understanding the World, Reception)</li> <li>• Talk about members of their immediate family. (Understanding the World, Reception)</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (Past and Present, ELG)</li> <li>• Discuss experiences that are familiar to them</li> <li>• Begin to use the terms 'then', 'now', 'old', 'new', 'past' and 'present'</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple timelines to sequence processes, events, objects within their own experience.</li> <li>• More confident in the use of terms 'old' and 'new'</li> <li>• Uses terms 'then' and 'now' and is comfortable with the term 'past'.</li> <li>• Understands that the world was different in the 'olden days'.</li> </ul>	<ul style="list-style-type: none"> <li>• Can sequence within clock and calendar time</li> <li>• Children realise that we use dates to describe events in time e.g. 1666 for the Great Fire of London.</li> <li>• Use timelines to order events or objects or place significant people.</li> </ul>

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<b>Knowledge and understanding of past events, people and changes in the past</b>		<u><b>National Curriculum</b></u> <b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life in different periods</li> </ul>	
	<ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past. (Understanding the World, Reception)</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (Past and Present, ELG)</li> <li>Talk about the lives of people around them and their roles in society. (Past and Present, ELG)</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling. (Past and Present, ELG)</li> <li>Listen to and talk about a historical situation/event/story</li> <li>Discuss experiences that are familiar to them and how these may have differed in the past</li> <li>Discuss familiar situations in the past e.g. homes and school</li> </ul>	<ul style="list-style-type: none"> <li>Can give simple reason/consequences, why a real person acted as they did in an historical situation</li> <li>Recall some facts about people/events before living memory</li> </ul>	<ul style="list-style-type: none"> <li>Can give a clear explanation of an important event, offering 2 or 3 reasons why an event took place</li> <li>Children give a few reasons for more complex human actions</li> <li>Use information to describe the past (differences between then and now)</li> <li>Recount the main events from a significant event in history</li> </ul>

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<b>Historical interpretation</b>		<b><u>National Curriculum</u></b> <b>Pupils should be taught to:</b> <ul style="list-style-type: none"><li>• Understand some of the ways in which we find out about the past and identify different ways in which it is represented</li></ul>
	<ul style="list-style-type: none"><li>• Comment on images of familiar situations in the past (Understanding the World, Reception)</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling. (Past and Present, ELG)</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (Past and Present, ELG)</li><li>• Begin to develop an understanding of past and present using stories or images</li></ul>	<ul style="list-style-type: none"><li>• Look at books, videos, photographs, pictures and artefacts to find out about the past</li><li>• Look at and use books and pictures, stories, eye-witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li></ul>

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<b>Historical Enquiry</b>		<b><u>National Curriculum</u></b> Pupils should be taught to: <ul style="list-style-type: none"><li>• Ask and answer questions</li></ul>
	<ul style="list-style-type: none"><li>• Ask questions to find out more and to check they understand what has been said to them (Communication and Language, Reception)</li><li>• Comment on images of familiar situations in the past (Understanding the World, Reception)</li><li>• Identify similarities and differences between 'then' and 'now'</li><li>• Discuss experiences that are familiar to them and how these may have differed in the past</li><li>• Discuss familiar situations in the past e.g. homes and school</li></ul>	<ul style="list-style-type: none"><li>• Identify different ways in which the past is represented</li><li>• Explore events, look at pictures and ask questions.</li></ul> <ul style="list-style-type: none"><li>• Identify different ways in which the past is represented.</li><li>• Ask questions about the past.</li><li>• Use a wide range of information to answer questions.</li></ul>



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<b>Organisation and Communication</b>		<b>National Curriculum</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>Choose and use parts of stories and other sources to show that they know and understand key features of events.</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe events in some detail (Communication and Language, Reception)</li> <li>Comment on images of familiar situations in the past (Understanding the World, Reception)</li> <li>Compare and contrast characters from stories, including figures from the past. (Understanding the World, Reception)</li> <li>Talk about the lives of people around them and their roles in society. (Past and Present, ELG)</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (Past and Present, ELG)</li> </ul>	<ul style="list-style-type: none"> <li>Sort events or objects into groups.</li> <li>Use timelines to order events or objects.</li> <li>Tell stories about the past.</li> <li>Talk, write and draw about things from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Describe objects, people or events in history.</li> <li>Use timelines to order events or objects or place significant people.</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> </ul>

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<p><b>National Curriculum</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</li> <li>Show where places, people and events fit into a broad chronological framework</li> <li>Begin to use dates</li> </ul>		<p><b>National Curriculum</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</li> <li>Put events, people, places and artefacts on a time-line</li> <li>Use correct terminology to describe events in the past</li> </ul>		<p><b>National Curriculum</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</li> <li>Put events, people, places and artefacts on a time-line</li> <li>Use correct terminology to describe events in the past</li> <li>Use a greater depth and range of knowledge</li> </ul>	
	<ul style="list-style-type: none"> <li>Use simple timelines to sequence processes, events, objects within their own experience.</li> <li>More confident in the use of terms 'old' and 'new'</li> <li>Uses terms 'then' and 'now' and is comfortable with the term 'past'.</li> <li>Understands that the world was different in the 'olden days'.</li> </ul>	<ul style="list-style-type: none"> <li>Can sequence within clock and calendar time</li> <li>Children realise that we use dates to describe events in time e.g. 1666 for the Great Fire of London.</li> <li>Use timelines to order events or objects or place significant people.</li> </ul>	<ul style="list-style-type: none"> <li>Use a timeline to place historical events in chronological order</li> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Describe dates and order significant events from the period studied.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Order significant events and dates on a timeline</li> <li>Describe the main changes in a period in history.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Order significant events and dates on a timeline</li> <li>Describe the main changes in a period in history.</li> </ul>	<ul style="list-style-type: none"> <li>Order significant events, movements and dates on a timeline</li> <li>Identify and compare changes within and across different periods</li> <li>Understand how some historical events occurred at the same time in different locations</li> </ul>



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<b>Knowledge and understanding of past events, people and changes in the past</b>	<p><b><u>National Curriculum</u></b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life in different periods</li> </ul>		<p><b><u>National Curriculum</u></b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Note connections, contrasts and trends overtime</li> </ul>			
	<ul style="list-style-type: none"> <li>Can give simple reason/consequences, why a real person acted as they did in an historical situation</li> <li>Recall some facts about people/events before living memory</li> </ul>	<ul style="list-style-type: none"> <li>Can give a clear explanation of an important event, offering 2 or 3 reasons why an event took place</li> <li>Children give a few reasons for more complex human actions</li> <li>Use information to describe the past (differences between then and now)</li> <li>Recount the main events from a significant event in history</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to describe the culture and leisure activities from the past</li> <li>Use evidence to describe clothes, way of life and actions of people in the past</li> <li>Use evidence to describe buildings and their uses of people from the past</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to describe what was important to people from the past</li> <li>Use evidence to show how rich and poor people from the past differed</li> <li>Describe similarities and differences between people, events and artefacts studied</li> <li>Describe how some of the things studied from the past affect/influence life today</li> </ul>	<ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past</li> <li>Give own reasons why changes may have occurred, backed up by evidence</li> <li>Describe similarities and differences between some people, events and artefacts studied</li> <li>Describe how historical events studied affect/influence life today</li> <li>Make links between features of past societies (e.g. religion, houses, society, technology)</li> </ul>	<ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past</li> <li>Give reasons why changes may have occurred, backed up by evidence</li> <li>Describe similarities and differences between some people and events and artefacts studied</li> <li>Describe how some of the things studied affect/influence life today</li> <li>Make links between some of the features of past societies (e.g. religion, houses, society, technology)</li> </ul>

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<b>Historical interpretation</b>	<p><b>National Curriculum</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> </ul>		<p><b>National Curriculum</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Understand how our knowledge of the past is constructed from a range of sources</li> </ul>			
	<ul style="list-style-type: none"> <li>Look at books, videos, photographs, pictures and artefacts to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>Look at and use books and pictures, stories, eye-witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the idea that there are different accounts of history.</li> </ul>	<ul style="list-style-type: none"> <li>Look at different versions of the same event in history and identify differences.</li> <li>Know that people in the past represent events or ideas in a way that persuades others.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Give reasons why there may be different accounts of history.</li> <li>Evaluate evidence to choose the most reliable forms.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate evidence to choose the most reliable forms.</li> <li>Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul>

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<b>Historical Enquiry</b>	<p><b><u>National Curriculum</u></b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Ask and answer questions</li> </ul>		<p><b><u>National Curriculum</u></b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>			
	<ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> <li>Explore events, look at pictures and ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different ways in which the past is represented.</li> <li>Ask questions about the past.</li> <li>Use a wide range of information to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</li> <li>Ask questions and find answers about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</li> <li>Ask questions and find answers about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>Investigate own lines of enquiry by posing questions to answer.</li> </ul>

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	<ul style="list-style-type: none"> <li>Sort events or objects into groups.</li> <li>Use timelines to order events or objects.</li> <li>Tell stories about the past.</li> <li>Talk, write and draw about things from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Describe objects, people or events in history.</li> <li>Use timelines to order events or objects or place significant people.</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> <li>Plan and present a self-directed project or research about the studied period.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> <li>Plan and present a self-directed project or research about the studied period.</li> </ul>