



COULSDON C OF E PRIMARY SCHOOL

Bradmore Green, Old Coulsdon, Surrey, CR5 1ED



History Curriculum - Knowledge and Skills Progression Map

	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Substantive Knowledge, Skills and Concepts							
Knowledge and Understanding of British History	How transport has changed over time	Toys	Monarchs	Changes in Britain from the Stone Age - The Stone Age, Bronze Age, Iron Age The Roman Empire and its impact on Britain	Britain's Settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the kingdom of England up to the time of Edward the Confessor	Crime and Punishment The Changing Power of Monarchs	World War II The Battle of Britain
Local History	The life and role of the King	The Great Fire of London	Remembrance	The Romans - Londinium	The Anglo Saxons - Croydon	Crime and Punishment - Tower of London	The Battle of Britain - Kenley



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						The Changing Power of Monarchs - London	
Knowledge and Understanding of the Wider World History	The lives and histories of famous artists	Mary Seacole	Movers and Shakers	Ancient Civilisations - The Romans	Ancient Civilisations - The Ancient Egyptians	Ancient Civilisations - The Ancient Greeks	Benin - West Africa AD 900-1300
Knowledge and Understanding of Events and People in the Past	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Know and recount episodes from stories and significant events in history.</p> <p>Understand that there are reasons why people in the past acted as they did.</p> <p>Describe significant individuals from the past.</p>	<p>Know and recount episodes from stories and significant events in history.</p> <p>Understand that there are reasons why people in the past acted as they did.</p> <p>Describe significant individuals from the past.</p>	<p>Find out about everyday lives of people in time studied compared with our life today.</p> <p>Explain how people and events in the past have influenced life today.</p> <p>Identify key features, aspects and events of the time studied.</p>	<p>Find out about everyday lives of people in time studied compared with our life today.</p> <p>Explain how people and events in the past have influenced life today.</p> <p>Identify key features, aspects and events of the time studied.</p>	<p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Use appropriate historical terms, such as culture, religious, social, economic and political when describing connections, contrasts and</p>	<p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Use appropriate historical terms, such as culture, religious, social, economic and political when describing connections, contrasts and</p>



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	Understand the past through settings, characters and events encountered in books read in class and storytelling.			Describe connections and contrasts between aspects of history, people, events and artefacts studied.	Describe connections and contrasts between aspects of history, people, events and artefacts studied.	trends over time. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	trends over time. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
Chronology	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has	Describe memories and changes that have happened in their own lives. Use words and phrases to show the passing of time. Sequence artefacts and events that are	Order dates from earliest to latest on simple timelines. Sequence pictures from different periods. Use words and phrases to show the passing of time.	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart and terms related to the unit being studied and the passing of time.	Order an increasing number of significant events, movements and dates on a timeline using dates accurately. Accurately use dates and terms to describe	Order an increasing number of significant events, movements and dates on a timeline using dates accurately. Understand how some historical events/periods occurred	Order an increasing number of significant events, movements and dates on a timeline using dates accurately. Understand how some historical events/periods occurred



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	<p>been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>close together in time.</p> <p>Sequence pictures from different periods.</p> <p>Describe memories and changes that have happened in their own lives.</p>	<p>Sequence artefacts and events that are close together in time.</p>	<p>Understand that a timeline can be divided into BC and AD.</p>	<p>historical events.</p> <p>Understand how some historical events/periods occurred concurrently in different locations.</p> <p>Sequence several events, artefacts or figures on a timeline using dates, including those that are sometimes further apart and terms related to the unit being studied and the passing of time.</p>	<p>concurrently in different locations.</p>	<p>concurrently in different locations.</p> <p>Accurately use dates and terms to describe historical events.</p>
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					Understand that a timeline can be divided into BC and AD.		
Disciplinary Knowledge							
Similarities and Differences	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. Identify that some things within living memory are similar and some things are different.	Recognise some similarities and differences between the past and the present. Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. Identify that some things	Identify and give some examples of how life was similar in the past. Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different	Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. Identify and give some examples of how life was	Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things many have been different from place to place at the same time. Start to give reasons for these	Explain and give examples to show that things many have been different from place to place at the same time. Explain and give varied examples of how life was similar and different in the past. Start to give reasons for these



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		Recognise some similarities and differences between the past and the present.	within living memory are similar and some things are different.	religious beliefs.	similar in the past.	similarities and differences.	similarities and differences.
Continuity and Change	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Begin to identify old and new things across periods of time through pictures, photographs and objects.</p> <p>Begin to understand that some things change and some things stay nearly the same.</p>	<p>Begin to identify old and new things across periods of time through pictures, photographs and objects.</p> <p>Begin to understand that some things change and some things stay nearly the same.</p>	<p>Identify key things that stayed the same between periods.</p> <p>Identify key things that changed between periods.</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time.</p>	<p>Identify key things that stayed the same between periods.</p> <p>Identify key things that changed between periods.</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time.</p>	<p>Identify why some changes between different periods of time have had more significant consequences than others.</p> <p>Explain why some periods in history may have had more changes and some may have had more continuity.</p> <p>Start to categorise some</p>	<p>Identify why some changes between different periods of time have had more significant consequences than others.</p> <p>Explain why some periods in history may have had more changes and some may have had more continuity.</p> <p>Start to categorise some</p>



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				<p>Identify that there are reasons for continuities and changes across periods of time and explain some of these.</p> <p>Start to understand that there are times in history when change happens suddenly.</p>	<p>Identify that there are reasons for continuities and changes across periods of time and explain some of these.</p> <p>Start to understand that there are times in history when change happens suddenly.</p>	<p>types of changes into political, economic, social and technological.</p> <p>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history.</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history.</p>	<p>types of changes into political, economic, social and technological.</p> <p>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history.</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history.</p>
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Cause and Consequence	Understand the past through settings, characters and events encountered in books read in class and storytelling.	<p>Understand that cause makes something happen and that historical events have causes.</p> <p>Explain that historical events are caused by things that occurred before them.</p> <p>Understand that a consequence is something that happens as a result of something else.</p>	<p>Understand that cause makes something happen and that historical events have causes.</p> <p>Explain that historical events are caused by things that occurred before them.</p> <p>Understand that a consequence is something that happens as a result of something else.</p>	<p>Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>Start to understand that there are short and long-term causes of events.</p> <p>Comment on the importance of the different causes for some key events.</p> <p>Explain a series of directly</p>	<p>Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>Start to understand that there are short and long-term causes of events.</p> <p>Comment on the importance of the different causes for some key events.</p> <p>Explain a series of directly related events that happened</p>	<p>Examine in more detail the short and long-term causes of an event being studied.</p> <p>Understand that some causes may be more significant than others and that some causes are less significant.</p> <p>Begin to understand that historians may not agree on the main causes of an event.</p> <p>Understand that one event can have</p>	<p>Examine in more detail the short and long-term causes of an event being studied.</p> <p>Understand that some causes may be more significant than others and that some causes are less significant.</p> <p>Begin to understand that historians may not agree on the main causes of an event.</p> <p>Understand that one event can have</p>
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				<p>related events that happened in the lead up to a historical event.</p> <p>Begin to understand that historical events create changes that have consequences.</p> <p>Understand that a consequence is something that happens as a direct result of something else.</p> <p>Understand that historical events have consequences that sometimes</p>	<p>in the lead up to a historical event.</p> <p>Begin to understand that historical events create changes that have consequences.</p> <p>Understand that a consequence is something that happens as a direct result of something else.</p> <p>Understand that historical events have consequences that sometimes last long after</p>	<p>multiple consequences that impact on many countries and civilisations.</p> <p>Understand that the consequences of one historical event can sometimes become the causes of another.</p> <p>Address and devise historical questions about cause and consequence.</p>	<p>multiple consequences that impact on many countries and civilisations.</p> <p>Understand that the consequences of one historical event can sometimes become the causes of another.</p> <p>Address and devise historical questions about cause and consequence.</p>
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				last long after the event is over.	the event is over.		
Historical Significance	Talk about something that was/is significant.	Explain reasons why someone might be significant. Talk about why a person was important. Talk about why the event was important and what happened.	Explain reasons why someone might be significant. Talk about why a person was important. Talk about why the event was important and what happened.	Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past. Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.	Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past. Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.	Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant. Understand that what we consider to be significant can change throughout different periods. Start to explain the importance	Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant. Understand that what we consider to be significant can change throughout different periods. Start to explain the importance



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				Identify historically significant people and events from a period of history and give some detail about what they did or what happened.	Identify historically significant people and events from a period of history and give some detail about what they did or what happened.	of an event using the following criteria: significant individually, regionally, nationally or globally. Identify a range of historically significant people and events from different periods of history and explain why they were significant. Identify historically significant people and	of an event using the following criteria: significant individually, regionally, nationally or globally. Identify a range of historically significant people and events from different periods of history and explain why they were significant. Identify historically significant people and
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						events from a period of history and give some detail about what they did/what happened and what impact it had.	events from a period of history and give some detail about what they did/what happened and what impact it had.
Historical Interpretations		<p>Start to compare two versions of past events.</p> <p>Start to understand that there can be different versions of the same event from the past.</p> <p>Observe and use pictures, photographs and artefacts</p>	<p>Start to compare two versions of past events.</p> <p>Start to understand that there can be different versions of the same event from the past.</p> <p>Observe and use pictures, photographs and artefacts</p>	<p>Look at two versions of the same event or story in history and identify differences.</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>Look at two versions of the same event or story in history and identify differences.</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p>



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		<p>to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>	<p>to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>	<p>Begin to understand some of the ways in which historians and others investigate the past.</p>	<p>Begin to understand some of the ways in which historians and others investigate the past.</p>	<p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Start to understand the difference between primary and secondary evidence and start to question its reliability.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Know that people in the past represent events or ideas</p>	<p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Start to understand the difference between primary and secondary evidence and start to question its reliability.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Know that people in the past represent events or ideas</p>
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						in a way that may be to persuade others. Continue to develop their understanding of how historians and others investigate the past.	in a way that may be to persuade others. Continue to develop their understanding of how historians and others investigate the past.
Historical Investigations		Observe or handle evidence to ask simple questions about the past. Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.	Observe or handle evidence to ask simple questions about the past. Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.	Use a range of primary and secondary sources to find out about the past. Construct informed responses about one aspect of life or a key event in the past	Use a range of primary and secondary sources to find out about the past. Construct informed responses about one aspect of life or a key event in the past through	Recognise when they are using primary or secondary sources of information to investigate the past. Use a wide range of different evidence to collect evidence	Recognise when they are using primary or secondary sources of information to investigate the past. Use a wide range of different evidence to collect evidence



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		<p>Use evidence to explain the key features of events.</p> <p>Sort some objects/artefacts into new and old and then and now.</p>	<p>Use evidence to explain the key features of events.</p> <p>Sort some objects/artefacts into new and old and then and now.</p>	<p>through careful selection and organisation of relevant historical information.</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>Regularly address and sometimes devise own questions to find answers about the past.</p> <p>Begin to undertake their own research.</p>	<p>careful selection and organisation of relevant historical information.</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>Regularly address and sometimes devise own questions to find answers about the past.</p> <p>Begin to undertake their own research.</p>	<p>about the past such as ceramics, pictures, documents, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed informed responses.</p>	<p>about the past such as ceramics, pictures, documents, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed informed responses.</p>
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						Investigate their own lines of enquiry by posing historically valid questions to answer.	Investigate their own lines of enquiry by posing historically valid questions to answer.
Presenting, Organising and Communicating	Talk, write and draw about things from the past.	Talk, write and draw about things from the past. Use historical vocabulary to retell simple stories about the past.	Talk, write and draw about things from the past. Use historical vocabulary to retell simple stories about the past.	Present, communicate and organise ideas about the past including simple written pieces. Start to present ideas based on their own research about a studied period.	Present, communicate and organise ideas about the past including simple written pieces. Start to present ideas based on their own research about a studied period.	Present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written pieces. Plan and present research about the studied period.	Present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written pieces. Plan and present research about the studied period.
Substantive Concepts and Historical Vocabulary	Talk and write about things from the past using some	Talk and write about things from the past using some	Talk and write about things from the past using some	Build on prior knowledge to start to gain further	Build on prior knowledge to start to gain further	Continue to build on prior knowledge to gain a more	Continue to build on prior knowledge to gain a more



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	historical vocabulary.	historical vocabulary. Start to show some basic understanding of substantive concepts such as monarchy, parliament, voyage, society.	historical vocabulary. Start to show some basic understanding of substantive concepts such as monarchy, parliament, voyage, society, war.	understanding of substantive concepts. Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.	understanding of substantive concepts. Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.	detailed understanding of a wider range of substantive concepts. Start to recognise that some concepts, such as technology, will be different across different periods of history. Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and	detailed understanding of a wider range of substantive concepts. Start to recognise that some concepts, such as technology, will be different across different periods of history. Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and
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						communicate information.	communicate information.
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