



History Curriculum Progression of Skills and Knowledge

History - EYFS Progressive Statements				
EYFS	3- and 4- Year Olds	Understanding the World		<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>
	Reception	Understanding the World		<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
	ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</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.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

Year	Term	Scheme of Work	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
1	Autumn	Toys Past and present	<ul style="list-style-type: none"> <li>• I know that some objects were different in the past to how they are today.</li> <li>• I can describe old objects.</li> <li>• I can identify objects that are old and objects that are new.</li> <li>• I can compare old and new objects.</li> <li>• I know that the toys my parents and grandparents played with are different to the toys I play with today.</li> <li>• I can order decades chronologically.</li> <li>• Decade</li> </ul>	<ul style="list-style-type: none"> <li>• I know that some objects were different in the past to how they are today.</li> <li>• I can describe old objects.</li> <li>• I can identify objects that are old and objects that are new.</li> <li>• I can compare old and new objects.</li> <li>• I know that the toys my parents and grandparents played with are different to the toys I play with today.</li> <li>• I can order decades chronologically.</li> <li>• Decade</li> </ul>	<ul style="list-style-type: none"> <li>• I know that some objects were different in the past to how they are today.</li> <li>• I can describe old objects.</li> <li>• I can identify objects that are old and objects that are new.</li> <li>• I can compare old and new objects.</li> <li>• I know that the toys my parents and grandparents played with are different to the toys I play with today.</li> <li>• I can order decades chronologically.</li> <li>• Decade</li> </ul>	<ul style="list-style-type: none"> <li>• I know that some objects were different in the past to how they are today.</li> <li>• I can describe old objects.</li> <li>• I can identify objects that are old and objects that are new.</li> <li>• I can compare old and new objects.</li> <li>• I know that the toys my parents and grandparents played with are different to the toys I play with today.</li> <li>• I can order decades chronologically.</li> <li>• Decade</li> </ul>

1	Spring	Castles	<ul style="list-style-type: none"> <li>• I can use simple texts to find out about people and events of the past.</li> <li>• I can use photographs of castles to find out about the past.</li> <li>• I know that people fight battles to take control of a country.</li> <li>• I know that castles were built as fortresses and can explain why this was necessary.</li> <li>• I can suggest some actions a new monarch would need to take to make sure his crown was safe.</li> <li>• I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants.</li> <li>• I can explain how uses for castles have changed over time.</li> <li>• I know when the Normans lived.</li> <li>• I can organise events into a simple timeline.</li> <li>• Medieval</li> <li>• Rebellion</li> <li>• Monarch</li> <li>• Monarchy</li> <li>• Normans</li> </ul>	<ul style="list-style-type: none"> <li>• I can use simple texts to find out about people and events of the past.</li> <li>• I can use photographs of castles to find out about the past.</li> <li>• I know that people fight battles to take control of a country.</li> <li>• I know that castles were built as fortresses and can explain why this was necessary.</li> <li>• I can suggest some actions a new monarch would need to take to make sure his crown was safe.</li> <li>• I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants.</li> <li>• I can explain how uses for castles have changed over time.</li> <li>• I know when the Normans lived.</li> <li>• I can organise events into a simple timeline.</li> <li>• Medieval</li> <li>• Rebellion</li> <li>• Monarch</li> <li>• Monarchy</li> <li>• Normans</li> </ul>	<ul style="list-style-type: none"> <li>• I can use simple texts to find out about people and events of the past.</li> <li>• I can use photographs of castles to find out about the past.</li> <li>• I know that people fight battles to take control of a country.</li> <li>• I know that castles were built as fortresses and can explain why this was necessary.</li> <li>• I can suggest some actions a new monarch would need to take to make sure his crown was safe.</li> <li>• I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants.</li> <li>• I can explain how uses for castles have changed over time.</li> <li>• I know when the Normans lived.</li> <li>• I can organise events into a simple timeline.</li> <li>• Medieval</li> <li>• Rebellion</li> <li>• Monarch</li> <li>• Monarchy</li> <li>• Normans</li> </ul>	<ul style="list-style-type: none"> <li>• I can use simple texts to find out about people and events of the past.</li> <li>• I can use photographs of castles to find out about the past.</li> <li>• I know that people fight battles to take control of a country.</li> <li>• I know that castles were built as fortresses and can explain why this was necessary.</li> <li>• I can suggest some actions a new monarch would need to take to make sure his crown was safe.</li> <li>• I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants.</li> <li>• I can explain how uses for castles have changed over time.</li> <li>• I know when the Normans lived.</li> <li>• I can organise events into a simple timeline.</li> <li>• Medieval</li> <li>• Rebellion</li> <li>• Monarch</li> <li>• Monarchy</li> <li>• Normans</li> </ul>
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1	Summer	Intrepid Explorers	<ul style="list-style-type: none"> <li>• I can use simple texts to find out about people who lived a long time ago.</li> <li>• I can pose simple questions to find out about the past.</li> <li>• I can compare the lives and achievements of two famous historical figures.</li> <li>• I know that life was very different in the past to how it is today.</li> <li>• I know that people knew less about the world in the past than we know today.</li> <li>• I know that some people's achievements and discoveries can change the world.</li> <li>• I can distinguish between different periods in time using simple markers, such as inventions.</li> <li>• Explorer</li> <li>• Exploration</li> <li>• New World</li> </ul>	<ul style="list-style-type: none"> <li>• I can use simple texts to find out about people who lived a long time ago.</li> <li>• I can pose simple questions to find out about the past.</li> <li>• I can compare the lives and achievements of two famous historical figures.</li> <li>• I know that life was very different in the past to how it is today.</li> <li>• I know that people knew less about the world in the past than we know today.</li> <li>• I know that some people's achievements and discoveries can change the world.</li> <li>• I can distinguish between different periods in time using simple markers, such as inventions.</li> <li>• Explorer</li> <li>• Exploration</li> <li>• New World</li> </ul>	<ul style="list-style-type: none"> <li>• I can use simple texts to find out about people who lived a long time ago.</li> <li>• I can pose simple questions to find out about the past.</li> <li>• I can compare the lives and achievements of two famous historical figures.</li> <li>• I know that life was very different in the past to how it is today.</li> <li>• I know that people knew less about the world in the past than we know today.</li> <li>• I know that some people's achievements and discoveries can change the world.</li> <li>• I can distinguish between different periods in time using simple markers, such as inventions.</li> <li>• Explorer</li> <li>• Exploration</li> <li>• New World</li> </ul>	<ul style="list-style-type: none"> <li>• I can use simple texts to find out about people who lived a long time ago.</li> <li>• I can pose simple questions to find out about the past.</li> <li>• I can compare the lives and achievements of two famous historical figures.</li> <li>• I know that life was very different in the past to how it is today.</li> <li>• I know that people knew less about the world in the past than we know today.</li> <li>• I know that some people's achievements and discoveries can change the world.</li> <li>• I can distinguish between different periods in time using simple markers, such as inventions.</li> <li>• Explorer</li> <li>• Exploration</li> <li>• New World</li> </ul>
2	Autumn	Great Fire of London	<ul style="list-style-type: none"> <li>• I can use photographs and illustrations to compare London today with London in 1666.</li> <li>• I can use maps to explain some of the ways London has changed over time.</li> <li>• I know that we can find out about the Great Fire of London from accounts</li> </ul>	<ul style="list-style-type: none"> <li>• I can use photographs and illustrations to compare London today with London in 1666.</li> <li>• I can use maps to explain some of the ways London has changed over time.</li> <li>• I know that we can find out about the Great Fire of London from accounts</li> </ul>	<ul style="list-style-type: none"> <li>• I can use photographs and illustrations to compare London today with London in 1666.</li> <li>• I can use maps to explain some of the ways London has changed over time.</li> <li>• I know that we can find out about the Great Fire of London from accounts</li> </ul>	<ul style="list-style-type: none"> <li>• I can use photographs and illustrations to compare London today with London in 1666.</li> <li>• I can use maps to explain some of the ways London has changed over time.</li> <li>• I know that we can find out about the Great Fire of London from accounts</li> </ul>

			<p>written at the time, such as Samuel Pepys' diary.</p> <ul style="list-style-type: none"> <li>• I can read extracts from Samuel Pepys diary and explain what they tell us about the fire.</li> <li>• I can distinguish between objects, writing and pictures as historical sources.</li> <li>• I can explain some of the ways in which London was different in 1666 to today.</li> <li>• I can explain the key events of the Great Fire of London.</li> <li>• I can explain some of the factors that made the Great Fire last so long and be so difficult to put out. <ul style="list-style-type: none"> <li>• I know that the Great Fire of London took place in the Stuart period.</li> </ul> </li> <li>• I can place the Great Fire of London on a timeline.</li> <li>• I can organise dated cards into a timeline of British history. <ul style="list-style-type: none"> <li>• Century</li> <li>• Plague</li> <li>• Stuart</li> <li>• King Charles II</li> <li>• Source</li> <li>• Samuel Pepys</li> <li>• Thomas Farriner</li> <li>• Monument</li> </ul> </li> </ul>	<p>written at the time, such as Samuel Pepys' diary.</p> <ul style="list-style-type: none"> <li>• I can read extracts from Samuel Pepys diary and explain what they tell us about the fire.</li> <li>• I can distinguish between objects, writing and pictures as historical sources.</li> <li>• I can explain some of the ways in which London was different in 1666 to today.</li> <li>• I can explain the key events of the Great Fire of London.</li> <li>• I can explain some of the factors that made the Great Fire last so long and be so difficult to put out.</li> <li>• I know that the Great Fire of London took place in the Stuart period.</li> <li>• I can place the Great Fire of London on a timeline.</li> <li>• I can organise dated cards into a timeline of British history. <ul style="list-style-type: none"> <li>• Century</li> <li>• Plague</li> <li>• Stuart</li> <li>• King Charles II</li> <li>• Source</li> <li>• Samuel Pepys</li> <li>• Thomas Farriner</li> <li>• Monument</li> </ul> </li> </ul>	<p>written at the time, such as Samuel Pepys' diary.</p> <ul style="list-style-type: none"> <li>• I can read extracts from Samuel Pepys diary and explain what they tell us about the fire.</li> <li>• I can distinguish between objects, writing and pictures as historical sources.</li> <li>• I can explain some of the ways in which London was different in 1666 to today.</li> <li>• I can explain the key events of the Great Fire of London.</li> <li>• I can explain some of the factors that made the Great Fire last so long and be so difficult to put out.</li> <li>• I know that the Great Fire of London took place in the Stuart period.</li> <li>• I can place the Great Fire of London on a timeline.</li> <li>• I can organise dated cards into a timeline of British history. <ul style="list-style-type: none"> <li>• Century</li> <li>• Plague</li> <li>• Stuart</li> <li>• King Charles II</li> <li>• Source</li> <li>• Samuel Pepys</li> <li>• Thomas Farriner</li> <li>• Monument</li> </ul> </li> </ul>	<p>written at the time, such as Samuel Pepys' diary.</p> <ul style="list-style-type: none"> <li>• I can read extracts from Samuel Pepys diary and explain what they tell us about the fire.</li> <li>• I can distinguish between objects, writing and pictures as historical sources.</li> <li>• I can explain some of the ways in which London was different in 1666 to today.</li> <li>• I can explain the key events of the Great Fire of London.</li> <li>• I can explain some of the factors that made the Great Fire last so long and be so difficult to put out.</li> <li>• I know that the Great Fire of London took place in the Stuart period.</li> <li>• I can place the Great Fire of London on a timeline.</li> <li>• I can organise dated cards into a timeline of British history. <ul style="list-style-type: none"> <li>• Century</li> <li>• Plague</li> <li>• Stuart</li> <li>• King Charles II</li> <li>• Source</li> <li>• Samuel Pepys</li> <li>• Thomas Farriner</li> <li>• Monument</li> </ul> </li> </ul>
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2	Spring	Florence Nightingale	<ul style="list-style-type: none"> <li>• I can use a photograph to infer facts about a person and time period.</li> <li>• I can use quotes from historical figures to learn about people and events in the past.</li> <li>• I know that rich women in Victorian times did not usually have jobs.</li> <li>• I know that men and women had very different roles in Victorian times.</li> <li>• I know that medical care was very different in Victorian times to today.</li> <li>• I can explain how hospitals were different in Victorian times to how they are today, using pictures to help me.</li> <li>• I can explain why Florence Nightingale is still remembered today.</li> <li>• I know when the Victorian era was.</li> <li>• I can explain the life and achievements of Florence Nightingale in chronological order.</li> <li>• Victorians</li> <li>• Chronological</li> <li>• Century</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a photograph to infer facts about a person and time period.</li> <li>• I can use quotes from historical figures to learn about people and events in the past.</li> <li>• I know that rich women in Victorian times did not usually have jobs.</li> <li>• I know that men and women had very different roles in Victorian times.</li> <li>• I know that medical care was very different in Victorian times to today.</li> <li>• I can explain how hospitals were different in Victorian times to how they are today, using pictures to help me.</li> <li>• I can explain why Florence Nightingale is still remembered today.</li> <li>• I know when the Victorian era was.</li> <li>• I can explain the life and achievements of Florence Nightingale in chronological order.</li> <li>• Victorians</li> <li>• Chronological</li> <li>• Century</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a photograph to infer facts about a person and time period.</li> <li>• I can use quotes from historical figures to learn about people and events in the past.</li> <li>• I know that rich women in Victorian times did not usually have jobs.</li> <li>• I know that men and women had very different roles in Victorian times.</li> <li>• I know that medical care was very different in Victorian times to today.</li> <li>• I can explain how hospitals were different in Victorian times to how they are today, using pictures to help me.</li> <li>• I can explain why Florence Nightingale is still remembered today.</li> <li>• I know when the Victorian era was.</li> <li>• I can explain the life and achievements of Florence Nightingale in chronological order.</li> <li>• Victorians •</li> <li>• Chronological</li> <li>• Century</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a photograph to infer facts about a person and time period.</li> <li>• I can use quotes from historical figures to learn about people and events in the past.</li> <li>• I know that rich women in Victorian times did not usually have jobs.</li> <li>• I know that men and women had very different roles in Victorian times.</li> <li>• I know that medical care was very different in Victorian times to today.</li> <li>• I can explain how hospitals were different in Victorian times to how they are today, using pictures to help me.</li> <li>• I can explain why Florence Nightingale is still remembered today.</li> <li>• I know when the Victorian era was.</li> <li>• I can explain the life and achievements of Florence Nightingale in chronological order.</li> <li>• Victorians</li> <li>• Chronological</li> <li>• Century</li> </ul>
2	Summer	Seaside Holidays in the Past	<ul style="list-style-type: none"> <li>• I can use a range of photographs to infer information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a range of photographs to infer information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a range of photographs to infer information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a range of photographs to infer information about the past.</li> </ul>

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