



DSJ Knowledge and Skills Progression : EYFS to Year 6

History Curriculum



Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
EYFS	Aut	<p>This is Me</p> <p>We Love Stories</p>	<p>How have my family changed?</p> <p>I know that my family have changed over time.</p> <p>How have I changed?</p> <p>I know that I have changed and grown up from a baby to present day.</p> <p>What did harvest look like in the past?</p> <p>I know that tractors and harvest has changed from long ago to today.</p> <p>Why do we celebrate bonfire night?</p> <p>I know the story of bonfire night and why we celebrate so many years after.</p> <p>What do traditional stories tell us about the past?</p> <p>I can retell traditional tales and</p>	<ul style="list-style-type: none"> • I can talk about the lives of my family and how they are different today to in the past. • I can talk about similarities and differences between me as a baby and me now. I can understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> • I can order old and new objects I can order my family according to age I can order photographs of how I have grown 	<p>Now</p> <p>Then</p> <p>Past</p> <p>Present</p> <p>A long time ago..</p> <p>History</p> <p>Old</p> <p>New</p> <p>Order</p> <p>Compare</p> <p>Grow</p> <p>Change</p> <p>Family</p> <p>Event</p> <p>Time</p>

			<p>understand that they may have changed over time.</p> <ul style="list-style-type: none"> . 			
EYFS	Spr	<p>Superheroes</p> <p>A Right Royal Knees Up</p>	<p>What do castles/homes tell us about the past?</p> <p>I can talk about similarities and difference between castles and house in the past and now.</p> <ul style="list-style-type: none"> . 	<ul style="list-style-type: none"> • I can talk about similarities and differences between things in the past and now • 	<ul style="list-style-type: none"> • I can order houses according to age. I can recognize similarities and difference between castles. 	<p>Now</p> <p>Then</p> <p>Past</p> <p>Present</p> <p>A long time ago..</p> <p>History</p> <p>Old</p> <p>New</p> <p>Order</p> <p>Compare</p> <p>Grow</p> <p>Change</p> <p>Family</p> <p>Event</p> <ul style="list-style-type: none"> • Time
EYFS	Sum	<p>Africa</p> <p>Sun, Sea and Afternoon Tea</p>	<p>How has life in Africa changed?</p> <p>I know that life in many countries in Africa has changed over time and there are similarities and differences to life in the UKG</p>	<ul style="list-style-type: none"> • I can talk about similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • 	<ul style="list-style-type: none"> • 	<p>Now</p> <p>Then</p> <p>Past</p> <p>Present</p> <p>A long time ago.</p> <p>History</p> <p>Old</p> <p>New</p> <p>Order</p> <p>Compare</p> <p>Grow</p> <p>Change</p>

						Family Event • Time
1	Aut	Toys Past and Present	<ul style="list-style-type: none"> • I know that some objects were different in the past to how they are today. • I can describe old objects. • I can identify objects that are old and objects that are new. • I can compare old and new objects. 	<ul style="list-style-type: none"> • I know that the toys my parents and grandparents played with are different to the toys I play with today. 	<ul style="list-style-type: none"> • I can order decades chronologically. 	• Decade
1	Spr	Intrepid Explorers	<ul style="list-style-type: none"> • I can use simple texts to find out about people who lived a long time ago. • I can pose simple questions to find out about the past. • I can compare the lives and achievements of two famous historical figures. 	<ul style="list-style-type: none"> • I know that life was very different in the past to how it is today. • I know that people knew less about the world in the past than we know today. • I know that some people's achievements and discoveries can change the world. 	<ul style="list-style-type: none"> • I can distinguish between different periods in time using simple markers, such as inventions. 	<ul style="list-style-type: none"> • Explorer • Exploration • New World
1	Sum	Castles	<ul style="list-style-type: none"> • I can use simple texts to find out about people and events of the past. • I can use photographs of castles to find out about the past. 	<ul style="list-style-type: none"> • I know that people fight battles to take control of a country. • I know that castles were built as fortresses and can explain why this was necessary. • I can suggest some actions a new monarch would need to take to make sure his crown was safe. • I can explain the roles of different people in medieval society, such as 	<ul style="list-style-type: none"> • I know when the Normans lived. • I can organise events into a simple timeline. 	<ul style="list-style-type: none"> • Medieval • Rebellion • Monarch • Monarchy • Normans

				<p>lords, squires, cooks, jesters and peasants.</p> <ul style="list-style-type: none">• I can explain how uses for castles have changed over time.		
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2	Aut	Guy Fawkes and the Gunpowder Plot	<ul style="list-style-type: none"> • I can use simple texts and images to find out about the past. • I can use my knowledge of the past to guess how people at the time might have felt. 	<ul style="list-style-type: none"> • I know that King James was king during the time of the gunpowder plot. • I understand that people wanted different people to be monarchs because some were Catholic and some were Protestant. • I understand the reasons behind the gunpowder plot. • I can name some monarchs, including King James I and Elizabeth I. • I can explain why events in the past are still significant today. 	<ul style="list-style-type: none"> • I can order simple events chronologically. 	<ul style="list-style-type: none"> • Parliament
2	Spr	Florence Nightingale	<ul style="list-style-type: none"> • I can use a photograph to infer facts about a person and time period. • I can use quotes from historical figures to learn about people and events in the past. 	<ul style="list-style-type: none"> • I know that rich women in Victorian times did not usually have jobs. • I know that men and women had very different roles in Victorian times. • I know that medical care was very different in Victorian times to today. • I can explain how hospitals were different in Victorian times to how they are today, using pictures to help me. • I can explain why Florence Nightingale is still remembered today. 	<ul style="list-style-type: none"> • I know when the Victorian era was. • I can explain the life and achievements of Florence Nightingale in chronological order. 	<ul style="list-style-type: none"> • Victorians • Chronological • Century

2	Sum	<p>What were seaside holidays like in the past?</p>	<ul style="list-style-type: none"> • I can use a range of photographs to infer information about the past. 	<ul style="list-style-type: none"> • I can explain why changes in society, particularly the steam train, made seaside holidays popular. • I know that the lives of rich and poor people were very different in the past. • I know that changes in society led to seaside holidays becoming very popular in Victorian times. 	<ul style="list-style-type: none"> • I can order photos from three different eras chronologically. • I can compare the features of seaside holidays 100 years ago, 50 years ago and today. 	<ul style="list-style-type: none"> • Steam train • Tradition • Bathing machine • Promenade • Modern • Old-fashioned
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3	Aut	Stone Age to Iron Age (History Lessons in The Prehistoric World topic)	<ul style="list-style-type: none"> • I can explain how archaeologists use artefacts to learn about the past. • I can explain some of the methods archaeologists use to find out about the past. • I can explain why Star Carr is an important archaeological site. • I can use a variety of sources to answer questions about the past. 	<ul style="list-style-type: none"> • I know what the term 'prehistory' means. • I know that the Stone Age can be split into three different time periods. • I can describe the main features and developments of each of the eras of prehistory. 	<ul style="list-style-type: none"> • I can place the Stone Age, Bronze Age and Iron Age on a timeline. • I know that prehistory spans millions of years. 	<ul style="list-style-type: none"> • Prehistory • Archaeologist • Archaeology • Palaeolithic • Mesolithic • Neolithic
3	Spr	Invaders and Settlers: Romans	<ul style="list-style-type: none"> • I can consider different points of view about a historical events. • I can study different accounts of a historical figure and suggest why they are different. • I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain. 	<ul style="list-style-type: none"> • I can explain why and how the Romans invaded Britain. • I know that Celts were living in Britain at the time of the Roman invasion. • I can describe what life was like in Celtic Britain. • I can describe the events surrounding Boudicca's revolt. • I can describe some of the technological advances that the Romans brought to Britain. • I can suggest how Britain might be different today if the Romans had never invaded. 	<ul style="list-style-type: none"> • I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past. • I can place the Romans on a timeline. • I know when the Romans invaded Britain by working out how many of my lifetimes it 	<ul style="list-style-type: none"> • Invade • Settle • Roman Empire • Emperor • Revolt

					has been since 43 AD.	
3	Sum	Ancient Egypt	<ul style="list-style-type: none"> • I can explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt. • I can make suggestions about what unfamiliar artefacts might have been used for. • I can explain the significance of the discovery of the Rosetta stone. • I can generate questions I want to find the answers to about life in ancient Egypt. • I can choose an area I wish to research, and use a variety of sources to carry out my research. 	<ul style="list-style-type: none"> • I can describe the features of daily life in ancient Egypt. • I can explain the events surrounding the discovery of Tutankhamen's tomb. • I can describe ancient Egyptian beliefs in the afterlife. • I explain the process of mummification. 	<ul style="list-style-type: none"> • I can describe the difference between ancient and modern periods. • I know when the ancient Egyptian civilisation was. • I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes 	<ul style="list-style-type: none"> • Civilisation • Ancient • Modern • Ancient Egypt • Before Common Era • Common Era

					from other eras.	
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4	Aut	Early Civilisations	<ul style="list-style-type: none"> • I can make predictions about objects that might have been invented before, during and after early civilisations. • I can use different sources of information to confirm if my predictions were correct or not. • I can distinguish whether a given sentence is fact, myth or unknown, using historical sources to support my decisions. 	<ul style="list-style-type: none"> • I know where in the world the earliest civilisations took place. • I can describe and compare some of the first writing systems. • I can explain how some writing systems developed through time. • I can translate sentences from the Phoenician alphabet. • I can explain where and when money was first used. • I can explain some early number systems and why they were developed. • I can describe some of the technological advances of early civilisations. 	<ul style="list-style-type: none"> • I can explain the difference between AD years and BC years. • I can place the earliest civilisations on a timeline. 	<ul style="list-style-type: none"> • Ancient Sumer • Indus Valley • Minoan • Ancient Greece • Ancient Egypt • Shang Dynasty • Phoenician • Ancient Rome
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4

Spr

Anglo-Saxons,
Picts
and
Scots

- I can explain some of the ways archaeologists choose which sites to excavate.
- I know that there are questions about the past that have not yet been decisively answered by historians.
- I can use artefacts to support my ideas about who was buried at Sutton Hoo.
- I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time.
- I can read the story of Beowulf to find out about life in Anglo-Saxon Britain.
- I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts.
- I know that I need to think critically about a historical source in order to assess its reliability.

- I know who the Anglo-Saxons were and where in Europe they came from.
- I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era.
- I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots.
- I can write my name using the Ogham alphabet.
- I can explain how Christianity came to Britain.

- I can place the Anglo-Saxons on a timeline.
- I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire.
- I know when Christianity came to Britain.

- Sutton Hoo
- Anglo-Saxons
- Picts
- Scots
- Conquer
- Pagan

4	Sum	The Maya	<ul style="list-style-type: none"> • I can generate multiple questions to explore, choosing the ones I most want to investigate. • I understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation. • I understand the importance of preserving historical documents and artefacts. • I know that knowledge about the past is constantly improving as historians make more discoveries. • I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period. 	<ul style="list-style-type: none"> • I can explain how the Mayan ruins were discovered. • I know that the Mayans were organised into city states that were controlled by absolute monarchs. • I can explain the roles and status of different types of people in Mayan society. • I can describe Mayan religious beliefs, including the need for blood sacrifices. • I can describe the Mayan number and writing systems, and the Mayan calendar. 	<ul style="list-style-type: none"> • I know when the Mayan civilisation was. • I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates. 	<ul style="list-style-type: none"> • Aztec • Conquistador • Colony • Maya • Constitutional monarchy • Democracy • City state • Absolute monarchy
5	Aut	Vikings vs Anglo-Saxons	<ul style="list-style-type: none"> • I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period. • I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. • I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help 	<ul style="list-style-type: none"> • I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. • I can describe the reasons and events surrounding the Viking invasions. • I can describe what the Danelaw was. • I know who King Alfred was and why he was dubbed 'the Great'. • I can compare and contrast what life was like for Anglo-Saxons and 	<ul style="list-style-type: none"> • I can describe what Britain was like before the arrival of the Vikings. • I can use dates with increasing fluency to describe historical events and eras. 	<ul style="list-style-type: none"> • Vikings • Peace treaty • Danelaw

			<p>explain the events that led to England becoming a unified country.</p>	<p>Vikings in Britain.</p> <ul style="list-style-type: none">• I can explain in detail the events surrounding the Battle of Hastings in 1066.• I have an increasing understanding of the struggle for power and how this changed England.• I can explain how England became a unified country.		
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5	Spr	Shang Dynasty	<ul style="list-style-type: none"> • I know that some historical sources are written thousands of years after the event and are thus unreliable. • I know that archaeologists use evidence from the oracle bones to learn about the Shang Dynasty. • I can compare evidence about the Shang Dynasty from traditional history books and archaeologists, and state which is more reliable. • I can read poetry from the oldest recorded Chinese poetry book to find out about the end of the Shang Dynasty, and assess its reliability. 	<ul style="list-style-type: none"> • I know that the Shang Dynasty was the first Chinese civilisation to leave written evidence behind. • I know that the line of succession in the Shang Dynasty ran from brother to brother or nephew, as opposed to the more traditional father to son. • I can explain what oracle bones were used for and why they are a useful historical source. • I can describe what aspects of daily life were like for ordinary people of the Shang Dynasty. • I can describe the writing system of the Shang Dynasty and identify some of the pictographs. 	<ul style="list-style-type: none"> • I can identify the Shang Dynasty on a timeline of ancient China. • I know that the Shang Dynasty was in power during the Bronze Age of Britain. 	<ul style="list-style-type: none"> • Dynasty • Shang Dynasty
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5	Sum	Who were the ancient Greeks?	<ul style="list-style-type: none"> • I can infer information about daily life in ancient Greece by studying ancient Greek artefacts. • I can identify the difference between primary and secondary sources of information. • I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. 	<ul style="list-style-type: none"> • I can describe some features of each of the periods in the ancient Greek civilisation. • I know that ancient Greece was made up of independent city states. • I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. • I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy. • I can compare and contrast the city states of Athens and Sparta. • I can name some of the major ancient Greek gods and explain each one's characteristics. • I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena. • I can name some famous ancient Greek philosophers and explain why they are remembered today. • I can explain some of the ways in which modern society has been influenced by the ancient Greek 	<ul style="list-style-type: none"> • I can arrange key civilisations in world history chronologically. • I can name the periods in the ancient Greek civilisation and order them on a timeline. 	<ul style="list-style-type: none"> • Ancient Greece • Minoan age • Mycenaean age • Dark age • Classical period • Archaic period • Athens • Sparta • Peloponnesian • Hellenistic period • Polis (city states) • Oligarchy • Democracy • Primary source • Secondary source • Olympia • Olympians
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				civilisation.		
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6	Aut	Crime and Punishment	<ul style="list-style-type: none"> I can use extracts from historical fiction to identify and explore aspects of crime and punishment in that era. 	<ul style="list-style-type: none"> I can sort cards with different crimes, detections and punishments into different time periods, based on my understanding of the past. I can describe features and changes in crime and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early modern period, Victorian and the modern day. I can describe how aspects of crime and punishment changed and evolved in Britain since the Roman period. 	<ul style="list-style-type: none"> I can summarise what I know about different British time periods. I can explain how the theme of crime and punishment evolved in Britain chronologically. 	<ul style="list-style-type: none"> Transportation Pillory Poacher Highwayman Tudor Early modern period
6	Spr	[Local Study]				
6	Sum	How has life in Britain changed since 1948?	<ul style="list-style-type: none"> I can suggest which decade a photo was taken in using historical clues. I know the difference between a primary and a secondary source. I can suggest which sources I would need to consult to research different eras in British history. I can identify whether a source is a primary or secondary source. I can use primary and secondary 	<ul style="list-style-type: none"> I can describe some of the features of life in Britain for each decade from the 1950s to the 1990s. I can suggest which changes have had the biggest impact in Britain since 1948. I can summarise the changes in Britain since 1948. 	<ul style="list-style-type: none"> I can describe changes in Britain since 1948 chronologically. 	<ul style="list-style-type: none"> Primary source Secondary source

			sources to research different decades.			
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