



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: History



Year R

Disciplinary knowledge and skills

Chronological awareness

To know that someone's age is the time since they were born.

Recognising significant dates for them (birthday).

To know that parents are older than children and grandparents are older than parents. (Beginning to understand the concept of generations)

To know some language and common words and phrases for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year).

Beginning to sequence events when describing them (e.g. daily routines, events in a story)

Recognising that some stories are set a long time ago.

Recounting activities that happened in their past using photos as a prompt.

Change and Continuity	Cause and Consequence	Similarities and Differences	Historical Significance	Historical Sources	Historical interpretations
The environment around us changes as time passes	N/A	Compare characters from stories, including figures from the past. Know some similarities and differences between things in the past and things now.	Know the names of significant people in their lives.	Comment on images of familiar situations in the past. Know that stories and books can tell us about the past	Begin to know that some photographs and drawings represent the past.

Learning Sequence

Autumn	Spring	Summer
Ourselves (Peak into the Past) Festivals and Celebrations	Long, Long Ago People who help us	Under the sea Pirates
Can you guess who? – Know members of my family	What is a dinosaur? The dinosaurs lived a long, long time ago Who was Mary Anning?	Brunel – bridges, train topic Amelia Earhart - flying Armstrong – space



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: History



Past and present – Talk about myself and my family in the past What is Bonfire night? What is Remembrance Day? Black history month Different festivals that people celebrate The story of the first Christmas	Compare pictures in the past with life now – toys Kings and Queens – important figures from the past.	Mae Jemison - space
Vocabulary		
today, yesterday, tomorrow, the present, the past, the future, lifetime, calendar, next, birthday day, week, month, year, long ago, old, new/recent, modern, parent, grand-parent, great grand-parent, clue, artefact, memory, who, what, same/different, change, people, lives		
Adult, a long time ago, baby, change, child, different, grown, history, historian, new, now, old, past, present, teenager, then, toddler, order, photograph, similar Remember, poppy, soldier, war.		



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: History



Year 1

Disciplinary knowledge and skills

Chronological Awareness

Know that a timeline shows the order events in the past happened and place events on a simple timeline.
Know that 'the past' is events that have already happened and know that 'the present' is time happening now.
Sequence three or four events in their own life
Sequence three or four artefacts from different periods of time.
Use common words and phrases for the passing of time (e.g. now, long ago, then, before, after)

Change and Continuity	Cause and Consequence	Similarities and Differences	Historical Significance	Historical Sources	Historical interpretations
Know that some things will change and some things will stay the same. Know that some everyday objects have changed over time. Describe simple changes and ideas/objects that remain the same.	Know that everyday objects have changed as new materials have been invented. Ask and begin to answer why things happen.	Know that there are similarities and differences between their lives today and their lives in the past. Know that people celebrate special events in different ways. Know that everyday objects have similarities and differences with those used for the same purpose in the past. Begin to look for similarities and differences.	Know that some people and events are considered more 'special' or significant than others. Recall some special events.	know that photographs and artefacts can tell us about the past. Know that we can find out about the past by asking people who were there. Use artefacts, photographs and visits to museums to answer simple questions about the past. Find answers to simple questions about the past using sources (e.g. artefacts). Sort artefacts from then and now.	Know that the past can be represented in photographs. Begin to identify different ways to represent the past (e.g. photos, stories). Develop their own interpretations from historical artefacts.



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: History



Learning Sequence		
Autumn How have toys changed?	Spring How am I making History?	Summer How have explorers changed the world?
1 What is your favourite toy?	1 What is my history?	1 What is an explorer?
2 Did your parents and grandparents play with the same toys as you?	2 How can I find out more about myself?	2 Where have explorers travelled and when?
3 What were toys like in the past?	3 How are special events remembered?	3 Who was Christopher Columbus and what did he do?
4 What is similar and different about toys now and in the past?	4 What was it like for children in the past?	4 Who was Matthew Henson and what did he do?
5 How have teddy bears changed over time?	5 What have I learnt about childhood in the past?	5 How has exploration changed?
6 How have toys changed?	6 How am I making history?	6 How can we remember them?
7 What have I learnt/Consolidation	7 Consolidation	7 What have I learnt/Consolidation
Vocabulary		
Artefact, century, decade, different, evidence, historian, living memory, memory, modern, now, past, present, remember, sequence, similar, source, special	Celebrate, celebration, change, childhood, different, event, family, future, grandparent, lifetime, living memory, memory, now, present, past, remember, significant, similar, time capsule, timeline	Achievement, beyond living memory, coat of arms, determination, discovery, equipment, event, exploration, explorer, historical significance, living memory, North Pole, past, present, qualities, remember, resilience, solo, timeline, transport, voyage, yacht



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: History



Year 2					
Disciplinary knowledge and skills					
Chronological Awareness					
Sequence up to six photographs, focusing on the intervals between events. Place events on a timeline, building on times studied in Year 1. Begin to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework. Know that events in history may last different amounts of time. Know a decade is ten years.					
Change and Continuity	Cause and Consequence	Similarities and Differences	Historical Significance	Historical Sources	Historical interpretations
Recognise some things which have changed / stayed the same as the past. Identify simple reasons for changes. Know that daily life has changed over time but that there are some similarities to life today.	Ask questions about why people did things, why events happened and what happened as a result. Recognise why people did things, why events happened and what happened as a result. Know that changes may come about because of improvements in technology	Identify similarities and difference between ways of life at different times. Find out about people, events and beliefs in society. Making comparisons with their own lives. Know that there are explanations for similarities and differences between children's lives now and in the past.	Discuss who was important in a historical event. Know that some events are more significant than others. Know the impact of a historical event on society. Know that 'historically significant' people are those who changed many people's lives.	Use artefacts, photographs and visits to museums to ask and answer questions about the past. Make simple observations about a source or artefact. Use sources to show an understanding of historical concepts (see above). Identify a primary source. Know that we can find out about how places have changed by looking at maps.	Recognise different ways in which the past is represented (including eye-witness accounts). Compare pictures or photographs of people or events in the past. Develop their own interpretations from photographs and written sources. Know that the past is represented in different ways.



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: History



				Know that historians use evidence from sources to find out more about the past	
Learning Sequence					
Autumn The Great Fire of London		Spring Flight and the space race		Summer Monarchs	
1 What was London like in 1666?		1 How do we travel and when was the first flight?		1 What is a monarch?	
2 What happened in the Great Fire of London?		2 Who were the Wright brothers?		2 Who is our monarch today?	
3 How do we know about the Great Fire of London?		3 Why is Bessie Coleman significant?		3 How did William the Conqueror become King of England?	
4 Why did the fire spread?		4 When did we start exploring space?		4 How did William the Conqueror rule?	
5 How did the fire affect London?		5 Who is Neil Armstrong and why is Neil Armstrong a significant Explorer?		5 How did castles change?	
6 What did we learn from the fire?		6 Why was the Moon landing special?		6 What was a monarch in the past?	
		7 What have I learnt/Consolidation		7 What have I learnt/Consolidation	
Vocabulary					
Thatched, fire hook, plague, chronology, fire engine, firefighter, water pump, rebuilt, river Thames, 17 th century, beyond living memory, diary, bakery, firebreak, flammable, leather bucket, London, Pudding Lane, Tower of London, St Paul’s Cathedral, homeless		beyond living memory, inventor, lifetime, achievement, eyewitness, eye-witness account, evidence, flight, historic, historically significant, past, present, primary source, timeline		King, monarchy, monarch, power, queen, ruler Anglo-Saxon, anoint, Archbishop of Canterbury, attack, bailey, battle, Bayeux Tapestry, ceremony, Concentric castle, conquer, coronation, crowning, defend, Edward the Confessor, earl, gatehouse, government, Harald Hardrada, Harold Godwinson, Head of State, invade, keep, motte, motte-and bailey, Normandy, Normans, oath, Parliament, portcullis, procession, sceptre, stone keep, tower	



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: History



Year 3

Disciplinary knowledge and skills

Chronological Awareness

Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.
Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.
Using dates to work out the interval between periods of time and the duration of historical events or periods.
Using BC/AD/Century.
Sequencing eight to ten artefacts, historical pictures or events.

Change and Continuity	Cause and Consequence	Similarities and Differences	Historical Significance	Historical Sources	Historical interpretations
Identify reasons for change and reasons for continuities. Identify what the situation was like before the change occurred. Compare different periods of history and identifying changes and continuity. Know that change can be brought about by advancements in trade.	Identify the consequences of events and the actions of people.	Identify similarities and differences between periods of history. Explain similarities and differences between daily lives of people in the past and today.	Recall some important people and events. know that significant archaeological findings are those which change how we see the past.	Use a range of sources to find out about a period. Observe the small details when using artefacts and pictures. Know that archaeological evidence can be used to find out about the past.	Identify and give reasons for different ways in which the past is represented. Explore different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Know that archaeological evidence has limitations: it does not give all the answers or tell us about the



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: History



					emotions of people from the past.
Learning Sequence					
Autumn British History 1- Would you prefer to live in the Stone Age, Iron Age or Bronze Age?		Spring British History 2 - Why did the Romans settle in Britain?		Summer What did the ancient Egyptians believe?	
1 How long ago did prehistoric man live?		1 What was it like to live in Ancient Rome?		1 Who were the Egyptians and when did they live?	
2 What does Skara Brae tell us about life in the Stone Age?		2 Why did the Romans invade and settle in Britain?		2 Who were the ancient Egyptian gods and goddesses?	
3 Who was this Bronze Age man?		3 How did Britons respond to the Roman invasion?		3 Why and how did the Egyptians build the pyramids?	
4 What was the impact of bronze in prehistoric Britain?		4 Why was the Roman army so successful?		4 How and why did the Egyptians mummify people?	
5 How did trade change lives in Iron Age Britain?		5 What do artefacts suggest about the lives of Roman soldiers in Britain?		5 What does the Book of the Dead tell us about ancient Egyptian beliefs?	
6 What changed between the Stone Age and the Iron Age?		6 What was the legacy of the Roman Empire in Britain?		6 What did the ancient Egyptians believe?	
7 What have I learnt/consolidation		7 What have I learnt/consolidation		7 What have I learnt/consolidation	
Vocabulary					
AD (Anno Domini), age, barter, BC (Before Christ), date, evidence, export, historian, import, prehistory, primary source, reconstruction, secondary source, settlement, trade		Archaeology, border, chronology, civilisation, conquer, emperor, empire, expand, government, hygiene, impact, invasion, legacy, leisure, myth, primary source, secondary source, sequence, settlement		Afterlife, Book of the Dead, civilisation, historically significant, immortal, mummification, preserve, Ra, River Nile, sarcophagus	



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: History



Year 4

Disciplinary knowledge and skills

Chronological Awareness

Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.

Placing the time studied on a timeline.

Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.

Noticing connections over a period of time.

Making a simple individual timeline.

Change and Continuity	Cause and Consequence	Similarities and Differences	Historical Significance	Historical Sources	Historical interpretations
Describe the changes and continuity between different periods of history. Identify the links between different societies. Know that change can be brought about by advancements in trade, transport and travel.	Identifying reasons for historical events, situations and changes. Know that the actions of people can be the cause of change (eg. Lord Shaftesbury). Know that advancements in science and technology can be the cause of change.	Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Identify who is important in historical sources and accounts. Know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.	Use evidence to build up a picture of a past event. Identify sources which are influenced by the personal beliefs of the author.	Identify the differences between different sources and give reasons for the ways in which the past is represented. Evaluate the usefulness of different sources. Know that assumptions made by historians can change in the light of new evidence.

Learning Foci

Autumn British History 3 - How hard was it to invade and settle in Britain?	Spring How have children's lives changed?	Summer How did the achievements of the Maya civilization influence their society and beyond?
--	--	---



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: History



1 Who were the Anglo-Saxons and the Scots?	1 What do sources tell us about how children's lives have changed?	1 How did the Ancient Maya settle in a rainforest?
2 What did Anglo-Saxon settlements look like?	2 Why did Victorian children work and what was it like?	2 How important was chocolate to the Ancient Maya?
3 What does Sutton Hoo tell us about Anglo-Saxon life?	3 What were children's jobs like in Victorian England?	3 What did the Ancient Maya believe?
4 How did Christianity arrive in Britain?	4 How did Lord Shaftesbury help to change the lives of children?	4 How did the Maya reflect world beliefs in their inventions?
5 Was King Alfred really 'Great'?	5 How and why has children's leisure time changed?	5 What do archaeological remains tell us about Ancient Maya cities?
6 How did Anglo-Saxon rule end?	6 What were the diseases children caught and how were they treated?	6 What caused the decline of the Ancient Maya cities?
7 What have I learnt/consolidation	7 What have I learnt/consolidation	7 What have I learnt/consolidation
Vocabulary		
Cause, change, consequence, continuity, evidence, invasion, primary source, secondary source, settlement	Apprentice, childhood, continuity, class, deduction, law, master, modern, parliament, poorer, poverty, servant, significance, wealthier, working conditions	Achievement, afterlife, ancient, civilisation, creation, currency, decline, gods/goddesses, ritual



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: History



Year 5

Disciplinary knowledge and skills

Chronological Awareness

Sequence events on a timeline, comparing where it fits in with times studied in previous year groups.

Understand the term “century” and how dating by centuries works.

Put dates in the correct century.

Use the terms AD and BC in their work.

Use relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians

Change and Continuity	Cause and Consequence	Similarities and Differences	Historical Significance	Historical Sources	Historical interpretations
Make links between events and changes within and across different time periods / societies. Identify the reasons for changes and continuity. Explain the reasons for changes and continuity using the vocabulary and terms of the period.	Give reasons for historical events, the results of historical events, situations and changes.	Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Make links with different time periods studied.	Identify significant people and events across different time periods. Begin to know how historians select criteria for significance and that this changes	Recognise primary and secondary sources. Use a range of sources to find out about a particular aspect of the past. Know that the most reliable sources are primary sources which were created for official purposes.	Compare accounts of events from different sources. Suggest explanations for different versions of events. Evaluate the usefulness of historical sources. Identify how conclusions have been arrived at by linking sources. Know that we must consider a source's audience, purpose, creator and accuracy to



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: History



					determine if it is a reliable source.
Learning Foci					
Autumn British History 4 - Were the Vikings raiders, traders or something else?		Spring What did the Greeks ever do for us?		Summer British History 5 - What was life like in Tudor England?	
1 When and why did the Vikings come to Britain?		1 Who were the Greeks and when did they live?		1 Henry VIII – fair ruler or tyrant?	
2 Were the Vikings raiders, traders or something else?		2 What did the Greeks believe?		2 Why did Henry VIII have so many wives?	
3 Where did the Vikings go? How did they get there?		3 How was ancient Greece governed?		3 Why was Anne Boleyn executed?	
4 Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings?		4 Did the ancient Greeks give us democracy?		4 How did Queen Elizabeth I use a royal progress?	
5 What were the impacts of Viking raids and settlements on local communities in Britain?		5 Did the ancient Greeks give us democracy?		5 What can inventories tell us about life in Tudor times?	
6 What were the Vikings’ achievements and how did they impact the world?		6 What did the Greeks do for us?		6 What did John Blanke have in his inventory?	
7 What have I learnt/consolidation		7 What have I learnt/consolidation		7 What have I learnt/consolidation	
Vocabulary					
Exchange, trade route		Assembly, constitutional monarchy, democracy, direct democracy, ethics, government, period, philosophy, oligarchy, representative democracy		Bias, democracy, enslaved, enslaver, heir, merchant, parliament, perspective, propaganda, sovereign, state, tyrant	



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: History



Year 6

Disciplinary knowledge and skills

Chronological Awareness

Develop a chronologically secure understanding of British, local and world history across the periods studied.
Place the time, period of history and context on a timeline.
Relate current study on timeline to other periods of history studied.
Compare and make connections between different contexts in the past.
Sequence 10 events on a timeline.

Change and Continuity	Cause and Consequence	Similarities and Differences	Historical Significance	Historical Sources	Historical interpretations
Describe the links between main events, similarities and changes within and across different periods/studied. Describe the links between different societies. Analyse and present the reasons for changes and continuity. Know that change can be brought about by conflict.	Starting to analyse and explain the reasons for, and results of historical events, situations and change. know that members of society standing up for their rights can be the cause of change.	Describe change throughout time. Make links with different time periods studied.	Compare significant people and events across different time periods. Explain the significance of events, people and developments. Know how historians select criteria for significance and that this changes	Identify bias in a source and identify the value of the sources to historical enquiry and the limitations of sources. Describe how secondary sources are influenced by the beliefs, cultures and time of the author. Know that a census is carried out every ten years and is an official survey of the population. Understand that inventories are useful	Develop strategies for checking the accuracy of evidence. Address and devise historically valid questions. Understand that different evidence creates different conclusions. Evaluate the interpretations made by historians. Understand that there are different interpretations of historical figures and events.



St Joseph the Worker Catholic Primary School
Curriculum Overview and Progression
Subject: History



Know that change can be traced using the census.				sources of evidence to find out about people from the past. Understand how to use and compare different census extracts.	
--	--	--	--	--	--

Learning Foci					
----------------------	--	--	--	--	--

To know how histo

Autumn What was the impact of WW2 on British people?	Spring The Sikh Empire	Summer What can the census tell us about our local area?
1 Why did Britain go to war in 1939?	1 How did Maharaja Ranjit Singh lead within the Sikh Confederacy?	1 What is the census?
2 Who won the Battle of Britain?	2 How did Sikh beliefs impact society?	2 What can we learn about Victorian children from the census?
3 What do sources tell us about the Blitz?	3 How did Lahore become a global trading hub during the Sikh Empire?	3 Why did some women refuse to fill out the census in 1911?
4 What was evacuation like for children? (Part 1)	4 Why was Maharaja Ranjit Singh significant?	4 What changed in the 1921 Census?
5 What was evacuation like for children? (Part 2)	5 How do different interpretations shape our understanding of the Sikh Empire?	5 Who lived in our local area in the past?
6 What impact did WW2 have on women's lives?	6 How do the achievements of the Sikh Empire compare with those of other civilisations?	6 How has our local area changed over time?
7 Why did people migrate to Britain during and after World War 2?	7 What have I learnt/consolidation	7 What have I learnt/consolidation

Vocabulary		
-------------------	--	--

Accuracy, air raid, Battle of Britain, bias, The Blitz, evacuation, evacuee, impact, propaganda, purpose, reliability	absolute power, achievements, beliefs, bias, civilisation, community, compare, contrast, cultural diversity, cultural exchange, discrimination, equality, fairness, global trade, historical significance, historical source, impact, inclusive, interpretation, justice, Maharaja Ranjit Singh, maritime routes, monarchy, perspective,	Decade, historical enquiry, occupation, politics, reliable, suffrage
---	--	--



St Joseph the Worker Catholic Primary School

Curriculum Overview and Progression



Subject: History

	political stability, power dynamics, Punjab, remarkable, respect, significant, Sikh Confederacy (Misl Confederacy), Sikh Empire, society, trade routes, unification	
--	---	--