



Level Expected at the End of EYFS

We have selected the **most relevant** statements from Development Matters age ranges for Three and Four-Year-Olds and Reception as well as highlighting the statements within the ELGs **which feed into** the programme of study for history.

For more detail about linked subject progression within the EYFS Framework, please refer to [these documents](#).

History			
Three and Four-Year-Olds	Understanding the World		• Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	• Talk about the lives of 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 been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1 National Curriculum Expectations

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- changes in Britain from the Stone Age to the 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 to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization
- c. AD 900; Benin (West Africa) c. AD 900-1300.

The curriculum progression map comprehensively shows the progression of historical skills and concepts from year 1 to year 6.

Intent

At Garton on the Wolds CE Primary School, we aim for a high quality history curriculum which will;

- stimulate children's interest and understanding about the life of people who lived in the past.
- develop an understanding of life in the present by exploring the past.
- build a sense of chronology.
- develop children's sense of cultural heritage through an understanding of society and their place within it.
- build knowledge and skills which enables children to enquire, research and analyse in history.
- develop an understanding of how evidence is used to make historical claims.
- develop children's perspective between local and international history encompassing all areas of history.

To design a history curriculum and scheme of work with appropriate subject knowledge, skills and understanding as set out in the EYFS and National Curriculum history programmes of study.

To fulfil the duties of the National Curriculum providing a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.



Implementation

History is taught in blocks throughout the year so that children achieve depth in their learning. Children have access to key knowledge, language and meanings to understand history and to use these skills across the curriculum.

EYFS: Children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including Understanding the World. Areas of provision are enhanced to ensure vocabulary and understanding about the past and present can be developed.

History Knowledge Walls are used throughout school with a focus on key knowledge, vocabulary and questions making links across the wider curriculum.

Subject specific vocabulary: Highlighted to the children through lessons, revisited through subsequent lessons and class assemblies and recorded on History Knowledge Walls.

Books: Children will have access to a wide variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the class book area.

Artefacts: Where possible children will have access to artefacts to explore and investigate, enhancing historical knowledge, understanding and skills.

Outdoor learning: We recognise that children learn in a variety of ways and so where appropriate, children will opportunities to learn history outside the classroom.

Teaching: A wide variety of teaching approaches are used in history lessons to ensure children make good progress and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work and individual learning in history lessons.

Research: Children will be asked to research historical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in history.

English, Maths and ICT skills are taught during discrete lessons but are revisited in history so children can apply and embed the skills they have learnt in a purposeful context.

Cultural Capital: Educational visits, specialist visitors and involvement in community activities are planned to provide first-hand experiences for the children to support and develop their learning, which are often linked to history.

Assessment: Class teachers assess children's understanding in history and this is then recorded on skills tracker. This data is analysed to improve the children's learning in history.



Impact

Children acquire key knowledge through a broad and balanced history curriculum.

Children gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past.

Children learn to ask perceptive questions and think critically.

Children understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry, organisation and communication.

EYFS			
Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
- I can be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. - I can explain own knowledge and understanding, and ask appropriate questions. - I understand that information can be retrieved from books and computers. - I can record, using marks that I can interpret and explain.	- I know about similarities and differences between themselves and others, and among families, communities and traditions. - I can recognise and describe special times or events for family or friends. - I can question why things happen and give explanation. - I can look closely at similarities, differences, patterns and change. - I can develop. understanding of growth, decay and changes over time. - I can extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	- I can use everyday language related to time. - I can order and sequence familiar events - I can describe main story settings, events and principal characters. - I can talk about past and present events in our own lives and in lives of my family members.	- Today - Yesterday - Then - Now - Before I was born - Old - New - Object

Year 1/2 - Cycle A – 2023/24				
Topic	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
Guy Fawkes and the Gunpowder Plot	- 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.	- 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.	I can order simple events chronologically.	Parliament
Florence Nightingale	- 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.	- 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	- I know when the Victorian era was. - I can explain the life and achievements of Florence Nightingale in chronological order.	- Victorians - Chronological - Century

		different in Victorian times to how they are today, using pictures to help me. I can explain why Florence Nightingale is still remembered today.		
What were seaside holidays like in the past?	I can use a range of photographs to infer information about the past.	- 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.	- 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.	- Steam train - Tradition - Bathing machine - Promenade - Modern - Old-fashioned

Year 1/2 - Cycle B – 2024/25				
Topic	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
Intrepid Explorers	- 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.	I know that the toys my parents and grandparents played with are different to the toys I play with today.	I can order decades chronologically.	Decade
Castles	- 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.	- 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.	I can distinguish between different periods in time using simple markers, such as inventions.	- Explorer - Exploration - New World
Toys Past and Present	- 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.	- 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	- I know when the Normans lived. - I can organise events into a simple timeline.	- Medieval - Rebellion - Monarch - Monarchy - Normans

		as lords, squires, cooks, jesters and peasants. • I can explain how uses for castles have changed over time.		
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Year 3/4 - Cycle A – 2023/24				
Topic	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
Stone Age to Iron Age	- 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.	- 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.	- I can place the Stone Age, Bronze Age and Iron Age on a timeline. - I know that prehistory spans millions of years.	- Prehistory - Archaeologist - Archaeology - Paleolithic - Mesolithic - Neolithic
Ancient Egypt	- 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.	- 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.	- 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 from other eras.	- Civilisation - Ancient - Modern - Ancient Egypt - Before Common Era - Common Era
Invaders and Settlers	- I can consider different points of view about a historical event. - 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.	- 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	- 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 has been since 43 AD.	- Invade - Settle - Roman Empire - Emperor - Revolt

		Romans brought to Britain. I can suggest how Britain might be different today if the Romans had never invaded.		
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Year 3/4 - Cycle B – 2024/25				
Topic	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
Indus Valley	- 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.	- 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.	- I can explain the difference between AD years and BC years. - I can place the earliest civilisations on a timeline.	- Ancient Sumer - Indus Valley - Minoan - Ancient Greece - Ancient Egypt - Shang Dynasty - Phoenician - Ancient Rome
The Maya	- 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.	- 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.	- I know when the Mayan civilisation was. - I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates.	- Aztec - Conquistador - Colony - Maya - Constitutional monarchy - Democracy - City state - Absolute monarchy
What was it like for children in World War 2?	I can use what I already know about WW2 to generate questions I want to find the answers to.	I can explain the basic facts of WW2, such as key events, which countries fought on which side	- I know when the World Wars took place. - I can place both World Wars on a	- Decade - World War I - World War II

	- I can use photographs to suggest what has happened. - I can use photographs to infer understanding about what WW2 was like. - I can use propaganda to find out about life during the war. - I can read quotes from Anne Frank's diary to gain insight into what life was like for Jews during the war.	and when it took place. - I can explain what the Blitz was, why it happened and what Britain did to defend itself. - I know what evacuation was and can explain some of the arguments for and against it. - I know what rationing was, why it was necessary and how it impacted people's lives. - I can identify foods that would and wouldn't have been available during WW2. - I know what the Holocaust was and who was targeted by the Nazis. - I know the story of Anne Frank. - I can suggest what life was like for ordinary people in Britain during WW2.	timeline.	- Blitz - Air raid - Anderson shelter - Blackout - Evacuation - Evacuee - Rationing - Holocaust - Anne Frank - Nazi
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Year 5/6 - Cycle A – 2023/24				
Topic	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
Who are the Ancient Greeks?	- 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.	- 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	- 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.	- 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

		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 civilisation.		
Shang Dynasty	- 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	- 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.	- 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.	- Dynasty - Shang Dynasty
Crime and Punishment	I can use extracts from historical fiction to identify and explore aspects of crime and punishment in that era.	- 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.	- 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.	- Transportation - Pillory - Poacher - Highwayman - Tudor - Early modern period

Year 5/6 - Cycle B – 2024/25

Topic	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
How has life in Britain changed since 1948?	- I know that archaeologists can use primary sources from prehistoric times to find out how diseases were treated. - I can generate questions about an artefact and generate a hypothesis about what the object was used for.	- I can explain the methods people in prehistoric times, ancient Egypt, ancient Greece, ancient Rome, medieval, Tudor and Victorian periods used to treat diseases and injuries. - I can explain some of the misconceptions about the causes of disease people had throughout history, e.g. that diseases were caused by evil spirits, miasma, etc. - I can explain how attitudes towards health and disease have changed over time, and give reasons for this. - I can explain the roles Florence Nightingale, Edward Jenner, Louis Pasteur, John Snow and James Young Simpson played in the improvement of medical care during the Victorian period. - I know that the NHS began in 1948 and that the Ministry of Health was set up in 1919. - I can explain many of the changes that were made to medical care in the 20th and 21st centuries. - I know that improvements in medical care have increased life expectancy in the UK and therefore put a larger strain on the NHS than was first anticipated.	- I can use my understanding of key historical periods to gain a coherent knowledge of trends in medicine and disease since prehistoric times. - I can place key historical periods on a timeline.	- Miasma - Four humours - Plague - Stuart period
Vikings vs Anglo Saxons	- 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	- 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	- 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.	- Vikings - Peace treaty - Danelaw

	and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country.	Vikings in Britain. • 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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