



ESW History Curriculum

Overview of Progression

			EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of learning									
	Project/Unit Title		All about me	My family	Significant individuals	Stone Age to Iron Age	Saxons	Elizabethans	World War II
	Substantive Knowledge		<p>Talk about their immediate family and community</p> <p>Understand the past through stories, sequence events</p> <p>Know some similarities and differences between things in my past and now</p> <p>Know some similarities and differences between things in my past and now</p> <p>To create a simple timeline</p>						
	Project/Unit Title		Old and new	Church and local history	Toys and games	Egyptians	Vikings	Benin	Memorials

	Substantive Knowledge		Know some and differences between things in the past and now, drawing on their experiences						
	Project/Unit Title		I think, you think	Monarchy	Great Fire of London	Romans	Ancient Greece	Victorians	Know your place
	Substantive Knowledge		Understand the past through settings, characters and events encountered in books read in class and storytelling						
	Disciplinary Knowledge	Working Chronologically	Order events in a story I can sequence objects in chronological order	I can sequence events or objects in chronological order I am beginning to sequence events on a timeline	I can sequence events on a timeline I can describe memories of key events in the lives of others	I can place the time studied on a timeline I can understand more complex terms (BCE CE)	I can place events from a period studied on a timeline (e.g Romans during the Iron Age & Egyptians during the Bronze Age) I am beginning to use timelines that are displayed in different ways	I can use relevant terms and period labels (Elizabethans are at the end of Medieval period) I can independently use timelines that are displayed in different ways	I can use relevant terms and period labels (WW2 during the 'Modern' period) I can sequence up to 10 events on a timeline I can critique timelines and explain why they are effective
	Cause and Consequence	I understand that external	I understand that external	I know how people in the	I can explain that the use new	I understand that Ideas can	I understand that people, materials	External global events (WW2,	

		events can affect me (It's winter so I wear my coat)	events can affect me and my family (a relative who might have been injured or killed during the War)	past have affected the lives of others (Nightingale improved medical care)	materials create change– things, not people (technical change changes lives)	affect the lives of others (democracy, gender equality)	and ideas combine to affect significance consequence (The Industrial Revolution)	slavery/Colston, census affect us globally, nationally, locally, individually)
	Interpretation (sources and artefacts)	I can ask questions about objects and photos I can say how different people have different opinions about one thing (the dark)	I can ask and answer questions about people and objects	I can use a source – why, what, who, how, where; to ask questions and find answers I can discuss the effectiveness of sources (we only have Pepy's version of the fire)	I can use artefacts to reconstruct the past. I can discuss the effectiveness of sources (we only have the Roman's version of the Celts)	I can question different sources to arrive at a conclusion (Vikings: Murderers or artists and explorers?)	I understand that propaganda can be used to influence opinions (Elizabethan portraits)	I am aware that different evidence will lead to different conclusions
	Continuity and Change	I can see that some things change (the seasons, my body) and other things stay the same (I'm me)	I can see that other people have stayed the same while things change around them (Queen Elizabeth II)	I can see that events can still happen (fires) but how we deal with them can change (how we make houses and manage fires)	I can say how some things change over large amounts of time – there have been long periods of continuity (Stone Ages)	I can see how some ideas have stayed the same (invasion). I can explain how these have led to changes	Change can be positive and negative – change can happen very quickly (Industrial Revolution)	Ideas and opinions can change over time Landscapes can change over time for different reasons
	Similarity and Difference	I can describe the differences between two things (summer and winter)	I can describe similarities and differences between members of my family	I can describe similarities and differences in objects	I can describe similarities and differences between periods of time (Stone Age/Iron Age)	I can make comparisons between time periods which show similarities and differences	I can make comparisons to societal changes through describing similarities and differences	I can use various sources to illustrate similarity and difference in society's

							(compare invaders)	(factories, workers, cities)	attitudes and demographics
	Significance	I can say what I like and why (significant events like Christmas and Birthdays)	I can see that some people have significance to others (graves in the churchyard) any local famous people? The Queen	I can say why some people are remembered more than others (because they have done things that have changed things)	I can explain how events and changes in the distant past are important today (the impact of the ability to use iron etc)	I can explain how the actions of groups of people have changed things today (language, industry, religion etc)	I can articulate that different histories are significant to different people for different reasons (Why are we learning about Benin?)	I can illustrate how significant global events and individuals change lives	
	New Vocabulary	Calendar, change, church, interpretation, museum, now, then, week, today, yesterday, day, year	Artefact, cause, discovery, memorial, primary evidence, statue, ago, long ago, past present	Agriculture, archaeology, bronze age, country, hunter-gatherer, iron age, metal working, nomad, prehistory, stone age, AD (CE), BC (BCE)	Ancient civilisations, democracy, emperor, empire, goddess, god, king, queen, myth, legend, religion, sacrifice, secondary evidence, slave, decade, century, chronology	Aristocracy, Christianity, conquest, continuity, invade, monastery, republic, revolt, resources, settler, trade,	Court, colony, diversity, emigrant, execution, explorer, government, heresy, immigrant, industry, industrial, migration, monarchy, nation, parliament, peasant, pope, push journey, pull journey, refugee, significance, traitor, treason	Evacuation, global, international, oral history	