



History Curriculum overview and skills progress

Year Group		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Area of study	Animals All Around Us Celebrations		Where in the World? People Who Help Us		Ready, Steady, Grow. Children's Choice (Term 6)	
	Key questions	All about ourselves and our families Changing seasons Celebrations – Diwali, Christmas, Bonfire Night, Birthdays, New Year		Food, music, culture, traditions, clothes from countries around the world. Night/ day understanding How have toys changed over time?		Life Cycles How have we changed?	
	National curriculum statements			Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.		Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	
	Key skills	Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. Beginning to understand 'why' and 'how' questions.		Beginning to understand 'why' and 'how' questions.		Beginning to understand 'why' and 'how' questions. Developing an understanding of growth, decay and changes over time. Looks closely at similarities, differences, patterns and change.	
Year 1	Area of study	Journeys Changes within Living Memory Comparison of objects over time		Up in the Air Events beyond living memory / Lives of significant individuals First moon landing Neil Armstrong		The seaside Significant Historical Events or places in the locality Victorian Holidays Clevedon Pier	
	Key questions	What are the days of the week? Can you remember something that you did <ul style="list-style-type: none"> • today • Yesterday? 		Who was Neil Armstrong? When did he walk on the moon?		When was Clevedon Pier built? What were Victorian seaside holidays like?	



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		<ul style="list-style-type: none"> Last week? <p>What did our parents do in their spare time? What was the same and different to now? What questions do we have for our grandparents about what they used to play? 'Peepo' book & old objects.</p>	<p>Who is Tim Peake?</p> <p>When did he go into space?</p>	<p>What was the same and different compared to holidays now?</p>
	National curriculum statements	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Early timelines and chronological frameworks.</p> <p>Changes within living memory.</p>	<p>Changes beyond living memory.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Early timelines and chronological frameworks.</p>	<p>Learn about significant places in their own locality.</p> <p>Changes beyond living memory.</p> <p>Compare aspects of life from different periods.</p> <p>Early timelines and chronological frameworks.</p>
	Key skills	<p>Describe memories and changes that have happened in their own lives.</p> <p>Recognise some similarities and differences between the past and the present.</p> <p>Observe or handle evidence to ask simple questions about the past.</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Talk, write and draw about things from the past</p>	<p>Know and recount episodes from stories and significant events in history.</p> <p>Describe significant individuals from the past.</p> <p>Place events on a simple timeline.</p>	<p>Identify similarities and differences between ways of life in different periods.</p> <p>Sequence pictures from different periods</p> <p>Use historical vocabulary to retell simple stories about the past.</p>
Year 2	Area of study	<p>Explorers Finding out about the lives of significant individuals.</p>	<p>Castles Researching and comparing life in a castle to our lives today.</p>	<p>History of Flight, from the Wright Brothers to Concorde Studying significant people, places and events in our locality.</p>
	Key questions	<ul style="list-style-type: none"> Who were Christopher Columbus, Amelia Earhart, Sir Ranulph Fiennes, and Helen Sharman? 	<ul style="list-style-type: none"> Why did people have castles? Who lived in a castle? What was it like living in a castle? How can we find out about the past? 	<ul style="list-style-type: none"> Why were the Wright brothers significant? Who was George White? What was Concorde?
	National curriculum statements	<p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Know where the people and events they study fit within a chronological framework.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p>Know where the people and events they study fit within a chronological framework</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Know where the people and events they study fit within a chronological framework.</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about significant historical events, people and places in their own locality.</p>
	Key skills	<p>Order dates from earliest to latest on simple timelines.</p> <p>Describe significant individuals from the past.</p> <p>Use historical vocabulary to retell simple stories about the past.</p>	<p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p>	<p>Describe significant individuals from the past.</p> <p>Use historical vocabulary to retell simple stories about the past.</p> <p>Start to compare two versions of a past event.</p>



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	<p>Start to compare two versions of a past event.</p> <p>Know and recount episodes from stories and significant events in history.</p> <p>Understand that there are reasons why people in the past acted as they did.</p> <p>Identify similarities and differences between ways of life in different periods.</p>	<p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p> <p>Recognise some similarities and differences between the past and the present.</p>	<p>Know and recount episodes from stories and significant events in history.</p> <p>Order dates from earliest to latest on simple timelines.</p> <p>Identify similarities and differences between ways of life in different periods.</p>
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