



Pirbright Village Primary School

Progression of Knowledge & Skills in HISTORY

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| Subject Intent | Intent for our History curriculum is to inspire a passion in our learners and to maximise the development of their historical knowledge and understanding and their history skills | |
| National Curriculum KS1 | | National Curriculum KS2 |
| <ul style="list-style-type: none"> • Develop an awareness of the past • Know where the people and events studied fit within a chronological framework • Identify similarities and differences between ways of life in different periods • Choose and use parts of stories and other sources to show understanding of key features of events • Understand some of the ways in which we find out about the past and identify different ways in which it is presented | | <ul style="list-style-type: none"> • Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied* • Note connections, contrasts and trends over time and develop appropriate use of historical terms* • Address and devise historically valid questions about change, cause, similarity and difference and significance* • Construct informed responses that involve thoughtful selection and organisation of relevant historical information* • Understand how knowledge of the past is constructed from a range of sources* |
| Progression of Skills | | |
| EYFS | <ul style="list-style-type: none"> • I can comment on images from the past. • I can use the language of time when talking about past and present. • I can comment on changes in nature over time. • I can use ordering language such as first, next, after that, in the end. | |
| Year 1 | <ul style="list-style-type: none"> • I can ask historical questions. • I can relate historical events to my own life. • I can use primary and secondary sources to find out about historical events. • I can talk about historical figures and events. • I can present my knowledge in a variety of ways including drama, art and writing. | |
| Year 2 | <ul style="list-style-type: none"> • I can ask historical questions. • I can relate historical events to my own life. • I can explore a range of primary and secondary sources such as paintings, artefacts and architectural remains. • I can comment on the contribution of historical figures and events both within and beyond living memory. • I can present my knowledge in a variety of ways including drama, art, writing, ICT and role plays. | |
| Year 3 | <ul style="list-style-type: none"> • I can ask historical questions using some topic specific vocabulary. • I can order significant dates and events on a timeline of the period studied. • I can place key historical periods on a timeline knowing what came before and after. • I can identify a range of primary and secondary sources and discuss what I can learn from them. | |

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| | <ul style="list-style-type: none"> • I can use technology to investigate historical events. • I can compare historical events to the modern day. • I can present my knowledge in a variety of ways including drama, art, writing, data-handling, ICT and role plays. | | |
| Year 4 | <ul style="list-style-type: none"> • I can ask historical questions using some topic specific vocabulary. • I can place key historical periods on a timeline in relation to other periods. • I can extract information from primary and secondary sources such as paintings, artefacts and architectural remains. • I can use technology to investigate historical events. • I can compare and contrast different historical communities that existed at the same time, such as Athenians and Spartans. • I can explain the motivation of historical figures, the causes of historical events and some of their consequences. • I can relate historical events to the modern day and identify some examples of their legacy such as in classical architecture. • I can present my knowledge in a variety of ways including drama, art, writing, data-handling, ICT and role plays. | | |
| Year 5 | <ul style="list-style-type: none"> • I can ask historical questions using topic specific vocabulary. • I can order and place key historical periods on a timeline in relation to other periods. • I can identify a range of primary and secondary sources and evaluate their reliability. • I can differentiate between fact and opinion to compare and contrast information from historical sources. • I can use technology to investigate my own lines of enquiry. • I can explain the motivation of historical figures and events based around the limitations of the time in context. • I can relate historical events to the modern day and identify some examples of their legacy. • I can present my knowledge in a variety of ways including drama, art, writing, data-handling, ICT and role plays. | | |
| Year 6 | <ul style="list-style-type: none"> • I can ask historical questions using appropriate historical vocabulary. • I can place key historical periods on a timeline in relation to other periods. • I can order significant dates and events on a timeline of the period studied. • I can identify a range of primary and secondary sources and evaluate their reliability. • I can differentiate between fact and opinion to compare and contrast information from historical sources. • I can use technology to investigate my own lines of enquiry. • I can use evidence of my own investigations to discuss the topic and provide valid arguments. • I can explain the motivation of historical figures and events based around the limitations of the time in context. • I can relate historical events to the modern day and understand the legacy of these periods. • I can present my knowledge in a variety of ways including drama, art, writing, data-handling, ICT and role plays. | | |
| EYFS | | | |
| Autumn | Spring | Summer | |
| <ul style="list-style-type: none"> • To know about the lives of the people in my family. • To know how I have changed from when I was a baby to now. • To know that Remembrance Day is to remember soldiers who died in the war. | <ul style="list-style-type: none"> • To know how transport for the emergency ser has changed through time. • To understand that some characters or figures are from the past. | <ul style="list-style-type: none"> • To know the name of a famous pirate. • To know who Grace Darling was and her links to the RNLI. | |

| | <ul style="list-style-type: none"> To know that things have changed since my Mum and Dad/ Grandparents were young. To know some facts about people from the past. | |
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| <ul style="list-style-type: none"> To know my daily routines and weekly activities. To talk about past and present events in my life and in the lives of my family members. To know the past tense of verbs and before and after as a concept To understand and use vocabulary such as: yesterday, last week, at the weekend, this morning and last night To understand and use vocabulary such as: how, why, because To understand and use vocabulary such as: I can see, I saw, same, different, change, because, what happened? Why? . To know that days of the week and seasons repeat and go in order. To know the seasons and key changes to nature in each season. To know and understand that the weather changes in time according to the season. To know why we wear hats in winter and why we wear sun cream in the summer from past experiences. To know that some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays). | | |
| Year 1 | | |
| Autumn | Spring | Summer |
| Earth, Wind & Fire | Far, Far Away | Nurturing Nature |
| <ul style="list-style-type: none"> To find out what London was like in the past and compare it to London today. To understand the key events of the Great Fire of London and place them in order on a timeline. To find out about important people from the past, including Samuel Pepys, and explain why they are significant. To know how our local area has changed over time | <ul style="list-style-type: none"> To understand how travel and flight have changed over time. To order events on a timeline To find out about important explorers and pioneers and explain why these people are important and what they achieved. To understand how exploration has changed the way we live today. To compare different types of exploration (land, sea, air and space) and how they have changed over time. | |
| Year 2 | | |
| Autumn | Spring | Summer |
| Passports to the World | Living, Dead and Never Been Alive | Victorians |
| | <ul style="list-style-type: none"> To understand what a timeline is and how it helps us order events from the past. | <ul style="list-style-type: none"> To place the Victorian period on a timeline and find out about the life of |

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| | <ul style="list-style-type: none"> To find out about the life of Mary Anning and why she is important To use facts about Mary Anning to write a simple biography | <p>Queen Victoria, including her family and her link to Queen Elizabeth II</p> <ul style="list-style-type: none"> To compare what life was like for rich and poor people during the Victorian era. To explore what it was like to be a Victorian child and how leisure activities, such as seaside holidays, have changed from Victorian times to today. |
| Year 3 | | |
| Autumn | Spring | Summer |
| Clubs and Cavemen | Exhilarating Egyptians | Engaging Environment |
| <ul style="list-style-type: none"> To develop a chronological understanding of early Britain To understand how we learn from the past To know what life was like in the Stone Age To explore Stone Age culture and beliefs To understand the developments made during Bronze and Iron Ages To compare life across different historical periods | <ul style="list-style-type: none"> To develop chronological understanding of Ancient Egypt To understand Ancient Egypt as a civilisation and its key features To explore belief, religion, and the afterlife in Ancient Egypt To understand how Ancient Egyptians communicated and used knowledge To understand the importance of the River Nile and daily life To investigate key individuals and the legacy of Ancient Egypt | |
| Year 4 | | |
| Autumn | Spring | Summer |
| Extreme Earth | Myths and Legends | Why should we thank the Romans for invading Britain? |
| | <ul style="list-style-type: none"> To develop knowledge of Ancient Greek civilisation and how people lived To understand key features of Ancient Greek society and their impact To explore how we learn about the Ancient Greeks and their lasting influence | <ul style="list-style-type: none"> To develop a chronological understanding of Roman Britain To understand the expansion of the Roman Empire and key individuals To understand conflict and resistance in Roman Britain To explore daily life in Roman Britain To understand the decline of Roman rule and its legacy |
| Year 5 | | |

| Autumn | Spring | Summer |
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| To Infinity and Beyond & In Your Imagination | Diversity & Life Explorers | Journey Around the World & Raiders & Invaders |
| <ul style="list-style-type: none"> To know the timeline of space exploration in the 20th century. | <ul style="list-style-type: none"> to explore how Woking has changed over time by comparing what it was like in the past with what it is like today. to understand why the railway came to Woking, how it developed over time, and why it was important to the local area To find out about the history and significance of the Shah Jahan Mosque, including who built it and why it is important locally and in Europe To understand some brief information about WWII in order for the context of Kensuke's Kingdom to make sense. To understand some brief information about WWII in order for the context of Kensuke's Kingdom to make sense. | <ul style="list-style-type: none"> To place the Anglo-Saxons in time, understanding when they lived, the difference between BC and AD, and what happened before and after their arrival in Britain. To understand why the Anglo-Saxons invaded and settled in Britain, where they chose to live, and how their settlements compared to Roman settlements, including the importance of Sutton Hoo. To explore Anglo-Saxon life, including their beliefs (paganism and Christianity), social structure, food, and laws, and how these were influenced by where they lived. To place the Viking period in time, understanding when the Vikings lived and how this occurs after the Anglo-Saxons To understand where the Vikings came from, why they left their homelands, and why they invaded and settled in Britain, including events such as the raid on Lindisfarne. To explore Viking life and culture, including their ships, journeys, and beliefs such as Norse mythology and the role of gods and sagas |
| Year 6 | | |
| Autumn | Spring | Summer |
| To Be A Child In WWII | Celebrating Me! | Visit To Central & South America |
| <ul style="list-style-type: none"> To learn about the causes of World War II and when and where it took place, including the Allies and Axis | <ul style="list-style-type: none"> To understand how family history is represented through family trees and to | <ul style="list-style-type: none"> To place the Maya civilisation in time and compare what was happening in the |

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| <ul style="list-style-type: none">• To learn about key early events, including the experiences of Jewish people during the war as part of The Holocaust• To learn about life in Britain during the war, including the Battle of Britain, The Blitz, and evacuation• To learn about key turning points, including why America joined after Attack on Pearl Harbour and the importance of D-Day.• To understand how and why World War II ended and its impact on Britain and the world.• To understand the legacy of World War II and its links to later global events such as the Berlin wall and the Space Race. | <p>use timelines to organise and compare different generations over time</p> | <p>Maya Empire with other parts of the world, including Britain</p> <ul style="list-style-type: none">• To understand key features of Maya life, including how they measured time, what they ate, and the gods they worshipped.• To explain the importance of the Maya civilisation, including factors that led to its decline and its cultural legacy. |
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