Holy Cross Curriculum Progression

HISTORY

Early Learning Goals Link

Understanding the world

- Talk about the people in their lives and the roles they play in society.
- Recognise similarities and differences between the past and the present, using personal experiences and texts shared in class.
- Develop an understanding of the past through settings, characters and events in books and storytelling.

Year One — Toys

How have children's toys changed since our older relatives were little?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can add words such as past, present, older and newer to a timeline. I can recall changes that have happened during my life.	I can explore sources and ask: What was life like? What happened? What was this used for? How long ago was it?	I can talk about the reasons why toys have changed.	I can identify toys that have stayed similar and those that have changed over time.	I can use pictures to compare toys from the past with toys today.	I can identify an important toy from the past.

Year One — Kings, Queens and Castles

Where did kings and queens live through time?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can put events and some artefacts in order on a timeline.	With support, I can look at or handle evidence and ask questions about the past.	I can begin to explain why kings and queens built castles and what happened as a result.	I can talk about historical events and the changes that took place.	I can identify ways in which castles are alike and different.	I can begin to discuss important events linked to a significant monarch or castle.

Year One — Technology

How has technology changed over the last 60 years?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can organise events and artefacts on a timeline.	I can examine or handle evidence to ask questions and find answers.	I can explain some reasons why particular technologies were made.	I can describe what has changed in technology and what has remained similar over time.	I can use photographs and films to compare technology in the past with technology today.	I can describe and begin to discuss key events connected to an important person or period.

Year Two — Famous Explorers

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can put events from the history of exploration on a timeline.	With support, I can use evidence about explorers' lives to ask questions about the past.	I can discuss why people explored and what their journeys helped us discover.	I can describe how things changed during a period of time.	I can use pictures and stories to learn about the past and compare different explorations.	I can identify important explorers from the past.

Year Two — The Great Fire of London

How did the Great Fire change London?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can order events, artefacts and historical people on a timeline. I can include dates where they are useful.	I can examine or handle evidence to ask and answer questions about the past. I can begin to explain why a source, such as Samuel Pepys' diary, can be trusted.	I can explain why the Great Fire of London happened and describe its effects.	I can describe changes made after the Great Fire of London and how they have continued into the 21st century.	I can use objects and diary entries to explore similarities and differences. I can recognise different ways of presenting the past.	I can describe important people from the past and explain their significance. I can name a monarch.

Year Two — Local Study of the Victorian Black Country

What was life like in Victorian times in the Black Country?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can place Victorian times before the present day on a simple timeline. I can identify Queen Victoria as a monarch from the past.	I can use photographs, diary entries and objects to ask and answer questions about Victorian life in the Black Country. I can say what evidence tells me about the past.	I can explain how smoke and soot from industry gave the Black Country its name. I can describe some effects of the Industrial Revolution on workers, including children.	I can describe what has changed in the Black Country since Victorian times. I can identify things that have stayed the same.	I can compare work and daily life in the Victorian Black Country with life there today. I can describe similarities and differences between working in mines and glassworks.	I can explain why coal mining, ironworks and glassworks were important to the Black Country. I can describe how these industries helped shape Britain and why their history matters today.

Year Three — Stone Age to Iron Age

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can order historical ages and explain what their names mean. I can match artefacts to the correct age. With support, I can use BCE.	I can examine evidence, ask questions about the past and draw conclusions from my observations. I can explain how prehistoric evidence is discovered.	I can suggest reasons for, and effects of, major developments in prehistory, including farming, mining and migration.	With support, I can begin to explain how change happens across a long period of history.	I can explain how the Stone Age, Bronze Age and Iron Age were similar and different.	I can suggest appropriate evidence to learn about significant people and events.

Year Three — Ancient Egypt

What were the greatest achievements of Ancient Egypt?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can use dates to position events, artefacts and historical people on a timeline. With support, I can use BCE and CE.	I can select suitable sources for historical enquiries. I can use several sources to develop a more accurate understanding of the past.	I can suggest reasons for, and effects of, some major events in Ancient Egypt.	I can begin to explain how things changed across a long historical period.	I can identify similarities and differences between Ancient Egypt's Old and New Kingdoms.	I can suggest appropriate sources for historical enquiries. I can discuss the importance of people and events and their influence on British archaeological thinking.

Year Four — Anglo-Saxons and Vikings

What were the greatest achievements of the Ancient Greeks?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can describe people and events using accurate dates. I can use BCE and CE.	I can begin to draw conclusions about the Saxons and Vikings from evidence. I can begin to explain whether evidence is reliable and give reasons.	I can describe why invasions of Britain happened and what resulted from them.	I can recognise times when history changed quickly. I can explain what changed and what stayed the same as Anglo-Saxons and Vikings settled in Britain.	I can explain similarities and differences between Anglo-Saxon and Viking cultures.	I can explain the social and cultural importance of a past society.

Year Four — The Romans

How did the Roman Empire impact Britain?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can use dates, including BCE and CE, to place events, artefacts and historical people on a timeline.	I can identify several appropriate sources for a historical enquiry. I can begin to consider how reliable sources are.	I can propose and evaluate reasons for, and effects of, key events and changes in Britain during the Roman invasion.	I can explain changes over time following the Romans' arrival in Britain and support my explanation with evidence.	I can describe social, ethnic, cultural and religious diversity in the past. I can compare accounts of an event, such as Boudicca's rebellion, and explain why they may differ.	With support, I can discuss the significance of people and events and use evidence to explain their impact on society.

Year Five — Ancient Greece

How did England change during the settlement of the Anglo-Saxons and Vikings?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can accurately position events, artefacts and historical people on a dated timeline.	I can choose appropriate sources for historical enquiry. I can discuss how reliable those sources are.	I can suggest causes and consequences of key events and changes in Greece, using evidence to support my ideas.	I can explain change over time and illustrate it with evidence.	I can explain the social, ethnic, cultural and religious diversity of the past.	I can discuss why people and events were important and their impact on society, beginning to support my ideas with evidence.

Year Five — Crime and Punishment

How has crime and punishment changed over time in Britain?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can describe events using accurate dates and historical terms. I can explain the main changes within a period using terms such as social, religious, political, technological and cultural.	I can analyse varied evidence to support claims about the past. I can explain why one source cannot fully answer a historical question. With support, I can adapt my lines of enquiry.	I can explain the social causes of crime and punishment. I can describe the consequences of crimes.	I can identify changes in crime and punishment and analyse their social, religious, political, cultural and technological causes. I can use historical vocabulary to explain change and continuity.	I can compare similarities and differences in crime and punishment across time. I can compare major changes within a historical period with the present day.	I can explain the social, ethnic, cultural or religious diversity of past societies. I can describe their distinctive features, including the ideas, beliefs, attitudes and experiences of men, women and children.

Year Six — World War Two

Why was the Battle of Britain a significant turning point for the United Kingdom in World War Two?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can use accurate dates and historical terms when describing events. I can explain the main changes within a period of history.	I can draw conclusions about the past from historical sources. I can explain why no single source provides a complete answer to a historical question.	I can explain some of the causes and consequences of World War Two.	I can identify periods of rapid historical change and compare them with times when little changed.	I can use accurate historical vocabulary to compare significant people, events and artefacts.	I can describe distinctive features of the past, including the ideas, beliefs, attitudes and experiences of men, women and children.

Year Six — Ancient Maya

How has crime and punishment changed over time in Britain?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can describe people and events using accurate dates and historical terminology.	I can draw inferences about the past from evidence. I can use sources to develop hypotheses about the past that can be tested.	I can explain why events happened in Ancient Maya civilisation and describe their consequences.	I can recognise periods of rapid historical change. I can explain continuity and change over time.	I can identify and explain similarities and differences between civilisations and cultures.	I can explain the social and cultural importance of a past society. I can describe its distinctive features, including its ideas and beliefs.