# CHERBOURG PRIMARY SCHOOL

## History

Knowledge and Skills Year R to Year 6

History at Cherbourg Primary School is an ambitious, inclusive and knowledge-rich subject taught from the Early Years Foundation Stage to the end of Key Stage 2. It enables all children, including those from disadvantaged backgrounds, to develop a coherent understanding of Britain's past and the wider world, while inspiring curiosity, critical thinking and a lifelong interest in history.

The curriculum is carefully sequenced to ensure progression in chronology, historical enquiry, historical concepts and cause and consequence. Through these strands, children develop the knowledge and disciplinary skills needed to think and work as historians.

Children begin to develop an awareness of the past through stories, familiar experiences, people and events. In Key Stage 1, children build foundations in chronology and historical understanding through the study of living memory, significant individuals, important events and local history. They begin to ask and answer questions, use historical vocabulary and understand how we find out about the past through sources and evidence.

In Key Stage 2, children develop secure chronological knowledge across British, local and world history through the study of ancient civilizations, invasions and settlements, local history, empires and significant historical themes. They make connections across periods of time and explore how Britain has influenced and been influenced by the wider world.

The curriculum develops children's understanding of key historical concepts including continuity and change, cause and consequence, similarity and difference, significance, empire and civilization. Historical enquiry is central to learning, with children using artefacts, documents, photographs, maps and other sources to ask historically valid questions, interpret evidence and form reasoned judgements.

Children gain historical perspective by making connections between local, national and global history and by understanding how societies have been shaped by social, political, cultural, religious and economic factors over time. Through studies such as the Basque Refugees in Southampton, children also develop a strong sense of identity, diversity and community.

Across all year groups, children are encouraged to be inquisitive, reflective and analytical learners. The curriculum builds ambition, broadens horizons and equips all children with the knowledge, skills and cultural understanding needed to thrive in education and beyond.

*Ellie Wickens* (History Leader), July 2026


HISTORICAL ENQUIRY
1
Hook
Teacher to motivate children to want to learn and scope the enquiry.
2
Information gathering
Children to collect information in interesting and varied ways.
3
Making sense
Children to make sense of ideas and process information.
4
Make conclusions
Children to draw their own conclusions, making their own meaning.
5
Check understanding
Children understanding is checked, developed or refined.
6
Outcome
Children to create their final, imaginative product.

| Year R | | | | |
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| **EYFS framework** | **Chronology** | **Historical Enquiry** | **Historical Concepts** | **Cause and Consequence** |
| **Understanding the World: Past and Present**<br><br>Talk about the lives of the people around them and their roles in society.<br><br>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br><br>Understand the past through settings, characters and events encountered in books read in class and storytelling. | Use simple time language such as now, before, yesterday and long ago.<br><br>Sequences familiar routines and stories.<br><br>Talk about events in their own lives and experiences.<br><br>Recognise that people grow and change over time.<br><br>Begin to recognise simple differences between the past and the present. | Ask simple questions about people, objects and events.<br><br>Explore photographs, artefacts, pictures and stories from the past.<br><br>Talk about what they notice in an object or image.<br><br>Use books and story telling to learn about the past.<br><br>Share their own ideas about similarities and differences.<br><br>Talk about familiar people and their roles in society. | Recognise that life was different in the past.<br><br>Recognise that home, toys, transport and schools may change over time.<br><br>Talk about people and characters from stories.<br><br>Understand that people have different roles in society.<br><br>Begin to understand that people lived differently in the past. | Talk about what happens next in stories and familiar events.<br><br>Begin to explain simple reasons why things happen.<br><br>Understand that actions can lead to changes.<br><br>Describe simple changes over time in people, objects or the environment.<br><br>Begin to understand why some people or events are remembered. |

| KS1 | | | | |
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| **National Curriculum** | **Chronology** | **Historical Enquiry** | **Historical Concepts** | **Cause and consequence** |
| Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.<br><br>Events beyond living memory that are significant nationally or globally.<br><br>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.<br><br>Significant historical events, people and places in their own locality. | **Year 1**<br>Use everyday time language such as old and new, then and now, before and after, during/at the same time.<br><br>Sequence events from their own lives.<br><br>Begin to use a very simple timeline to order recent events/objects.<br><br>Sort/compare photographs, objects and events from past and present.<br><br>Recognise that some things happened before they were born. | **Year 1**<br>Ask simple questions about the past.<br><br>Use photographs, stories, pictures and artefacts to find information.<br><br>Talk about what they can see/what it might tell us using historical sources.<br><br>Use observations to make simple guesses about the past.<br><br>Answer questions using information from sources provided. | **Year 1**<br>Recognise and describe simples differences from life in the past.<br><br>Identify similarities and differences between past and present life.<br><br>Learn about significant individuals and explain why they are remembered.<br><br>Recognise important events from the past.<br><br>Compare different ways of life from different times. | **Year 1**<br>Begin to talk about why things happened in stories from the past.<br><br>Recognise that events can have an effect/result.<br>Identify simple causes of change in everyday life.<br><br>Talk about what happened because of an event or action.<br><br>Begin to explain why some people are remembered from the past. |

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| | **Year 2**<br>Use a wider range of time language such as past and present, historical, modern, decade, century.<br><br>Sequence events and objects from different periods.<br><br>Place studied people and events on a simple timeline.<br><br>Make comparisons between periods studied and understand that history extends beyond living memory. | **Year 2**<br>Ask and answer questions using a range of historical sources.<br><br>Use sources such as artefacts, photographs, books, websites and eyewitness accounts.<br><br>Explain what sources tell us about people, places and events.<br><br>Identify simple differences between sources.<br><br>Select information from sources to answer historical questions.<br><br>Begin to understand that different sources may show a different version of the past. | **Year 2**<br>Describe changes in aspects of life over time.<br><br>Compare life in different historical periods.<br><br>Explain why significant individuals and events are historically important.<br><br>Understand that changes have happened nationally and globally.<br><br>Identify ways in which peoples lives changed over time. | **Year 2**<br>Explain simple causes of historical events.<br><br>Describe consequences of significant events or actions.<br>Explain how people's action led to change.<br><br>Identify how events changed people's lives locally, nationally or globally.<br><br>Explain why significant individuals and events continue to be remembered. |

| KS2 | | | | |
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| **National Curriculum** | **Chronology** | **Historical Enquiry** | **Historical Concepts** | **Cause and consequence** |
| Changes in Britain from the Stone Age to the Iron Age.<br><br>The Roman Empire and its impact on Britain.<br><br>Britain's settlement by Anglo-Saxons and Scots.<br><br>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.<br><br>A local history study: Basque Refugees in Southampton.<br><br>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: WWII | **Year 3**<br>Use dates and historical time language such as, BC, AD, and prehistoric.<br><br>Develop awareness of ancient civilizations existing at the same time.<br><br>Sequence events and periods studied in chronological order.<br><br>Identify changes between the Stone Age, Bronze Age and Iron Age.<br><br>Recognise the lasting impact of the Romans on Britain. | **Year 3**<br>Ask relevant questions about the past.<br><br>Use artefacts, pictures and written sources to find information.<br><br>Begin to distinguish between fact and opinion.<br><br>Identify what sources can tell us about Roman Britain and prehistoric life.<br><br>Use simple research skills to answer questions. | **Year 3**<br>Describe similarities and differences between prehistoric and Roman Britain.<br><br>Understand concepts such as invasion, settlement and empire.<br><br>Identify causes of change in Britain during the Stone Age and Iron Age.<br><br>Describe how Roman rule changed in Britain.<br><br>Use historical vocabulary accurately in discussion and in writing. | **Year 3**<br>Explain simple reasons for invasion and settlement.<br><br>Describe the effects of Roman invasions on Britain.<br><br>Recognise that changes in technology affected people's lives.<br><br>Explain how developments in the Stone Age changed daily life,<br><br>Begin to identify links between cause and effect. |

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| The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.<br><br>Ancient Greece – a study of Greek life and achievements and their influence on the western world.<br><br>A non-European society that provides contrasts with British history: Mayan civilization c. AD 900. | **Year 4**<br>Begin to use periods and eras confidently when discussing history.<br><br>Place civilizations and historical periods on a timeline using dates accurately.<br><br>Compare timelines from different civilizations.<br><br>Understand where Ancient Egypt and Ancient Greece fit within world history.<br><br>Use timelines to compare British and non-European civilizations. | **Year 4**<br>Use a range of historical sources independently.<br><br>Use evidence to build a picture of past societies.<br><br>Compare different types of evidence.<br><br>Investigate how we know about Ancient Egypt, Greece and other civilizations.<br><br>Select information relevant to an enquiry. | **Year 4**<br>Explain features of ancient civilizations and their achievements.<br><br>Understand concepts such as civilization, monarchy and democracy.<br><br>Explain the influence of Ancient Greece on the western world.<br><br>Compare similarities and differences between civilizations.<br><br>Use historical terms linked to society, religion and power. | **Year 4**<br>Explain reasons for the rise of early civilizations.<br><br>Identify the impact of achievements and beliefs in Ancient Greece and Egypt.<br><br>Explain how rulers and leaders influenced societies.<br><br>Identify consequences of trade, religion and power in ancient societies.<br><br>Begin to explain how one event can lead to another, |

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| | **Year 5**<br>Use chronological vocabulary fluently when discussing historical change.<br><br>Understand how periods in British history overlap and connect.<br><br>Explain the order and duration of historical periods studied.<br><br>Place Anglo-Saxon and Viking periods within British chronology.<br><br>Understand continuity and change across periods of invasion and settlement. | **Year 5**<br>Select appropriate sources to investigate historical questions.<br><br>Under that different interpretations of history exist.<br><br>Use evidence to support conclusions about the past.<br><br>Investigate local history using a range of evidence and sources.<br><br>Begin to recognise a bias or viewpoint in sources. | **Year 5**<br>Explain how invasions and settlements changed Britain.<br><br>Understand concepts such as migration, conflict and resistance.<br><br>Compare Anglo-Saxon and Viking societies.<br><br>Understand how local history links to national and global events.<br><br>Discuss continuity and change across historical periods. | **Year 5**<br>Explain causes of conflict between Anglo-Saxons and Vikings.<br><br>Explain the impact of migration and settlement on Britain.<br><br>Describe how historical events affected local communities such as Basque refugees in Southampton.<br><br>Explain how invasions changed culture, laws and society.<br><br>Explain how different causes contributed to historical change. |

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| | **Year 6**<br>Confidently use historical periods, dates and terms when explaining events and themes.<br><br>Make links between periods studied from the Stone Age to the modern era.<br><br>Analyse how events before and after 1066 connect across time.<br><br>Use chronological knowledge to explain historical patterns and developments. | **Year 6**<br>Evaluate the usefulness and reliability of different sources.<br><br>Analyse different interpretations and explain why they differ.<br><br>Combine evidence from multiple sources to form a reasoned judgement.<br><br>Critically question sources linked to WWII and the Maya.<br><br>Carry out independent historical enquiries using appropriate evidence | **Year 6**<br>Analyse how beliefs, power and society changed over time.<br><br>Understand concepts such as justice, propaganda, equality and legacy.<br><br>Compare British history with non-European civilizations (Maya).<br><br>Explain how historical themes continue to affect modern society.<br><br>Use increasingly sophisticated historical vocabulary and concepts accurately. | **Year 6**<br>Analyse multiple causes and consequences of significant events.<br><br>Explain short-term and long term consequences of WWII.<br><br>Analyse how historical events shaped modern Britain and the wider world.<br><br>Explain connections between historical events, beliefs and societal change over time.<br><br>Reach informed conclusions about the significance of historical events and changes. |