

 Educate Together	Skills progression	
	YEAR 1	History

In addition to expectations from previous years, by the end of Year 1, a student at Redfield Educate Together, will be able to:

<b>Previous learning</b>	<b>Refer to EYFS documentation</b>
<b>Current learning</b>	Topic 1: Toys (Changes within living memory) Topic 2: Malala (Significant individual) Topic 3: My History (Personal chronology)
<b>Future learning</b>	Topic 1: Brunel (Local significant individual) Topic 2: Great Fire of London Topic 3: Neil Armstrong & Mae Jemison
<b>Topic 1: Toys (Changes within living memory)</b>	<b>Curriculum Link: <i>Changes within living memory – revealing aspects of national life.</i></b>
	Sequence artefacts in chronological order.
	Use basic time vocabulary: old, new, past, present.
	Identify differences between old and new toys. Ask and answer questions about artefacts.
<b>Topic 2: Malala (Significant individual)</b>	<b>Curriculum Link: <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></b>
	Identify reasons Malala is significant.
	Compare her achievements to other key figures studied.
	Use simple historical sources (photos, news) to gather information. Place her life on a simple timeline.
<b>Topic 3: My History (Personal chronology)</b>	<b>Curriculum Link: <i>Understanding the concept of the past and present in their own lives and others.</i></b>
	Sequence events in their own lives.
	Use time-related vocabulary (before, after, next, now).
	Create a simple timeline of their life. Match personal artefacts to life stages.
<b>Key vocabulary</b>	Past, Present, Old, New, Then, Now, Change, Memory, Timeline, Before, After, Yesterday, Today, Modern, History, Significant, Famous, Toys, Differences, Malala

Statements in bold are National Curriculum objectives

 Educate Together	Skills progression	
	YEAR 2	History

In addition to expectations from previous years, by the end of Year 2, a student at Redfield Educate Together, will be able to:

<b>Previous learning</b>	Topic 1: Toys (Changes within living memory) Topic 2: Malala (Significant individual) Topic 3: My History (Personal chronology)
<b>Current Learning</b>	Topic 1: Brunel (Local significant individual) Topic 2: Great Fire of London Topic 3: Neil Armstrong & Mae Jemison
<b>Future learning</b>	Topic 1: Stone Age to Iron Age Topic 2: Romans (Celts & conflict) Topic 3: Shang Dynasty (comparison with Boudicca)

<b>Topic 1: Brunel (Local significant individual)</b>	<b>Curriculum Link: Significant individuals in the past; significant historical events, people and places in their own locality.</b>
	Place Brunel's life events on a timeline.
	Explain how he changed the local area.
	Use simple sources (bridges, drawings, buildings) for enquiry.
<b>Topic 2: Great Fire of London</b>	Compare local transport then and now.
	<b>Curriculum Link: Events beyond living memory that are significant nationally.</b>
	Sequence key events of the fire.
	Use sources (e.g. Samuel Pepys' diary, paintings).
<b>Topic 3: Neil Armstrong &amp; Mae Jemison</b>	Compare firefighting methods past/present.
	Identify causes and consequences.
	<b>Curriculum Link: Significant individuals in the past who have contributed to international achievements.</b>
	Describe their achievements and legacy.
<b>Key vocabulary</b>	Place space events in chronological order.
	Use video and photos as evidence.
	Compare their journeys and impact.
	Event, Important, Local, Inventor, Engineer, Transport, Bridge, City, Fire, Cause, Effect, Diary, Source, London, Samuel Pepys, Astronaut, Space, Moon, Achievement, Timeline

Statements in bold are National Curriculum objectives



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Skills progression

**YEAR 3**

History

In addition to expectations from previous years, by the end of Year 3, a student at Redfield Educate Together, will be able to:

<b>Previous learning</b>	Topic 1: Brunel (Local significant individual) Topic 2: Great Fire of London Topic 3: Neil Armstrong & Mae Jemison
<b>Current learning</b>	Topic 1: Stone Age to Iron Age Topic 2: Romans (Celts & conflict) Topic 3: Shang Dynasty (comparison with Boudicca)
<b>Future learning</b>	Topic 1: Egyptians Topic 2: Anglo-Saxons Topic 3: Vikings
<b>Topic 1: Stone Age to Iron Age</b>	<b>Curriculum Link: <i>Changes in Britain from the Stone Age to the Iron Age.</i></b>
	Place periods in chronological order.
	Compare lifestyle changes (tools, housing).
	Use archaeological sites (e.g. Skara Brae).
<b>Topic 2: Romans (Celts &amp; conflict)</b>	<b>Curriculum Link: <i>The Roman Empire and its impact on Britain.</i></b>
	Sequence Roman invasion events.
	Compare Celts and Romans (beliefs, daily life).
	Interpret artefacts and texts.
<b>Topic 3: Shang Dynasty (comparison with Boudicca)</b>	<b>Curriculum Link: <i>A study of an early civilisation (non-European).</i></b>
	Locate the Shang Dynasty in time/place.
	Compare Fu Hao and Boudicca's roles.
	Use burial artefacts as evidence.
<b>Key vocabulary</b>	Prehistoric, Archaeology, Evidence, Stone Age, Bronze Age, Iron Age, Hillfort, Tribe, Celt, Invasion, Empire, Conquest, Boudicca, Julius Caesar, Legion, Settlement, Shang, Dynasty, Fu Hao, Compare

Statements in bold are National Curriculum objectives



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Skills progression

**YEAR 4**

History

In addition to expectations from previous years, by the end of Year 4, a student at Redfield Educate Together, will be able to:

<b>Previous learning</b>	Topic 1: Stone Age to Iron Age Topic 2: Romans (Celts & conflict) Topic 3: Shang Dynasty (comparison with Boudicca)
<b>Current Learning</b>	Topic 1: Egyptians Topic 2: Anglo-Saxons Topic 3: Vikings
<b>Future learning</b>	Topic 1: The Mayans Topic 2: Ancient Greeks Topic 3: The changing role of women (UK)
<b>Topic 1: Egyptians</b>	<b>Curriculum Link: <i>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared.</i></b>
	Understand Egyptian beliefs and society.
	Use artefacts to study social roles.
	Place Egypt on a historical timeline.
	Compare to another ancient society.
<b>Topic 2: Anglo-Saxons</b>	<b>Curriculum Link: <i>Britain's settlement by Anglo-Saxons and Scots.</i></b>
	Identify kingdoms (Heptarchy).
	Describe beliefs and religion change.
	Use sources like place names and burials.
	Compare life with Roman Britain.
<b>Topic 3: Vikings</b>	<b>Curriculum Link: <i>The Viking and Anglo-Saxon struggle for the Kingdom of England.</i></b>
	Explain Viking reasons for invasion.
	Identify lifestyle similarities/differences.
	Use sagas and artefacts for evidence.
	Assess their impact on Britain.
<b>Key vocabulary</b>	Ancient, Pharaoh, Pyramid, Mummification, Tomb, Afterlife, Hieroglyphics, Kingdom, Invasion, Anglo-Saxons, Pagan, Christianity, Heptarchy, Viking, Raid, Longship, Farmer, Saga, Legacy, Artefact

Statements in bold are National Curriculum objectives

 Educate Together	Skills progression	
	<b>YEAR 5</b>	History

In addition to expectations from previous years, by the end of Year 5, a student at Redfield Educate Together, will be able to:

<b>Previous learning</b>	Topic 1: Egyptians Topic 2: Anglo-Saxons Topic 3: Vikings
<b>Current learning</b>	Topic 1: The Mayans Topic 2: Ancient Greeks Topic 3: The changing role of women (UK)
<b>Future learning</b>	Topic 1: Bristol Bus Boycott (local civil rights) Topic 2: WW2 (Homefront & democracy)
<b>Topic 1: The Mayans</b>	<b>Curriculum Link: <i>A non-European society that provides contrasts with British history (c. AD 900).</i></b>
	Explore Mayan religion and society.
	Use glyphs, pyramids, and codices.
	Compare with Anglo-Saxon Britain.
	Interpret historical evidence critically.
	<b>Curriculum Link: <i>A study of Greek life and achievements and their influence on the western world.</i></b>

<b>Topic 2: Ancient Greeks</b>	Compare Athens and Sparta.
	Describe the birth of democracy.
	Use myths and artefacts for enquiry.
	Assess Greek legacy today.
Topic 3: The changing role of women (UK)	<b>Curriculum Link: A theme in British history that extends pupils' chronological knowledge beyond 1066</b>
	Track chronology of key milestones (e.g., suffrage).
	Compare women's roles in different eras.
	Evaluate historical sources and media.
<b>Key vocabulary</b>	Discuss cause and consequence of societal change.
	Civilisation, Society, Religion, Calendar, Hierarchy, Glyphs, Astronomy, Sacrifice, Democracy, City-state, Athens, Sparta, Philosopher, Myth, Legacy, Suffrage, Equal rights, Law, Protest, Campaign

Statements in bold are National Curriculum objectives

 Educate Together	Skills progression	
	<b>YEAR 6</b>	History

In addition to expectations from previous years, by the end of Year 6, a student at Redfield Educate Together, will be able to:

<b>Previous learning</b>	Topic 1: The Mayans Topic 2: Ancient Greeks Topic 3: The changing role of women (UK)
<b>Current learning</b>	Topic 1: Bristol Bus Boycott (local civil rights) Topic 2: WW2 (Homefront & democracy)
Topic: Bristol Bus Boycott (local civil rights)	<b>Curriculum Link: A local history study; a theme in British history that extends pupils' knowledge beyond 1066.</b>
	Explain why the boycott was historically significant.
	Use and critique primary sources (photos, reports).
	Make connections to wider civil rights events.
<b>Topic: WW2 (Homefront &amp; democracy)</b>	Present arguments based on evidence
	<b>Curriculum Link: A significant turning point in British history – e.g., WW2.</b>
	Describe Homefront experiences (evacuation, rationing).
	Compare gender roles and democracy concepts.
<b>Key vocabulary</b>	Evaluate propaganda and oral histories.
	Discuss long-term impact on Britain.
	Discrimination, Equality, Civil rights, Protest, Boycott, Bristol, Racism, Inclusion, Diversity, Propaganda, Evacuation, Rationing, Conscription, Allies, Axis, Home Front, Shelter, Air raid, Winston Churchill, Remembrance

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