

Cuddington Primary School

History Essential Learning, Assessment and Skills Progression



CUDDINGTON
Primary School



Respect Collaborate Aspire

Creating Success Together

History Essential Learning and Assessment Questions

Our History curriculum is structured around a number of key '**golden threads**' that run throughout the school. These threads represent recurring historical themes and concepts, such as invasion, settlement, civilisation, power, belief, and societal change. By revisiting these threads across different periods and contexts, pupils are supported to make meaningful connections between events, deepen their understanding of cause and consequence, and recognise patterns of continuity and change over time. The golden threads help pupils to build cumulative knowledge and to think increasingly like historians, enabling them to interpret the past, evaluate historical significance, and develop a coherent understanding of how the past has shaped the world today.

Reception		
Essential Learning		
How have I changed since I was a baby?	Which key events and figures from the past are important?	What are our favourite celebrations each year?
I know/can ... - Who the different people in my family are. - My grandparents are older than my parents. Grandparents are my Mum and Dad's parents. - Some differences between being a baby and being a school child. How to sequence some events in my life. The answers to questions about my own family life.	I know/can ... - The past is something that has already happened. - Why some people from the past are important. - Examples of differences between the past and now (toys/transport). Read a pictorial daily timetable and discuss previous lessons / learning. Explore artefacts or photographs to find out about the past and say why they are old.	I know/can ... - The title of a story I have read in the past. - A fairy tale and can talk about the characters. - A traditional tale from another culture. - Festivals I have celebrated in school or with my family. - Why we celebrate festivals. We can find out about the past from settings, characters and events encountered in books and through storytelling.
Assessment Questions		
- Who is in your family? - What are grandparents? - What can you do now that you could not do as a baby? - Can you put these pictures in order? - What can you tell me about your family life?	- What do we mean by past? - Who is ... and why are they important? - Can you tell me about something you did in the past? - What did you learn about today? / What day of the week is it? - How can we find out about the past?	- Can you tell me about a story from the past? - Who are the characters in this fairy tale? - Can you tell me the story of the Great Race / Rama & Sita? - Which festivals have you celebrated (Christmas, Easter, Diwali, Bonfire Night Chinese New Year)?

		- Why do we celebrate Christmas? - What can we learn from reading books?
Essential Vocabulary		
baby, toddler, child, family, parents, grandparents, then, before, growing up, adult	past, now, artefact, old, new, today, yesterday, days of the week, specific vocabulary around the chosen event or figure	fairy tale, story, character, place, festival, celebration, birthday, decorations, party food
Tier 1 (Core): baby, toddler, child, family, parents, grandparents, adult, growing up	Tier 1: past, now, old, new, today, yesterday, days of the week	Tier 1: story, festival, celebration, birthday, decorations, party food
Tier 2 (Subject): past, before, then, older, younger	Tier 2: event, person, artefact, photograph, difference	Tier 2: fairy tale, character, place, traditional tale
Tier 3 (Disciplinary): change, sequence	Tier 3: evidence	Tier 3: tradition

Year One	
Essential Learning	
What was life like when our grandparents were children?	How did the first flight change the world?
I know ... - The order of events in my life so far. - How my childhood is different to my grandparents. - How my school is different to my grandparents' and give examples. To ask questions about the past to find out the answers. We can find out about the past by talking to people.	I know ... - The Wright Brothers flew the first aeroplane (The Flyer) in 1903 for a very short distance. - The first aeroplane looked different from modern aeroplanes. It was made from wood and fabric. Modern aeroplanes are made from metal, aluminium, and plastic. - How aeroplanes have changed the way we can travel today. People use them to travel for work/holidays, transport products or warfare. - I know how aeroplanes have changed over time. They still have wings and a rudder but today they have engines, are larger in size and many people can travel in them. Photographs can help me ask questions about the past.
Assessment Questions	

- Can you order the events in a child's life? - How is childhood different today compared to the past? - How is your school different to your grandparents? - What questions would you ask your grandparent to find out about their past? - How would you find out about the lives of people in the past?	- Who were the Wright brothers? - What did the first aeroplane look like? - How have aeroplanes changed the way we travel today? - What is the same/different about modern aeroplanes? - What can you learn from photographs?
Essential Vocabulary	
grandparents, before I was born, a long time ago, then, now, past, young, old, timeline, object/artefact, school, timeline, vocabulary linked to schools from the past	aeroplane, travel, photograph, flight, invention, transport, journey, pilot, propeller, modern, engine, rudder, important, wings, evidence
Tier 1 (Core): grandparents, school, past, now, young, old, then	Tier 1: aeroplane, travel, flight, journey, wings, pilot
Tier 2 (Subject): before I was born, a long time ago, timeline, object, artefact, difference	Tier 2: invention, transport, photograph, modern, engine, rudder, propeller
Tier 3 (Disciplinary): chronology, evidence	Tier 3: change over time, impact, evidence
Golden Threads	
Societal Change	- Invention - Societal Change

Year 2	
Essential Learning	
Should we still celebrate Bonfire Night? Did the Great Fire make London a better or a worse place?	Who are our local ambassadors?
I know ... - Bonfire Night is celebrated on the 5th of November. - Guy Fawkes tried to blow up the Houses of Parliament in 1605. It was called the Gunpowder Plot. - People have different opinions about Guy Fawkes. - The Great Fire of London started on 2nd September 1666. It started in a bakery in Pudding Lane, caused by a spark from an oven and lasted for 5 days. - The fire spread quickly because the houses were made of wood and built close together; it was very hot and there was no rain; there was no trained fire brigade.	I know ... - An ambassador is someone who works hard to promote something like our school councillors. The Verdin brothers and John Brunner were members of the Northwich parliament and local ambassadors. - Joseph, Robert, and William Henry were the Verdin brothers who ran the salt mines in the Northwich area. - John Brunner beat William Henry Verdin in an election – Brunner did not earn enough seats, so a re-election was called. - Brunner stood against Robert Verdin next, and Brunner was defeated. 3 weeks later Robert Verdin died so Brunner stood against Lord Henry Grosvenor. Brunner was elected.

- Houses were rebuilt further apart from each other. More were built from brick and stone and fire brigades were set up to stop this from happening again. Samuel Pepys and John Evelyn were eyewitnesses whose diaries tell us about the fire.	- Both the Verdin brothers and John Brunner had business' in the salt industry. They produced salt through salt works using brine. - Verdin gave Northwich, The Victoria Infirmary and Verdin Park where there is a statue erected to remember him. We can find out about local ambassadors by reading documents, talking to visitors, or visiting significant places.
Assessment Questions	
- Why do we remember the 5th of November? - Why might people have different opinions about Guy Fawkes and his actions? - What caused the Great Fire of London? - Why did the fire spread so quickly? - What was the effect of the fire? - What changes were brought in because of the fire? - Why do we remember the Great Fire of London?	- What is an ambassador? - Who were the Verdin brothers and John Brunner and why were they ambassadors for the locality? - What is an election? - How did the Verdin brothers/John Brunner earn their fortune? - Why is their legacy important? - How can we find out about local ambassadors?
Essential Vocabulary	
Houses of Parliament, bakery, fire, smoke, firefighter / fire brigade, plot, treason, diary, source, chronological order, hero / villain, law, diary, eyewitness	ambassador, parliament, salt, salt mine, (re)election, debate, statue, significant, local, chronological order, evidence, museum
Tier 1 (Core): fire, smoke, bakery, Houses of Parliament, firefighter, law, hero, villain	Tier 1: local, statue, salt, salt mine, museum
Tier 2 (Subject): Bonfire Night, Guy Fawkes, Gunpowder Plot, treason, Great Fire of London, fire brigade, diary, eyewitness, source, chronological order	Tier 2: ambassador, parliament, election, re-election, debate, documents, significant
Tier 3 (Disciplinary): cause, consequence, opinion, evidence	Tier 3: evidence, legacy, chronology
Golden Threads	
- Invention - Societal change	Societal change

Year 3

Essential Learning

Which was more impressive – the Stone Age, the Bronze Age, or the Iron Age?	How much did the Ancient Egyptians achieve?
I know ... • The Stone Age is part of a period called prehistory and it lasted approximately 3.5 million years. It is divided into three periods: The Palaeolithic, Mesolithic, and Neolithic eras. Stone Age/Bronze Age/Iron Age overlapped between 8000BC-43AD and the move from stone to bronze and then to iron was gradual. • The Stone Age gets its name from the stone (flint) used to make weapons and tools. Bronze was more effective than stone because it was easier to shape, was stronger and could be re-used. Iron was better than bronze because it was more common, lighter, and harder. • The Stone Age people had to become hunter-gatherers. They had to find animals, kill them for food, shelter, and clothes. • Burials of the Amesbury Archer are useful in finding out how people lived and what they thought was important. • Hillforts, like Maiden Castle, were built for defence and as places for tribes to meet and trade. • Developments in the New Stone Age included agriculture, housing, settlements, and trade. Developments in the Bronze and Iron Age impacted agriculture, crafts, warfare, and transport. • We know about the Stone Age, Bronze Age, and Iron Age from interpreting archaeological remains artefacts and monuments, such as Skara Brae and Stonehenge.	I know ... • The River Nile is important because it made the land fertile, to grow crops and was also used for transport. • Society was structured with a Pharaoh at the top and enslaved people at the bottom. • Ancient Egyptians worshipped over 2000 gods and goddesses and believed in an afterlife. • Howard Carter discovered the tomb of Tutankhamun in November 1922. • Ancient Egyptians have many achievements in farming, building, religion, medicine, writing, mathematics, and crafts. • We know about Egyptian civilisation by studying archaeological remains and writing.

Assessment Questions

• When did the Stone Age, Bronze Age or Iron Age happen? • What are the three periods of the Stone Age? • Why is it called the Stone Age and what is a hunter-gatherer? • What can you tell me about the Amesbury archer? • What is a hillfort? • Which new developments happened in the 3 eras? • Was stone, bronze, or iron most effective and why?	• Why did Egyptians settle on the river Nile? • Who was considered the most and least important in ancient Egypt? • Why is religion important for Egyptians? • Who is Howard Carter and what did he discover? • Can you list any ancient Egyptian achievements? • How do we know about Egyptian civilisation?
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Essential Vocabulary

• prehistory, settlement, hunter-gatherer, weapon, tool, archer, hillfort, archaeologist, artefact, monument, flint, BC/AD, timeperiod, evidence, saddle quern, midden, grave goods, aerial photograph, sacred	• achievement, afterlife, fertile, transport, trade, God / goddess, pharaoh, slave, sarcophagus, scribe, hieroglyphics, pyramid, civilization, ancient, tomb, remains, mummification, hierarchy
Tier 1 (Core): Stone Age, Bronze Age, Iron Age, tools, weapons, flint, farming, hunter-gatherer, settlement	Tier 1: Egypt, River Nile, farming, gods, tomb, pyramid
Tier 2 (Subject): prehistory, Palaeolithic, Mesolithic, Neolithic, hillfort, trade, defence, agriculture, artefact, monument, grave goods, BC/AD, time period	Tier 2: fertile, transport, trade, afterlife, pharaoh, society, achievement, writing, hieroglyphics, mummification, sarcophagus
Tier 3 (Disciplinary): archaeology, archaeologist, evidence, interpretation, technological progress, civilisation	Tier 3: hierarchy, civilisation, archaeological remains, historical source, discovery

Golden Threads

• Invention • Migration • Settlement • Societal change	• Invention • Religion • Settlement • Societal change
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Year 4

Essential Learning

What happened when the Romans came to Britain?

I know ...

- Julius Caesar had two unsuccessful attempts to invade and conquer Britain in 55 and 54 BC.
- Emperor Claudius, the leader of the Roman empire, planned a successful invasion in 43AD because he wanted resources from Britain.
- Hadrian's Wall is the most famous Roman site in Northeast England.
- Chester was known as Dewa from 70AD. It was one of the largest fortresses in Roman Britain. Deva was of great importance to the governance of Roman Britain and in establishing military rule in the northwest.
- The Roman period did not end abruptly in 410AD. Some Roman people continued to live in Britain.
- **We know about Roman Britain by visiting archaeological sites and looking at remains.**
- **We know about Roman civilisation in our locality by visiting archaeological sites/museums, including the amphitheatre, Roman walls, and the Roman gardens in Chester.**

What did the Greeks do for us?

I know ...

- Ancient Greece was made up of several city-states and the most important city-states were Athens and Sparta.
- These city-states sometimes worked together against a common enemy.
- They had different forms of government. In Athens, they had a democracy where the citizens voted for the government. In Sparta, they had a monarchy.
- Ancient Greeks were pioneers in many areas, including mathematics, art, philosophy, and science.
- Many innovations from Ancient Greece can still be seen today, for example in architecture, medicine, mathematics, language, and drama.
- **We know about Ancient Greece from using a variety of sources, including buildings, artefacts, written evidence, and myths.**

Assessment Questions

- What can you tell me about Julius Caesar and Emperor Claudius?
- How was Chester influenced by the Romans?
- Which is the most famous Roman site in Northeast England?
- What has Chester called and why was it important to the Romans?
- What can you tell me about the end of the Roman period?
- How do we find out about the Roman civilisation in our locality?

- What were the city-states of Ancient Greece?
- How did the city states of Athens and Sparta differ?
- What is a pioneer, and which areas were the Ancient Greeks considered pioneers in?
- Can you tell me about any innovations that can still be seen today?
- How do we know about Ancient Greece?

Essential Vocabulary

- Empire, emperor, imperialism, invade, conquer, fortresses, archaeological remains, amphitheatre, heritage, soldier, transport system, military

- city-state = polis, democracy, government, monarchy, citizen, pioneer, Olympic, marathon, slave, stadium, temple, hoplite, legacy

Tier 1 (Core): Roman, soldier, army, wall, empire, emperor, fort, road

Tier 1: Greece, city, citizen, government, temple, stadium

Tier 2 (Subject): invade, conquer, invasion, fortresses, military, transport system, archaeological remains, amphitheatre, heritage

Tier 2: city-state (polis), democracy, monarchy, pioneer, Olympic, marathon, hoplite, slave

Tier 3 (Disciplinary): imperialism, governance, civilisation, continuity, legacy

Tier 3: innovation, influence, legacy, historical source

Golden Threads

- Invasion
- Migration
- Settlement
- Societal change

- Invention
- Societal change

Year 5

Essential Learning

Was the Anglo-Saxon period really a Dark Age?

I know ...

- The Roman army left Britain around 410AD, and the Anglo-Saxons had already begun to invade before the Romans left.
- The Anglo-Saxons settled in Britain because the land was fertile.
- The Anglo-Saxons came from Germany, Holland, and Denmark.
- Anglo-Saxon Britain was not ruled by one person and the Anglo-Saxons were not united. They invaded as many different tribes as possible, and each took over different parts of Britain.
- 793CE, the Vikings invaded and settled in Britain.
- **We know about the Anglo-Saxons because of studying archaeological remains at Sutton Hoo and Staffordshire Hoard. This made historians change their minds about 'the Dark Age.'**

Would the Vikings do anything for money?

I know ...

- Vikings came from Scandinavia, Norway, Sweden, and Denmark and migrated from their homeland for a range of reasons.
- Viking means pirate or raider but not all Viking people were raiders, many were farmers, traders, and craftspeople.
- Push factors included overpopulation and lack of food and pull factors were wealth and a better climate.
- Vikings settled in many places, not just in Britain. In England, they mainly settled in the east because this was the first place they encountered.
- **We know about the Vikings because of studying archaeological remains.**
- **Some accounts were written by Anglo-Saxons years after the events took place.**

Assessment Questions

- What periods of History came before the Anglo-Saxons?
- Where did the Anglo-Saxons come from and why did they settle in Britain?
- What is a peasant/peasantry?
- How did the Anglo-Saxons rule Britain?
- What can you tell me about Sutton Hoo and what does it tell us about the Anglo-Saxons/Dark Age?

- When did the Vikings arrive in Britain?
- Where did they come from?
- What does Viking mean?
- Why did they travel to Britain?
- Where did they settle first and why?
- How do we know about the Vikings?

Essential Vocabulary

- invader, settlers, peasantry, kingdoms, tribes, plunder, grave goods, archaeologist, excavation, hoard, saga, monastery, proof, evidence, decay, preserved, Anglo-Saxon

Tier 1 (Core): Anglo-Saxon, invader, settler, tribe, kingdom, farmer, peasant

Tier 2 (Subject): settlement, fertile, peasantry, monastery, grave goods, hoard, archaeological remains, excavation, Sutton Hoo, Staffordshire Hoard

- invader, raider, monk, monastery, Viking, looted, abbey, migrate, settler, runes, longboat, pirate, farmer, trade, craftspeople

Tier 1: Viking, ship, longboat, pirate, farmer, trader, monk

Tier 2: raider, plunder, looted, abbey, monastery, migration, settler, craftspeople, runes

Tier 3 (Disciplinary): evidence, proof, decay, preserved, interpretation, historical misconception	Tier 3: push factors, pull factors, bias, reliability, historical account
Golden Threads	
• Invasion • Settlement • Migration • Religion • Societal change	• Invasion • Settlement • Migration • Religion • Societal change

Year 6

Essential Learning

What impact does war have?

I know ...

- The evacuation of Dunkirk (Operation Dynamo) in May-June 1940 immediately preceded the Battle of Britain.
- The Battle of Britain was an aerial conflict fought between the RAF and the German Luftwaffe.
- Britain had an advantage over Germany for three reasons: radar, a change of tactics and the use of the spitfire.
- Germany continued to bomb London at night until May of 1941. This series of bombings was called the Blitz.
- The Battle of Britain was a significant turning point because it was the first major defeat for the Germans and showed they could be stopped. It also meant that Britain could stay in the war and live to fight another day.
- **We can find out about the Wars by looking at objects; local sites; photographs; documents, including newspapers; and through oral history. It is important to be aware of bias in some of these.**
- **War graves and local war memorials can tell us a great deal about the local people who died.**

Why should we remember the Maya?

I know ...

- Maya people lived in Meso-America (Central America) in the area called Mexico and Guatemala.
- The Maya civilisation formed a society of city-states.
- Maya people made many technological advances and established a huge trading empire.
- The Maya people built pyramids to worship their gods and offer sacrifices.
- There are many theories as to why the population of Maya cities disappeared around 900AD.
- **We know about the Maya civilisation from archaeological remains and the people living in the area today.**

Assessment Questions

- What was Operation Dynamo?
- What was the Battle of Britain?
- How did Britain have an advantage over Germany?
- What was the Blitz?
- Why was the Battle of Britain a significant turning point of WW2?

- What is a civilisation?
- Where did the Maya people live?
- What is a city-state?
- Can you tell me about any of their achievements?
- Why did the Maya build pyramids?
- What does this tell us about their religious beliefs?
- Why do people believe the Maya disappeared in 900AD?

Essential Vocabulary

evacuation, aerial conflict, advantage, bombing, spitfire, memorial, casualty, Blitz, evacuee, refugee, rationing, Luftwaffe, Battle of Britain, allies	technological advances, sacrifice, population, civilisation, pyramid, temple, evidence, reconstruction, archaeology, city-state, hierarchy, conquistadors, glyphs, agriculture, astronomy, calendar, trade, decline
Tier 1 (Core): war, bombing, aeroplane, soldier, memorial, evacuee, refugee, casualty	Tier 1: Maya, civilisation, city, pyramid, temple, farming
Tier 2 (Subject): Battle of Britain, Blitz, evacuation, Operation Dynamo, aerial conflict, spitfire, Luftwaffe, allies, rationing, war memorial	Tier 2: city-state, technological advances, trade, sacrifice, agriculture, astronomy, calendar, glyphs, population
Tier 3 (Disciplinary): turning point, significance, bias, propaganda, reliability, oral history	Tier 3: hierarchy, archaeology, evidence, reconstruction, conquest, decline
Golden Threads	
- Invasion - Invention - Migration - Societal change	- Invention - Religion - Societal change

Cuddington assess pupils through our enquiry (assessment) questions. Staff then use our progression grid to judge how well pupils are thinking as historians - moving from describing and sequencing in KS1 to analysing, evaluating and justifying in KS2.

Historical Skills Progression

Skill Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Can sequence events from own life with support	Can independently order events in living memory	Can place events on a timeline using simple dates	Can use BC/AD and describe long periods	Can organise events across civilisations on timelines	Can link sequences across periods (e.g. Romans– Vikings)	Can explain turning points and long-term chronological change
Evidence & Sources	Can talk about what artefacts/photos show	Can use photos or people's memories to find out about the past	Can use simple sources (e.g. diaries) to answer questions	Can use archaeological evidence to suggest what life was like	Can compare different types of sources	Can explain which evidence is more reliable and why	Can evaluate sources critically and justify conclusions using evidence
Historical Enquiry	Can answer simple questions about the past	Can ask questions about what happened in the past	Can ask relevant questions and consider different viewpoints	Can ask questions about change and achievement	Can ask comparative and analytical questions	Can use enquiry to challenge ideas about the past	Can carry out sustained enquiries using a range of sources
Cause & Consequence	Can describe simple changes over time	Can describe differences between past and present	Can explain simple causes and effects of events	Can explain how developments changed people's lives	Can explain reasons why events happened	Can analyse multiple causes (e.g. push/pull factors)	Can evaluate the impact and significance of events over time
Interpretation	Can recognise that stories tell us about the past	Can recognise that accounts may differ	Can explain that people have different opinions about the past	Can use evidence to form simple interpretations	Can compare different interpretations	Can explain how interpretations change over time	Can evaluate interpretations considering bias and perspective
Significance	Can recognise that some people/events are important	Can explain why a person or event is important	Can explain why events are remembered today	Can describe achievements of past societies	Can explain the legacy of past civilisations	Can debate significance using evidence	Can evaluate significance using clear criteria
Vocabulary	Can use basic time words correctly	Can use simple historical vocabulary	Can use subject-specific vocabulary accurately	Can use disciplinary vocabulary in explanations	Can apply precise historical vocabulary	Can use analytical vocabulary (e.g. bias, interpretation)	Can use evaluative vocabulary (e.g. significance, reliability) accurately
Making Connections	Can recognise change in own life	Can identify simple changes over time	Can describe change in society	Can link developments across time periods	Can connect themes (e.g. settlement, invention)	Can explain patterns across time	Can analyse patterns and make broader historical connections