



Windy Arbor Primary School
Progression document
Subject: History
Lead: C. Miller



Themes

Society and Community

Exploration and Invasion

Power

Conflict and Disaster

Disciplinary Concepts

Chronology

**Evidence and
Interpretation**

**Cause and
Consequence**

**Change and
Continuity**

**Similarity and
Difference**

Historical Significance

Parts of this have been adapted from Grammarsaurus.



Year 1 Autumn 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
Knowledge	I can label timelines with words such as: past, present, older and newer.	I know what a source is	I know what causes are.	I know what the same and difference are	I know what past is. I know what present is.	I can name a significant toy from the past.
Skills	I can recount changes that have occurred in my own life.	I can look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"	I can discuss causes that lead to toys changing.	I can say which toys have stayed the same and which toys have changed over time.	I can compare toys using pictures from the past and present.	
	National curriculum			Vocabulary		
<i>National Curriculum focus: Changes within living memory</i>	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.			Favourite significant, before, after, past, present, same, different, change, continuity, then, now, evidence, modern-day, chronological order, timeline, old, new, today, similar, compare, decade, century		



Year 1 Spring Space Explorers	How has space exploration changed over time?					
	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Knowledge	I know what a timeline is. I know how to organise a timeline.	I know what the past is.		I know and can name changes that have happened.	I can use pictures and stories to find out about the past and compare different explorations.	I know can name significant explorers from the past.
skills	I can place explorative events on a timeline.	With support, I can use evidence of explorers lives to ask questions about the past.	I can discuss the causes of exploring and what we found out from exploration.	I can describe changes over a period of time.		
	National curriculum			Vocabulary		
<i>National Curriculum focus: Significant individuals and events</i>	They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.			explore, explorer, exploration, astronaut, significant, before, after, past, present, monument, same, different, change, continuity, then, now, evidence, modern-day, chronological order, timeline, old, new, today, similar, compare, decade, century		



	the lives of significant individuals in the past who have contributed to national and international achievements.	
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Year 1 Summer The Great Fire of London	How did the Great Fire change London?					
<i>National Curriculum focus – event beyond living memory</i>	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Knowledge	I know what chronology is.	I know what evidence is. I know what it means to be trusted.	I know the causes of the Great Fire of London. I can name the consequences of the fire.	I know some of the changes after the Great Fire of London.	I know what artefacts are. I know how the past has been represented.	I can name a monarch. I know and can name the significant people.
skills	I can place events, artefacts and historical figures on a timeline. I can use dates where	I can observe or handle evidence to ask questions and find answers to questions about the past.	I can explain the causes of the Great Fire of London and what the consequences were.	I can describe what changed after the Great Fire of London and how these changes have	I can use artefacts and diary entries to compare similarities and differences.	I can describe significant people from the past and explain why they are important.



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	appropriate.	I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).		continued through to the 21st century.	I can identify some of the different ways the past has been represented.	
	National curriculum			Vocabulary		
<i>National Curriculum focus: Significant individuals</i>	They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented significant historical events, people and places in their own locality. the lives of significant individuals in the past who have contributed to national and international achievements. events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]			Lord Mayor, fire hook, diary, Samuel Pepys, Christopher Wren, St Paul's Cathedral significant, before, after, past, present, monument, same, different, change, continuity, then, now, evidence, archaeologist, modern-day, chronological order, timeline, old, new, today, similar, compare, decade, century		

Year 2 Autumn Pirates and Life at Sea	How has life at sea changed over time?					
	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Knowledge	I know and can	I know what the past is.	I can name some	I know how pirates	I can compare	I can begin to talk



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	name and order some key events.	I know how we learn about the past. I know what a pirate is and can understand what happens at sea.	consequences of pirates and sea transport, e.g Titanic	have changed over time and the changes that events at sea brought.	between then and now.	about the significance of Pirates and Titanic and what was brought into place due to certain events.
Skills	I can add some events to a timeline.	I can interpret sources and evidence		I can talk about changes over time		
	National curriculum			Vocabulary		
<i>National Curriculum focus: Significant individuals and events</i>	They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented			modern, past, present, timeline , attack, ocean, pirate, Jolly Roger, maritime, Titanic, liner. Words in bold relate to the themes, concepts and skills that run throughout the whole history curriculum. Children will need to know the meanings of these words and have examples of them in context. These concepts will be built upon throughout the rest of the history curriculum.		

Year 2 Spring Hospitals and healthcare	How did Florence Nightingale and Edith Cavell help to improve hospitals?					
	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance



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Knowledge	I know what chronolgy is.	I can observe or handle evidence to ask questions and find answers to questions about the past.	I can name key actions of people and the consequences of these.	I can name changes.	I can name some events of the past.	I can name the significant individuals. I can name key actions of the significant people.
Skills	I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate.		I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.	I can describe changes and the historical events they led to.	I can use pictures, stories and film footage to find out about the past. I can identify some of the different ways the past has been represented.	I can describe significant people and events from the past and explain why they are important.
	National curriculum			Vocabulary		
<i>National Curriculum focus: Significant individuals</i>	They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented significant historical events, people and places in their own locality. the lives of significant individuals in the past who have contributed to national and international achievements.			pioneer, discrimination significant, before, after, past, present, monument, same, different, change, continuity, then, now, evidence, archaeologist, modern-day, chronological order, timeline, old, new, today, similar, compare, decade, century		

Year 2	Where did Kings and Queens live through time?
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Summer						
Kings, Queens and Castles						
<i>National Curriculum focus – event beyond living memory</i>	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Knowledge	I know and can name key events. I know and can use artefacts.	I know how to question the past.	I can begin to explain why monarchs built castles and what the consequences of these actions were.	I can describe changes and historical events.	I can compare the similarities and differences between different castles.	I can begin to talk about key events of a significant king/queen or castle.
skills	I can place events and some artefacts on a timeline.	With support, I can observe or handle some evidence to ask questions about the past.				
	National curriculum			Vocabulary		
<i>National Curriculum focus: Significant individuals</i>	They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented significant historical events, people and places in their own locality. the lives of significant individuals in the past who have contributed to national and international achievements.			queen, reign, monarch, coronation, moat, drawbridge, battlements, attack, defend, protect, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Elizabeth II, sceptre, regal, Battle of Hastings, William the Conqueror significant, before, after, past, present, monument, same, different, change, continuity, then, now, evidence, archaeologist, modern-day, chronological order, timeline, old, new, today, similar, compare, decade, century		

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Year 3	How did daily life change from the Stone Age to the Iron Age?					
Autumn						
Stone Age to Iron Age						
<i>National Curriculum: Change in Britain from the Stone Age to the Iron Age.</i>	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Knowledge	With support, I can use BCE. I can name the order of time periods.	I know what evidence is. I know how we can find evidence.	I can name some consequences of key events.	I can name some changes over time.	I can name key points about each of the periods of time (Stone Age, Bronze Age and Iron Age.) I know some key similarities and differences.	I know some important significant points Stone Age, Bronze Age and Iron Age.
skills	I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age.	I can observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence.	I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.	With support, I can begin to explain the concept of change over a long period of history.	I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.	I can suggest suitable sources of evidence to find out about significant people/events.
	National curriculum			Vocabulary		
	They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically			archaeologist, artefacts, continuity, significant, chronology		



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	valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. changes in Britain from the Stone Age to the Iron Age	Stone Age: agriculture, beaker, burial, construct, , domestication, excavation, migrate, mine, ore, preserve, remains, settlement
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Year 3 Summer Ancient Egypt	What were the greatest achievements of Ancient Egypt?					
<i>National Curriculum: The achievements of ancient civilisations.</i>	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Knowledge	With support, I can use BCE and CE. I know what chronology is.	I know what sources are. I know what makes a source suitable.	I know some of the main events in Ancient Egypt. I know some of the consequences of the main events.	I know some changes which happened.	I can name key information about old and new kingdoms of Ancient Egypt.	I know some of the important people in Ancient Egypt. I know some of the key events in Ancient Egypt.



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skills	I can place events, artefacts and historical figure on a timeline using dates.	I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	I can suggest causes and consequences of some of the main events within Ancient Egypt.	I can begin to explain the concept of change over a long period of history.	I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.	I can suggest suitable sources of evidence for historical enquiries. I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.
	National curriculum			Vocabulary		
	They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt			archaeologist, artefacts, continuity, significant, chronology Ancient Egypt: archer, bronze, chamber, chariot, Egyptologist, empire, era, expand, hieroglyphs, invade, monarchy, navy, obelisk, polytheistic, prepare, preserve, pyramid, scribe, temple, trade		

Year 4 Spring Ancient Greece	What were the greatest achievements of the Ancient Greeks?					
<i>National Curriculum</i> <i>Ancient Greece – a</i>	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance



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<i>study of Greek life and achievements and their influence on the western world:</i>						
Knowledge	I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE.	I know what sources are. I know what makes a source reliable.	I know some of the main events of Ancient Greece. I know some of the causes of the main events in Ancient Greece.	I know what change over time is.	I can describe the social, ethnic, cultural and religious diversity of the past.	I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).
skills	I can use a timeline	I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.	I can explain the concept of change over time and represent this with evidence.		
	National curriculum			Vocabulary		
	They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Ancient Greece – a study of Greek life and achievements and their influence on the western world			archaeologist, artefacts, continuity, significant, chronology Ancient Greece: civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious		



Year 4 Summer Ancient Egypt	How did the Roman Empire impact Britain?					
The achievements of the earliest civilizations – Ancient Egypt	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Knowledge	I know what chronology is.	I know what sources are. I know what makes a source reliable.	I know causes and consequences of key events in Ancient Egypt	I know about Ancient Greece and how this influence Ancient Egypt.	I know how some things were similar and different in life.	I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support)
skills	I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).	I can suggest suitable sources of evidence for historical enquiries. I can begin to discuss the reliability of sources.	I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.	I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence	I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).	
	National curriculum			Vocabulary		
	The achievements of the earliest civilizations – Ancient Egypt They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.			archer, annex, civil war, conquer, defences, emperor, empire, fleet, fort, governor, infantry, kingdom, legion, military alliance, occupation, outnumber, peninsula, pillage, revolt, settlement, tactic.		



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Year 5 Autumn Vikings and Anglo Saxons	How did Britain change in the settlements of the Vikings and Anglo-Saxons?					
<i>National Curriculum:</i> Britain's settlement by Anglo-Saxons	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Knowledge	I know key dates.	I know what sources are. I know what makes a source reliable.	I can describe causes of invasion in Britain and what the consequences were.	I can identify periods of rapid change in history. I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.	I know similarities and differences between Anglo-Saxon and Viking culture.	



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skills	I can use dates accurately in describing events and people.	I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why.			I can compare similarities and differences between Anglo-Saxon and Viking culture.	I can describe the social and cultural significance of a past society.
	National curriculum			Vocabulary		
	They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Britain's settlement by Anglo-Saxons Anglo-Saxon invasions, settlements and kingdoms: place names and village life			archaeologist, artefacts, continuity, significant, chronology Anglo-Saxons & Vikings: aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, migration, monk, native, pagan, pillage, priory, raid, rebellion, rebel, Scandinavia, settlement, status, tribe		

Year 5 Summer Maya	What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century?					
<i>National Curriculum:</i>	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance



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a non-European society that provides contrasts with British history						
Knowledge	I know key dates.	I know what sources are. I know what a hypothesis is.	I know the key events in Ancient Maya. I know the consequences of events in Ancient Maya.	I know can identify periods of rapid change in history. I know and can explain the concepts of continuity and change over time.	I know similarities and differences between civilisations and cultures.	I know and can describe the characteristic features of the past, including ideas and beliefs.
skills	I can use dates and terms accurately in describing events and people.	I can use sources of evidence to deduce information about the past. I can use sources of information to form testable hypotheses about the past.	I can describe causes of events and their consequences in Ancient Maya.		I can compare the similarities and differences between civilisations and cultures.	I can describe the social and cultural significance of a past society.
	National curriculum			Vocabulary		
	They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. a non-European society that provides contrasts with British history –; Mayan civilization c. AD 900;			archaeologist, artefacts, continuity, significant, chronology Ancient Maya: historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajar, comparing, kingdom, abandoned, obsidian, annexe, hostile, invade, trade, port		

Year 6	How did the World Wars
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Autumn						
World War						
<i>National Curriculum:</i> Post 1066 study	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Knowledge	I know key dates of the World Wars. I know the key changes in history.	I can use sources of information to form conclusions about the past. I know and can explain that no single source of evidence gives the full answer to questions about the past.	I know the causes of the World Wars. I know some of the consequences of the World Wars.	I can identify periods of rapid change in history and contrast them with times of relatively little change.	I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.	I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
skills	I can use dates and terms accurately in describing events. I can describe the main changes in a period of history.	I can use the sources of information.	I can describe some of the causes and consequences of World War 1 and 2.			
	National curriculum			Vocabulary		
	They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			archaeologist, artefacts, continuity, significant, chronology republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilisation, squadron		



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	significant turning point in British History a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	
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Year 6 Summer Crime and Punishment	How has crime and punishment changed over time in Britain?					
<i>National Curriculum:</i> Post 1066 study	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Knowledge	I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	I know what sources are and whether they are reliable. I know what interpretation is.	I know examples of crime and punishment. I know the consequences of crime and punishment.	use appropriate historical vocabulary to communicate change and continuity. I know terms such as: social, religious, political, cultural and technological. I know changes in crime and punishment.	I can compare similarities and differences in crime and punishments over time. I can compare the main changes in a period of history with the present day.	I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.



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skills		I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate.	I can describe the social causes of crime and punishment. I can describe the consequences of crimes.	I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I know and can		
	National curriculum			Vocabulary		
	They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. changes in an aspect of social history, such as crime and punishment			archaeologist, artefacts, continuity, significant, chronology Crime & Punishment: crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation		

Year 6 Summer – 2025-26 only Ancient Greece	What were the greatest achievements of the Ancient Greeks?
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<i>National Curriculum Ancient Greece – a study of Greek life and achievements and their influence on the western world:</i>	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Knowledge	I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE.	I know what sources are. I know what makes a source reliable. I can make interpretations.	I know some of the main events of Ancient Greece. I know some of the causes of the main events in Ancient Greece.	I know what change over time is.	I can describe the social, ethnic, cultural and religious diversity of the past.	I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).
skills	I can use a timeline	I can suggest suitable sources for historical enquiry. I discuss the reliability of sources.	I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.	I can explain the concept of change over time and represent this with evidence.		
	National curriculum			Vocabulary		
	They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.			archaeologist, artefacts, continuity, significant, chronology Ancient Greece: civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy,		



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	Ancient Greece – a study of Greek life and achievements and their influence on the western world	city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious
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