Princess May Primary School

History Curriculum Knowledge and Skills Progression Map 2026–27

A Spiral Curriculum

Our History curriculum has been designed as a spiral curriculum with the following key principles in mind:

✓ **Cyclical:** Pupils return to the same skills again and again during their time in primary school.
✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity
✓ **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum aims

At Princess May, we aim for all our pupils to develop our school values of respect, empathy and determination. Our History scheme of work aims to inspire pupils to become curious and analytical thinkers with a broad understanding of the past. The intention is for pupils to develop the confidence to question and investigate evidence, explore different perspectives and build informed interpretations of events, people and societies. The scheme aims to build pupils' awareness of how History shapes identities, cultures and communities over time. The goal is to inspire them to become reflective, active citizens who can draw on historical understanding to make sense of the present and contribute thoughtfully to the future, respectfully, empathically and with determination.

Knowledge developed within our curriculum

Substantive concepts
Exploring and understanding the key events, people, ideas and societies of the past.

Disciplinary concepts
Understanding how historians find out about and interpret the past.

Historical enquiry
Posing and answering historical questions using evidence.

Chronological awareness
Developing and understanding the passage of time, using language related to chronology and building timelines to place events in chronological order.

EYFS Framework

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

National Curriculum Programme of Study
A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. At Princess May, the National Curriculum underpins our curriculum.

Progression of skills and knowledge

Chronological awareness

	Skills	Knowledge
EYFS ***Peek into the past; Adventures through time***	• Beginning to sequence events when describing them (e.g. daily routines, events in a story). • Recognising that some stories are set a long time ago. • Recognising significant dates for them (birthday). • Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery…"). • Recounting activities that happened in their past using photos as a prompt.	• To know that they started life as a baby but have since grown and changed. • To know that someone's age is the time since they were born. • To know that some people are older than others. • To know that parents are older than children and grandparents are older than parents. (Beginning to understand the concept of generations). • To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year).
Year 1 ***How am I making history? How have toys changed? How have explorers changed the world?***	• Sequencing three or four events in their own life • Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after) • Sequencing three or four artefacts from different periods of time. • Placing events on a simple timeline. • Recording on a timeline a sequence of historical stories heard orally.	• To know that a timeline shows the order events in the past happened. • To know that we start by looking at 'now' on a timeline then look back. • To know that 'the past' is events that have already happened. • To know that 'the present' is time happening now. • To know that within living memory is 100 years.
Year 2	• Sequencing up to six photographs, focusing on the intervals between events. • Placing events on a timeline, building on times studied in Year 1.	• To know a decade is ten years. • To know that beyond living memory is more than 100 years ago.

How was school different in the past? How did we learn to fly? What is a monarch?	• Beginning to recognise how long each event lasted. • Knowing where people/events studied fit into a chronological framework.	• To know that events in history may last different amounts of time.
Year 3 ***Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age? Why did the Romans invade and settle Britain? What was important to ancient Egyptians?***	• Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in • Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. • Using dates to work out the interval between periods of time and the duration of historical events or periods. • Using BC/AD/Century • Sequencing eight to ten artefacts, historical pictures or events. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Placing the time studied on a timeline • Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • Noticing connections over a period of time. • Making a simple individual timeline.	• To know that history is divided into periods of history e.g. ancient times, middle ages and modern. • To know that BC means before Christ and is used to show years before the year 0. • To know that AD means Anno Domini and can be used to show years from the year 1AD. • To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. • To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. • To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. • To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. • To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. • To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.
Year 4 ***How have children's lives changed? What changed in Britain after the Anglo-Saxon invasion? How did the achievements of the ancient Maya impact their society and beyond?***	• Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in • Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. • Using dates to work out the interval between periods of time and the duration of historical events or periods. • Using BC/AD/Century • Sequencing eight to ten artefacts, historical pictures or events. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Placing the time studied on a timeline • Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • Noticing connections over a period of time. • Making a simple individual timeline.	• To know that history is divided into periods of history e.g. ancient times, middle ages and modern. • To know that BC means before Christ and is used to show years before the year 0. • To know that AD means Anno Domini and can be used to show years from the year 1AD. • To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. • To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. • To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. • To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. • To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. • To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.

Year 5 ***Were the Vikings raiders, traders or something else? What was life like in Tudor England? What is the legacy of the ancient Greek civilisation?***	• Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. • Putting dates in the correct century. • Using the terms AD and BC in their work. • Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Placing the time, period of history and context on a timeline. • Relating current study on timeline to other periods of history studied. • Comparing and making connections between different contexts in the past.	• To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century) • To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians. • To understand that historical periods have characteristics that distinguish them. • To understand how to work out durations of periods and events. • To understand how to represent a scale on a timeline. • To understand how to create their own timeline selecting significant events.
Year 6 ***What can the census tell us about local areas? What was the impact of World War 2 on the people of Britain? Who should go on the £10 banknote?***	• Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. • Putting dates in the correct century. • Using the terms AD and BC in their work. • Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Placing the time, period of history and context on a timeline. • Relating current study on timeline to other periods of history studied. • Comparing and making connections between different contexts in the past.	• To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century) • To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians. • To understand that historical periods have characteristics that distinguish them. • To understand how to work out durations of periods and events. • To understand how to represent a scale on a timeline. • To understand how to create their own timeline selecting significant events.

Disciplinary concepts

	Change and continuity	Cause and consequence	Similarities and differences	Historical significance	Sources of evidence	Historical interpretations
Skills & Knowledge						
EYFS ***Peek into the past; Adventures through time***	**Skills** • Being aware of changes that happen throughout the year (e.g. seasons, nature). **Knowledge** • To know that the environment around us changes as time passes.	**Skills** • Experiencing cause and effect in play. **Knowledge** • N/A	**Skills** • Beginning to recognise similarities and differences between the past and today. • Using photographs and stories to compare the past with the present day. **Knowledge** • N/A	**Skills** • Recalling special people in their own lives. **Knowledge** • To know the names of people that are significant to their own lives.	**Skills** • Using stories and non-fiction books to find out about life in the past. **Knowledge** • To know that stories and books can tell us about the past.	**Skills** • Recognising that different members of the class may notice different things in photographs from the past. **Knowledge** • To begin to know that some photographs and drawings represent the past.
Year 1 ***How am I making history? How have toys changed? How have explorers changed the world?***	**Skills** • Being aware that some things have changed and some have stayed the same in their own lives. • Describing simple changes and ideas/objects that remain the same. • Understanding that some things change while other items remain the same and some are new. **Knowledge** • To know that people change as they grow older. • To know that throughout someone's lifetime, some things will change and some things will stay the same.	**Skills** • Asking why things happen and beginning to explain why with support. **Knowledge** • To know that everyday objects have changed as new materials have been invented.	**Skills** • Beginning to look for similarities and differences over time in their own lives. **Knowledge** • To know that there are similarities and differences between their lives today and their lives in the past. • To know some similarities and differences between the past and their own lives. • To know that people celebrate special events in different ways. • To know that everyday objects have similarities and differences with those used for the same	**Skills** • Recalling special events in their own lives. **Knowledge** • To know that some people and events are considered more 'special' or significant than others.	**Skills** • Using artefacts, photographs and visits to museums to answer simple questions about the past. • Finding answers to simple questions about the past using sources (e.g. artefacts). • Sorting artefacts from then and now. **Knowledge** • To know that photographs can tell us about the past. • To know that we can find out about the past by asking people who were there • To know that artefacts can tell us about the past.	**Skills** • Beginning to identify different ways to represent the past (e.g. photos, stories). • Developing their own interpretations from historical artefacts. **Knowledge** • To know that the past can be represented in photographs.

	• To know that everyday objects have changed over time.		purpose in the past.		• To know that we remember some (but not all) of the events that we have lived through.	
Year 2 ***How was school different in the past? How did we learn to fly? What is a monarch?***	**Skills** • Recognising some things which have changed/stayed the same as the past. • Identifying simple reasons for changes. **Knowledge** • To know that daily life has changed over time but that there are some similarities to life today.	**Skills** • Asking questions about why people did things, why events happened and what happened as a result. • Recognising why people did things, why events happened and what happened as a result. **Knowledge** • To know that changes may come about because of improvements in technology.	**Skills** • Identifying similarities and difference between ways of life at different times. • Finding out about people, events and beliefs in society. • Making comparisons with their own lives. **Knowledge** • To know that there are explanations for similarities and differences between children's lives now and in the past.	**Skills** • Discussing who was important in a historical event. **Knowledge** • To know that some events are more significant than others • To know the impact of a historical event on society. • To know that 'historically significant' people are those who changed many people's lives.	**Skills** • Using artefacts, photographs and visits to museums to ask and answer questions about the past. • Making simple observations about a source or artefact. • Using sources to show an understanding of historical concepts (see above). • Identifying a primary source. **Knowledge** • To know that we can find out about how places have changed by looking at maps. • To know that historians use evidence from sources to find out more about the past.	**Skills** • Recognising different ways in which the past is represented (including eye-witness accounts). • Comparing pictures or photographs of people or events in the past. • Developing their own interpretations from photographs and written sources. **Knowledge** • To know that the past is represented in different ways
Year 3 ***Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age? Why did the Romans invade and settle Britain? What was important to ancient Egyptians?*** ***Year 4*** ***How have***	**Skills** • Identifying reasons for change and reasons for continuities. • Identifying what the situation was like before the change occurred. • Comparing different periods of history and identifying changes and continuity. • Describing the changes and continuity between different periods of history. • Identifying the links between different societies.	**Skills** • Identifying the consequences of events and the actions of people. • Identifying reasons for historical events, situations and changes. **Knowledge** • To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). • To know that advancements in science and technology can be the cause of change.	**Skills** • Identifying similarities and differences between periods of history. • Explaining similarities and differences between daily lives of people in the past and today. • Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	**Skills** • Recalling some important people and events • Identifying who is important in historical sources and accounts. **Knowledge** • To know that significant archaeological findings are those which change how we see the past. • To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.	**Skills** • Using a range of sources to find out about a period. • Using evidence to build up a picture of a past event. • Observing the small details when using artefacts and pictures. • Identifying sources which are influenced by the personal beliefs of the author. **Knowledge** • To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people	**Skills** • Identifying and giving reasons for different ways in which the past is represented. • Identifying the differences between different sources and giving reasons for the ways in which the past is represented. • Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. • Evaluating the usefulness of different sources. **Knowledge**

children's lives changed? What changed in Britain after the Anglo-Saxon invasion? How did the achievements of the ancient Maya impact their society and beyond?	**Knowledge** • To know that change can be brought about by advancements in transport and travel. • To know that change can be brought about by advancements in materials. • To know that change can be brought about by advancements in trade				from the past. • To know that assumptions made by historians can change in the light of new evidence.	• To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. • To know that assumptions made by historians can change in the light of new evidence.
Year 5 ***Were the Vikings raiders, traders or something else? What was life like in Tudor England? What is the legacy of the ancient Greek civilisation?***	**Skills** • Making links between events and changes within and across different time periods / societies. • Identifying the reasons for changes and continuity. • Describing the links between main events, similarities and changes within and across different periods/studied. • Describing the links between different societies. • Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. • Analysing and presenting the reasons for changes and continuity. **Knowledge** • To know that change can be brought about by conflict. • To know that change can be traced using the census.	**Skills** • Giving reasons for historical events, the results of historical events, situations and changes. • Starting to analyse and explain the reasons for, and results of historical events, situations and change. **Knowledge** • To know that members of society standing up for their rights can be the cause of change.	**Skills** • Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Making links with different time periods studied. • Describing change throughout time.	**Skills** • Identifying significant people and events across different time periods. • Comparing significant people and events across different time periods. • Explain the significance of events, people and developments.	**Skills** • Recognising primary and secondary sources. • Using a range of sources to find out about a particular aspect of the past. • Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. • Describing how secondary sources are influenced by the beliefs, cultures and time of the author. **Knowledge** • To understand that inventories are useful sources of evidence to find out about people from the past. • To know that the most reliable sources are primary sources which were created for official purposes.	**Skills** • Comparing accounts of events from different sources. • Suggesting explanations for different versions of events. • Evaluating the usefulness of historical sources. • Identifying how conclusions have been arrived at by linking sources. • Developing strategies for checking the accuracy of evidence. • Addressing and devising historically valid questions. • Understanding that different evidence creates different conclusions. • Evaluating the interpretations made by historians. **Knowledge** • To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a

						reliable source. • To understand that there are different interpretations of historical figures and events.
Year 6 ***What can the census tell us about local areas? What was the impact of World War 2 on the people of Britain? Who should go on the £10 banknote***	**Skills** • Making links between events and changes within and across different time periods / societies. • Identifying the reasons for changes and continuity. • Describing the links between main events, similarities and changes within and across different periods/studied. • Describing the links between different societies. • Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. • Analysing and presenting the reasons for changes and continuity. **Knowledge** • To know that change can be brought about by conflict. • To know that change can be traced using the census.	**Skills** • Giving reasons for historical events, the results of historical events, situations and changes. • Starting to analyse and explain the reasons for, and results of historical events, situations and change. **Knowledge** • To know that members of society standing up for their rights can be the cause of change.	**Skills** • Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Making links with different time periods studied. • Describing change throughout time.	**Skills** • Identifying significant people and events across different time periods. • Comparing significant people and events across different time periods. • Explain the significance of events, people and developments. **Knowledge** • To know how historians select criteria for significance and that this changes.	**Skills** • Recognising primary and secondary sources. • Using a range of sources to find out about a particular aspect of the past. • Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. • Describing how secondary sources are influenced by the beliefs, cultures and time of the author. **Knowledge** • To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date. • To understand the types of information that can be extracted from the census. • To understand that inventories are useful sources of evidence to find out about people from the past. • To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. • To understand how to compare different census extracts by analysing the entries in individual columns. • To know that the most	**Skills** • Comparing accounts of events from different sources. • Suggesting explanations for different versions of events. • Evaluating the usefulness of historical sources. • Identifying how conclusions have been arrived at by linking sources. • Developing strategies for checking the accuracy of evidence. • Addressing and devising historically valid questions. • Understanding that different evidence creates different conclusions. • Evaluating the interpretations made by historians. **Knowledge** • To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. • To understand that there are different interpretations of historical figures and events.

					reliable sources are primary sources which were created for official purposes.	

Historical enquiry

	Posing historical questions	Gathering, organising and evaluating evidence	Interpreting findings, analysing and making connections	Evaluating and drawing conclusions	Communicating findings
Skills					
EYFS ***Peek into the past; Adventures through time***	• Asking questions about the differences they can see in photographs or images (in stories) that represent the past.	• Making simple observations about the past from photographs and images.	• **N/A**	• Deciding whether photographs or images (e.g. from stories) depict the past.	• Communicating findings by pointing to images and using simple language to explain their thoughts.
Year 1 ***How am I making history? How have toys changed? How have explorers changed the world?***	• Asking how and why questions based on stories, events and people. • Asking questions about sources of evidence (e.g. artefacts).	• Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). • Using relevant vocabulary in answers. • Describing past events and people by drawing or writing. • Expressing a personal response to a historical story or event through discussion, drawing our writing.	• Interpreting evidence by making simple deductions. • Making simple inferences and deductions from sources of evidence. • Describing the main features of concrete evidence of the past or historical evidence.	• Drawing simple conclusions to answer a question.	• Communicating findings through discussion and timelines with physical objects/ pictures. • Using vocabulary such as - old, new, long time ago. • Discussing and writing about past events or stories in narrative or dramatic forms. • Expressing a personal response to a historical story or event.
Year 2 ***How was school***	• Asking a range of questions about stories, events and people.	• Understanding how we use books and sources to find out about the past.	• Making links and connections across a unit of study. • Selecting and using sections	• Making simple conclusions about a question using evidence to support.	• Communicating answers to questions in a variety of ways, including discussion, drama

different in the past? How did we learn to fly? What is a monarch?	• Understanding the importance of historically-valid questions.	• Using a source to answer questions about the past. • Evaluating the usefulness of sources to a historical enquiry. • Selecting information from a source to answer a question. • Identifying a primary source.	of sources to illustrate and support answers.		and writing (labelling, simple recount). • Using relevant vocabulary in answers. • Describing past events and people by drawing or writing. • Expressing a personal response to a historical story or event through discussion, drawing our writing.
Year 3 ***Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age? Why did the Romans invade and settle Britain? What was important to ancient Egyptians?*** ***Year 4*** ***How have children's lives changed? What changed in Britain after the Anglo-Saxon invasion? How did the achievements of the ancient Maya impact their society and beyond?***	• Understanding how historical enquiry questions are structured. • Creating historically-valid questions across a range of time periods, cultures and groups of people. • Asking questions about the main features of everyday life in periods studied, e.g. how did people live • Creating questions for different types of historical enquiry. • Asking questions about the bias of historical evidence.	• Using a range of sources to construct knowledge of the past. • Defining the terms 'source' and 'evidence'. • Extracting the appropriate information from a historical source. • Selecting and recording relevant information from a range of sources to answer a question. • Identifying primary and secondary sources. • Identifying the bias of a source. • Comparing and contrasting different historical sources.	• Using a range of sources to construct knowledge of the past. • Defining the terms 'source' and 'evidence'. • Extracting the appropriate information from a historical source. • Selecting and recording relevant information from a range of sources to answer a question. • Identifying primary and secondary sources. • Identifying the bias of a source. • Comparing and contrasting different historical sources.	• Understanding that there may be multiple conclusions to a historical enquiry question. • Reaching conclusions that are substantiated by historical evidence. • Recognising similarities and differences between past events and today.	• Communicating knowledge and understanding through discussion, debates, drama, art and writing. • Constructing answers using evidence to substantiate findings. • Identifying weaknesses in historical accounts and arguments. • Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. • Creating a structured response or narrative to answer a historical enquiry. • Describing past events orally or in writing, recognising similarities and differences with today
Year 5 ***Were the Vikings raiders, traders or something else? What was life like in***	• Planning a historical enquiry. • Suggesting the evidence needed to carry out the enquiry. • Identifying methods to use to carry out the research.	• Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time.	• N/A	• Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Showing written and oral	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Showing written and oral evidence of continuity and

Tudor England? What is the legacy of the ancient Greek civilisation? ***Year 6*** ***What can the census tell us about local areas? What was the impact of World War 2 on the people of Britain? Who should go on the £10 banknote***	• Asking historical questions of increasing difficulty e.g. who governed, how and with what results? • Creating a hypothesis to base an enquiry on. • Asking questions about the interpretations, viewpoints and perspectives held by others.	• Distinguishing between fact and opinion. • Recognising 'gaps' in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. • Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. • Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.		evidence of continuity and change as well as indicting simple causation. • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Constructing explanations for past events using cause and effect. • Using evidence to support and illustrate claims.	change as well as indicting simple causation. • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Constructing explanations for past events using cause and effect. • Using evidence to support and illustrate claims.

Substantive concepts

	Power (monarchy, government and empire)	Invasion, settlement and migration	Civilisation (social and cultural)	Trade	Beliefs	Achievements and follies of mankind
Knowledge						
EYFS ***Peek into the past; Adventures through time***	N/A	N/A	N/A	N/A	N/A	• To know that in fairytales kings/queens are usually important, powerful people who rule over others. • To recognise some interests and achievements from their own lives and the lives of their families and friends.
Year 1 ***How am I making history? How have toys changed? How have explorers changed the world?***	N/A	N/A	N/A	N/A	N/A	• To know some inventions that still influence their own lives today. • To know some achievements and discoveries of significant individuals.
Year 2 ***How was school different in the past? How did we learn to fly? What is a monarch?***	• To know that a monarch in the UK is a king or queen. • To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. • To know that Britain was organised into kingdoms and these were governed by	N/A	N/A	N/A	N/A	• To begin to identify achievements and inventions that still influence their own lives today. • To know the legacy and contribution of the inventions. • To be aware of the achievements of significant individuals.

	monarchs.					
Year 3 ***Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age? Why did the Romans invade and settle Britain? What was important to ancient Egyptians?***	• To understand the development of groups, kingdom and monarchy in Britain. • To know who became the first ruler of the whole of England. • To understand the expansion of empires and how they were controlled across a large empire. • To understand that societal hierarchies and structures existed including aristocracy and peasantry. • To understand some reasons why empires fall/collapse.	• To know that there were different reasons for invading Britain. • To understand that there are varied reasons for coming to Britain. • To know that there are different reasons for migration. • To know that settlement created tensions and problems. • To understand the impact of settlers on the existing population. • To understand the earliest settlements in Britain. • To know that settlements changed over time.	• To understand how invaders and settlers influence the culture of the existing population. • To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • To know that education existed in some cultures, times and groups.	• To know that communities traded with each other and over the English Channel in the Prehistoric Period. • To understand that trade began as the exchange of goods. • To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. • To understand that the Roman invasion led to a great increase in British trade with the outside world. • To understand that trade develops in different times and ways in different civilisations. • To understand that the traders were the rich members of society.	• To understand that there are different beliefs in different cultures, times and groups. • To know about paganism and and the introduction of Christianity in Britain. • To know how Christianity spread. • To compare the beliefs in different cultures, times and groups.	• To be able to identify achievements and inventions that still influence our lives today from Roman times. • To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. • To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.
Year 4 ***How have children's lives changed? What changed in Britain after the Anglo-Saxon invasion? How did the achievements of the ancient Maya impact their society and beyond?***	• To understand the development of groups, kingdom and monarchy in Britain. • To know who became the first ruler of the whole of England. • To understand the expansion of empires and how they were controlled across a large empire. • To understand that societal hierarchies and structures existed including aristocracy and peasantry. • To understand some reasons why empires fall/collapse.	• To know that there were different reasons for invading Britain. • To understand that there are varied reasons for coming to Britain. • To know that there are different reasons for migration. • To know that settlement created tensions and problems. • To understand the impact of settlers on the existing population. • To understand the earliest settlements in Britain. • To know that settlements changed over time.	• To understand how invaders and settlers influence the culture of the existing population. • To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that education existed in some cultures, times and groups.	• To know that communities traded with each other and over the English Channel in the Prehistoric Period. • To understand that trade began as the exchange of goods. • To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. • To understand that the Roman invasion led to a great increase in British trade with the outside world. • To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.	• To understand that there are different beliefs in different cultures, times and groups. • To know about paganism and and the introduction of Christianity in Britain. • To know how Christianity spread. • To compare the beliefs in different cultures, times and groups.	• To be able to identify achievements and inventions that still influence our lives today from Roman times. • To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. • To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.

				• To understand that trade develops in different times and ways in different civilisations. • To understand that the traders were the rich members of society.		
Year 5 ***Were the Vikings raiders, traders or something else? What was life like in Tudor England? What is the legacy of the ancient Greek civilisation?*** ***Year 6*** ***What can the census tell us about local areas? What was the impact of World War 2 on the people of Britain? Who should go on the £10 banknote***	• To understand how the monarchy exercised absolute power. • To understand the process of democracy and parliament in Britain. • To understand that different empires have different reasons for their expansion. • To understand that there are changes in the nature of society. • To know that there are different reasons for the decline of different empires.	• To understand there are increasingly complex reasons for migrants coming to Britain. • To understand that migrants come from different parts of the world. • To know about the diverse experiences of the different groups coming to Britain over time.	• To be aware of the different beliefs that different cultures, times and groups hold. • To understand the changing nature of religion in Britain and its impact. • To be aware of how different societies practise and demonstrate their beliefs. • To be able to identify the impact of beliefs on society.	• To understand the changes and reasons for the organisation of society in Britain. • To understand how society is organised in different cultures, times and groups. • To be able to compare development and role of education in societies. • To be able to compare education in different cultures, times and groups. • To understand the changing role of women and men in Britain. • To understand that there are differences between early and later civilisations.	• To know that trade routes from Britain expanded across the world . • To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. • To understand that the expansion of trade routes increased the variety of goods available. • To understand that the methods of trading developed from in person to boats, trains and planes. • To understand the development of global trade. • To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain	• To understand that people in the past were as inventive and sophisticated in thinking as people today. • To know that new and sophisticated technologies were advanced which allowed cities to develop. • To understand the impact of war on local communities. • To know some of the impacts of war on daily lives. • To be able to identify the achievements of civilisations and explain why these achievements were so important. • To be able to compare the achievements of different civilisations and groups.