

Together, We Flourish

Kindness • Respect • Perseverance • Curiosity • Hope • Community










History Progression Map

Substantive knowledge: the historical content pupils know and remember: the people, events, periods, places, vocabulary, narratives and substantive concepts encountered through the curriculum.

Disciplinary knowledge: the knowledge of how historians work: using evidence, chronology, interpretations, continuity and change, cause and consequence, similarity and difference, significance, and communicating historically.

Key Concepts: Across our history curriculum, pupils revisit a set of key substantive concepts. These concepts help children make connections between different periods, people and places, so that their historical understanding builds over time.

	Migration, Settlement and Invasion	Children learn about why people move from one place to another, how communities settle in new areas, and how invasions can change land, power, culture and everyday life.
	Conflict and War	Children explore disagreements, struggles for power, battles and wars. They learn about the causes of conflict, the experiences of people affected by it, and the short- and long-term consequences.
	Empire	Children learn how empires are created, expanded and governed. They consider how empires affect the people and places they control, as well as the lasting impact they leave behind.
	Power and Government	Children study who holds power, how people are ruled, and how leadership changes over time. This includes monarchs, rulers, governments, laws, democracy and resistance.
	Trade and Technology	Children explore how people have exchanged goods, ideas and resources, and how inventions and technology have changed work, travel, communication, society and daily life.
	Civilisation and Society	Children learn about how people lived in different societies, including homes, beliefs, jobs, culture, social structures and achievements. They compare what was similar and different across civilisations.
	Environmental History and Sustainability	Children consider how people in the past used, changed and depended on the natural world. They explore how environments shaped human life and how human actions affected the world around them.

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	Substantive knowledge progression	Disciplinary knowledge progression
<p>Year 1</p> <p>Units:</p> <ul style="list-style-type: none"> • Historical Enquiry • Toys • Travel and Transport 	<ul style="list-style-type: none"> • Pupils begin to understand that the past is different from the present and that historians use evidence to find out about it. • They build personal and family chronology through memories, birthdays, generations and objects from their own lives. • They learn that toys have changed over approximately 80 years, including materials, safety, technology and how toys are used. • They learn that transport has changed over time, including boats, bicycles, trains, cars, flight and how journeys are made. • Core vocabulary includes past, present, old, new, before, after, earliest, latest, evidence, source, artefact and timeline. 	<ul style="list-style-type: none"> • Ask and answer simple historical questions using pictures, stories, objects and artefacts. • Observe or handle sources and begin to select information that answers a simple question. • Sequence events and artefacts that are close together in time and use everyday time vocabulary accurately. • Identify old and new items and recognise that some things change while others stay nearly the same. • Talk, draw and write about the past using simple historical vocabulary.
<p>Substantive concept themes: Trade and Technology; Environmental History and Sustainability; early foundations in evidence, family memory, chronology and change.</p>		
<p>Values links: Curiosity - asking questions and looking closely at evidence. Respect - valuing memories and experiences from different generations. Community - learning from family stories and shared local experiences.</p>		

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	Substantive knowledge progression	Disciplinary knowledge progression
<p>Year 2</p> <p>Units:</p> <ul style="list-style-type: none"> • History of Emergency Services • The Titanic • Kings, Queens and Castles 	<ul style="list-style-type: none"> • Pupils broaden their knowledge from personal history to nationally and globally significant people, events and institutions. • They learn how emergency services have changed, including healthcare, fire and rescue, police, coastguard and mountain rescue. • They study significant individuals and how people are remembered, including figures linked to nursing, policing, sea rescue, monarchy and the Titanic. • They learn about the Titanic, including construction, Captain Smith, passenger class, causes of the disaster, aftermath and why it is remembered. • They learn about monarchy, castles, royal power and how the role and image of monarchs have changed over time. 	<ul style="list-style-type: none"> • Use evidence such as pictures, artefacts, photographs, stories and written sources to answer questions about events beyond living memory. • Sequence events and images from the past in chronological order and explain simple reasons for events. • Compare lives, objects and roles from the past and present, identifying similarities and differences. • Begin to explain cause and consequence through events such as the Titanic disaster and changes to emergency services. • Discuss why some people, places and events are significant and how they are remembered.
<p>Substantive concept themes: Civilisation and Society; Power and Government; Conflict and War; Migration; significant individuals and events beyond living memory.</p>		
<p>Values links: Kindness - recognising people who help others in emergencies. Community - understanding shared responsibility and public service. Respect - considering different lives, roles and experiences, including passenger class and monarchs. Hope - learning how society can change after difficulty or disaster.</p>		

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	Substantive knowledge progression	Disciplinary knowledge progression
<p>Year 3</p> <p>Units:</p> <ul style="list-style-type: none"> • Ancient Civilisations • Stone Age to Iron Age • The Romans 	<ul style="list-style-type: none"> • Pupils move into deep chronology, learning about ancient civilisations, prehistoric Britain and Roman Britain. • They learn the features of early civilisations, including agriculture, settlements, cities, trade, writing, belief systems and legacy. • They understand how life changed in Britain from hunter-gatherers to farming communities, villages, monuments, hillforts and the use of bronze and iron. • They learn how Rome became an empire, how the Romans conquered Britain, how life changed under Roman rule and how Roman ideas and sites still matter. • Core vocabulary develops to include ancient, civilisation, BC, AD, archaeology, settlement, empire, invasion, legacy, source and artefact. 	<ul style="list-style-type: none"> • Use timelines with dates and begin to understand BC and AD when sequencing periods, events and people. • Use sources such as artefacts, archaeological evidence, monuments, ruins and written accounts to find out about the past. • Describe key features of periods studied and compare everyday life across periods and societies. • Identify causes and consequences, for example why people settled, how technology changed lives and why the Roman invasion was significant. • Begin to explain historical significance and legacy using evidence from the periods studied.
<p>Substantive concept themes: Civilisation and Society; Trade and Technology; Environmental History and Sustainability; Migration, Settlement and Invasion; Empire; Power and Government.</p>		
<p>Values links: Curiosity - investigating ancient evidence and asking how historians know. Perseverance - exploring how people adapted to environments and challenges. Respect - learning about different cultures, beliefs and ways of life. Community - understanding how settlements, cities and societies developed.</p>		

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	Substantive knowledge progression	Disciplinary knowledge progression
<p>Year 4</p> <p>Units:</p> <ul style="list-style-type: none"> • Anglo-Saxons and Scots • Vikings and Anglo-Saxons • Ancient Egypt 	<ul style="list-style-type: none"> • Pupils deepen understanding of settlement, invasion, belief, leadership and civilisation across British and world history. • They learn what happened after the Romans left Britain, why Anglo-Saxons and Scots settled, and how Anglo-Saxon kingdoms, religion and place names changed Britain. • They learn about Viking raids, settlement, Danelaw, Alfred the Great, Aethelflaed, Athelstan and how England moved towards becoming one kingdom. • They learn about ancient Egypt as a significant civilisation, including the Nile, pharaohs, gods, afterlife, mummification, Tutankhamun, pyramids and hieroglyphics. • Core vocabulary develops to include settlement, invasion, kingdom, heptarchy, Paganism, Christianity, Danelaw, civilisation, pharaoh, afterlife and significance. 	<ul style="list-style-type: none"> • Sequence broader events, people and periods using dates and relevant historical terms. • Use a wider range of sources, including artefacts, place names, archaeological discoveries and written evidence, to make inferences. • Compare different groups and societies, including Anglo-Saxons, Scots, Vikings and ancient Egyptians, identifying similarity, difference, continuity and change. • Explain causes and consequences of migration, settlement, invasion, religious change and the growth of kingdoms. • Begin to discuss interpretations of the past and assess how significant changes were.
<p>Substantive concept themes: Migration, Settlement and Invasion; Power and Government; Conflict and War; Civilisation and Society; Trade and Technology; Environmental History and Sustainability.</p>		
<p>Values links: Respect - considering different beliefs, cultures and interpretations. Community - exploring how kingdoms, settlements and societies were formed. Curiosity - using artefacts and discoveries to make careful inferences. Perseverance - understanding how communities adapted through migration, invasion and change.</p>		

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	Substantive knowledge progression	Disciplinary knowledge progression
<p>Year 5</p> <p>Units:</p> <ul style="list-style-type: none"> • Second World War • Crime and Punishment • Kingdom of Benin 	<ul style="list-style-type: none"> • Pupils study broader themes of conflict, justice, power, society and cultural legacy across different periods and places. • They learn about the global context of the Second World War, Britain in 1939, the Home Front, evacuation, rationing, women in wartime, Kindertransport, D-Day, liberation and rebuilding. • They learn how crime, punishment and justice changed from Roman, Anglo-Saxon, Tudor, Stuart and Victorian periods into the twentieth century and present day. • They learn about the Kingdom of Benin, including the Edo people, the Oba, hierarchy, beliefs, the Golden Age, trade, comparison with Anglo-Saxon Britain, Benin Bronzes and legacy. • Core vocabulary develops to include evacuation, rationing, propaganda, persecution, liberation, justice, punishment, hierarchy, repatriation, legacy and society. 	<ul style="list-style-type: none"> • Analyse a range of primary and secondary sources, including photographs, artefacts, testimony, propaganda, legal evidence and cultural objects. • Use evidence to compare experiences within the same period, for example children, women, evacuees, prisoners, rulers and ordinary people. • Explain short-term and long-term causes and consequences across events such as war, invasion, protest, legal reform and trade. • Evaluate historical significance and begin to consider reliability, usefulness and limitations of different sources. • Construct reasoned conclusions in discussion, debate and writing, especially when historical issues involve different perspectives.
<p>Substantive concept themes: Conflict and War; Power and Government; Civilisation and Society; Trade and Technology; Empire; historical justice, cultural legacy and contested heritage.</p>		
<p>Values links: Kindness - building empathy for children, evacuees, refugees and people affected by conflict or injustice. Respect - considering cultural heritage and different perspectives, including debates about the Benin Bronzes. Hope - understanding liberation, reform and rebuilding. Perseverance - exploring resilience during war and social change. Community - recognising collective action and shared responsibility.</p>		

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	Substantive knowledge progression	Disciplinary knowledge progression
<p>Year 6</p> <p>Units:</p> <ul style="list-style-type: none"> • Industrial Revolution • Ancient Greece • Migration 	<ul style="list-style-type: none"> • Pupils consolidate chronological and thematic understanding through studies of industrial change, ancient Greek civilisation and migration through time. • They learn why Britain industrialised, including factories, coal, steam technology, railways, workers, child labour, Factory Acts and changes to society. • They learn about ancient Greece, including chronology, Alexander the Great, Athens and Sparta, daily life, enslaved people, pottery, the Olympic Games, gods, goddesses and the Trojan War. • They learn that migration has been a constant thread in Britain's history, including identity, push and pull factors, migration before 1600, industrial migration, Windrush, South Asian communities and contributions to work, culture and the NHS. • Core vocabulary develops to include industrialisation, factory system, legislation, democracy, city-state, empire, primary source, secondary source, migration, push factor, pull factor, identity and significance. 	<ul style="list-style-type: none"> • Devise and refine historically valid questions and use a range of evidence to research and explain answers. • Use dates and chronology accurately, including understanding how some events and civilisations occurred concurrently in different places. • Distinguish between primary and secondary sources and evaluate usefulness, limitations, reliability and different interpretations. • Categorise change as social, economic, political or technological and explain why some changes became turning points. • Make well-supported judgements about significance at individual, local, national and global scales through debate, discussion and extended writing.
<p>Substantive concept themes: Trade and Technology; Power and Government; Civilisation and Society; Migration, Settlement and Invasion; Empire; social, economic, political and technological change.</p>		
<p>Values links: Curiosity - questioning sources, interpretations and historical claims. Respect - understanding identity, migration and varied experiences. Community - recognising how Britain has been shaped by many communities. Hope - considering reform, legacy and the possibility of a fairer future. Perseverance - exploring resilience among workers, campaigners and people who migrated.</p>		