



History Progression of skills 2024/2025



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	Makes sense of their own life story and family's history, Explores how things work, Talk about what they see using a wide vocabulary	Continue to develop positive attitudes about the differences between people	Shows interest in different occupations Continues to develop positive attitudes about the differences between people			Knows that there are different countries in the world and talk about the differences they have experienced or see in photos
RECEPTION	Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past. Using Little People, Big Dreams books. Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them. Talk about and describe features of their own family, talk about families in other countries across the world.	Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.	Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	Talk about and understand changes in their own lifetime, by creating a personal timeline. Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.	Recount an event, orally, pictorial and/or with captions. Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.	Order experiences in relation to themselves and others, including stories. Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.
YEAR 1		Autumn 2 History: My Family History		Spring 2 The Greatest Explorers		Summer 2 Great Inventions: Transport

		<p>Children will explore similarities and differences between their own lives and those of people their grandparents' age. Focuses on different topics, including homes, toys, shops and schools, and provides opportunities for classroom visitors to add to discussion and answer questions children may have.</p> <p>Knowledge, Skills and concepts: develop an awareness of the past • know where the people and events they study fit within a chronological framework • identify similarities and differences between ways of life in different periods • use a wide vocabulary of everyday historical terms • ask and answer questions, choosing parts of sources to</p>		<p>Children will investigate the lives and journeys of five explorers from various eras. They will study an explorer from different perspectives, discussing what makes an explorer 'great', and who might not think that. Make links to recent events and identify importance of explores to us living today.</p> <p>Knowledge, Skills and concepts: know where the people they study fit within a chronological framework • develop an awareness of the past, using common words and phrases relating to the passing of time • understand some of the ways in which we find out about the past • identify different ways in which it is represented</p>		<p>Children will explore the stories of two significant events in the history of travel, and the impact they had on people's lives, back then and in the future.</p> <p>Knowledge, Skills and concepts: develop an awareness of the past, using common words and phrases relating to the passing of time • know where the people and events they study fit within a chronological framework • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features • use a wide vocabulary of everyday historical terms • understand some of the ways in which</p>
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		<p>show that they know and understand key features</p> <ul style="list-style-type: none"> • understand some of the ways in which we find out about the past • identify different ways in which the past is represented. 		<ul style="list-style-type: none"> • ask and answer questions, choosing and using sources to show that they know and understand the key features of events • use parts of sources to show that they know and understand key features of events • use common words and phrases relating to the passing of time 		<p>we find out about the past</p> <ul style="list-style-type: none"> • identify similarities and differences between ways of life in different periods.
YEAR 2		<p>Bonfire night and the Great Fire of London: First, the children will investigate the events of the Gunpowder Plot which led to Bonfire Night being introduced into the UK calendar, with opportunities provided for families to recount their Bonfire Night experiences. Next, they will study the Great Fire of London, and decide whether or not it improved London for those living there. They will learn to interpret evidence from the time and afterwards, examining whether</p>		<p>Our local heroes: Who are our local heroes? In this unit, the children will learn about the lives of some of the most significant people in the history of their locality. The unit will support the children in gaining an understanding of the breadth of contributions people can make in order to become significant, and will make links with the prior learning in Year 1 Unit 2: The Greatest Explorers. The children will use a range of sources of evidence, including</p>		<p>Holidays: How have holidays changed over time? In this unit, the children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. Links will be made to prior learning as the children build on the knowledge and understanding they acquired in Year 1 when they looked at what it was like to be a child in the 1950s and 1960s. They will continue to develop their use of sources, with a particular focus on the use of oral history (from classroom visitors,</p>

		<p>the sources are reliable.</p> <p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> -develop an awareness of the past, using common words and phrases relating to the passing of time -choose and use parts of stories and other sources that they know and understand key features of events -understand some of the ways in which we find out about the past -identify different ways in which it is represented -use a wide vocabulary of everyday historical terms -know where events they study fit within a chronological framework. 		<p>oral history, visual images and written documents.</p> <p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> -use common words and phrases relating to the passing of time -know where the people they study fit within a chronological framework -ask and answer questions -study significant historical people and places in their own locality -understand some of the ways in which we find out about the past and identify different ways in which it is represented -choose parts of sources to show that they know and understand key features of events -use a wide vocabulary of everyday historical terms. 		<p>friends and family) and images. They will begin to consider the use of story as a source of evidence.</p> <p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> learn about changes within living memory -understand historical concepts such as continuity and change, similarity and difference -ask historically valid questions -identify similarities and differences between ways of life in different periods -ask and answer questions -understand some of the ways in which we find out about the past -identify different ways in which the past is represented -use a wide range of everyday historical terms -use parts of stories and other sources to show they know and understand key features of events
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						-use sources to show they know and understand the past -suggest reasons why changes took place.
YEAR 3	The Stone Age In this unit, the children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age, and what archaeological evidence there is from the period, particularly in the form of artefacts and monuments. The main focus will be on the New Stone Age and how that contrasts with the earlier periods. The children will look in detail at the Neolithic settlement at Skara Brae and the conclusions we can reach from the evidence found at the site		The Bronze Age and Iron Age In this unit, the children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods. Links will be made to the Stone Age period, which they may have studied in the autumn term. Throughout the unit, the children will use a variety of sources of evidence to investigate the period, including archaeological evidence with a focus on the Amesbury Archer, the Lindow Man, Roman written accounts of the Celts and reconstruction drawings of both periods. Differing		The Maya Civilisation In this unit, the children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. The children will begin by learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. They will also study the possible reasons why the Maya city states declined after 900 AD, looking at conspiracy theories and considering whether everything they read online is reliable. They will consider the issues faced when studying a culture where only limited types of evidence are	

	<p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • develop the appropriate use of historical terms, and note connections and contrasts over time • construct informed responses that involve the selection of relevant historical information • regularly address historically valid questions about similarity and difference • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods they study. 		<p>interpretations of evidence will be considered.</p> <p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, similarity and difference • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • address historically valid questions about trends and significance. 		<p>available, predominantly archaeological evidence.</p> <p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> • establish clear narratives within and across periods they study • regularly address historically valid questions about similarity and difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time • develop the appropriate use of historical terms • address and devise historically valid questions about 	
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					change, cause and significance.	
YEAR 4	<p>Roman Britain What happened when the Romans came to Britain? In this unit, the children will learn about the Roman invasion of Britain and its impact on the lives of the Celts. They will consider whether the Roman settlement was a positive experience for all involved, and explore the long-term legacy of the invasion. They will use a variety of sources of evidence to investigate the topic, including visual sources of artefacts (the Vindolanda Tablets) and archaeological sites (Hadrian's Wall). The children will analyse written sources from writers such as Tacitus and Dio Cassius and consider why they interpreted events as they did.</p>		<p>Anglo-Saxons Was the Anglo-Saxon period really the dark ages? In this unit, the children will learn about the world of the Anglo-Saxons. They will consider why they came to Britain and whether the period deserves to be called the 'Dark Ages'. Links will be made to prior learning, particularly to Year 4 Unit 2: Roman Britain. Throughout the unit, there is a strong focus on the range of sources that provide us with evidence about the people living at that time. The children will examine archaeological evidence, such as the Sutton Hoo ship burial and the Staffordshire hoard, while using written evidence from the time, including Beowulf, to provide</p>		<p>Vikings Would the Vikings really do anything for money? In this unit, the children will learn about the Vikings, and consider the reasons why they raided and then settled in Britain. They will investigate the popular view of the Vikings as raiders, ruthless in their ways of obtaining wealth. They will study primary sources of evidence, such as accounts by monks of the raid on Lindisfarne, as well as archaeological finds, to understand why this interpretation of the Vikings has become so popular. They will examine King Alfred's struggle and victory over the Vikings, linking back to The Anglo-Saxons. Links will also be made to Roman Britain.</p>	

	<p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, cause and significance • construct informed responses that involve the thoughtful selection and organisation of historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time and develop the appropriate use of historical terms • address and devise historically valid questions about similarity and difference 		<p>context for the archaeological finds. They will learn about the importance of archaeological evidence and the work of the archaeologist, as well as the accidental finds of metal detectorists</p> <p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • develop the appropriate use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • note connections, contrasts and trends over 		<p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods • develop the appropriate use of historical terms • address historically valid questions about cause and significance • construct informed responses that involve the thoughtful selection and organisation of relevant historical information • note contrasts and connections over time. 	
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			time <ul style="list-style-type: none"> regularly address and devise historically valid questions about significance. 			
YEAR 5	<p><u>How much did the Ancient Egyptians achieve?</u></p> <p>Construct a timeline to locate Ancient Egypt, why the Nile was so important, why the Ancient Egyptians were successful, look at evidence about Ancient Egypt and draw conclusions, roles and jobs carried out by the Egyptians, hierarchy of importance, significant achievements, reasons for and how the pyramids were built, Egyptian religion, Ancient Egyptian achievements</p> <p>Knowledge, Skills and concepts:</p> <p>In this unit, the children will: • study the achievements of the earliest</p>		<p><u>What did the Greeks do for us?</u></p> <p>Put Ancient Greece on a timeline, compare with other civilisations, reasons why Ancient Greece became so powerful, identify what Greece is like now, links between Modern Greece & Ancient Greece, compare the Spartans and Athenians lives, understand democracy, why the Ancient Olympic games were important, compare the Ancient games to modern Olympics, Ancient Greek myths, different interpretations of stories from the past, religion in Greek society, Ancient Greek wars and their success, achievements and</p>		<p><u>Local History – Why should we preserve our locality?</u></p> <p>Know where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland, topographical features of the UK, know where South Oxhey is within the UK</p> <p>An in depth study linked to our local surrounding – South Oxhey</p> <p>Study over time tracing how several aspects of national history (WWII) are reflected in the locality of South Oxhey</p> <p>Study of the history and site dating from when and why South Oxhey was built.</p> <p>Knowledge, Skills and concepts:</p>	

	<p>civilisations • develop a chronologically secure knowledge and understand of British, local and world history • note connections, contrasts and trends over time • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • address and devise historically valid questions about similarity, difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>		<p>legacy of Ancient Greece.</p> <p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> • develop the use of historical terms • address and devise historically valid questions • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • continue to develop a chronologically secure knowledge and understanding of world history • consistently answer and ask historically valid questions about similarity and difference 		<ul style="list-style-type: none"> • Use words and phrases relating to the passing of time, chronologically place local events, skills and changes into correct periods of time. • Describe characteristics, features of past societies including: ideas, beliefs, attitudes and experiences of men, women and children; social, cultural, religious and ethnic diversity. • Identify and describe reasons for and results of historical events. • Identify changes within and across the period. • Give reasons for and results for the changes. • Begin to select and combine information from different sources. 	
YEAR 6	<p>The Impact of War (inc. local history)</p> <p>In this unit, the children will research and compare the impact of The First and Second World Wars on their locality. Some context about the wars is</p>			<p>Journeys</p> <p>In this unit, the children will explore the question of why people go on a</p>		<p>Crime and Punishment</p> <p>In this unit, the children will explore how and why Crime</p>

	<p>provided for the children, but the focus of the sessions is on the Home Front and how the wars impacted on the community. In the course of the unit, the children will make a number of visits around the local community to gather or check evidence.</p> <p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British, local and world history • address and devise historically valid questions about change, cause and significance • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends • construct informed responses that involve thoughtful selection and organisation of historical information • develop the use of appropriate historical terms. 		<p>journey, and look at five very different types of journey in depth. The journeys selected span from the Tudor period to those undertaken today by refugees. The children begin by studying the voyages of Walter Raleigh, then the voyage of the Irish 3rd class passengers on the Titanic, before learning about the Kindertransport in World War Two and the voyage of the Empire Windrush. Finally, they will examine why refugees make dangerous journeys today. This approach supports the children in developing their chronological understanding, and helps them gain a greater sense of period. The children will make links to the journeys made by those peoples already studied in earlier Key Stage 2 units. . They differ between</p>		<p>and Punishment has changed over time. This will support them in developing an understanding of change and development over a long period of time. They will utilise a variety of sources of evidence to develop their knowledge and understanding of the different time periods. Within this, they will look at some small case studies in more depth to understand triggers for change, including the Bloody Code of 1815, the founding of the first police force, transportation of prisoners and the activism of the suffragettes. The children will also begin to appreciate that some things remain the same over long periods of time</p> <p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge
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			<p>journeys made by choice and journeys necessary for survival.</p> <p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • establish clear narratives • address and devise historically valid questions about significance and cause and change • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time. 		<p>and understanding of British history</p> <ul style="list-style-type: none"> • establish clear narratives over periods of study • note connections, contrasts and trends over time and develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • address historically valid questions about continuity, and change and cause • address and devise historically valid questions about continuity and change, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information.
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