

History: Skills and Knowledge	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Begin to make sense of their own life-story and family's history, including looking at photos of themselves and the family. (All About Me). Note: Some aspects of their learning is child-led, linked to their specific interests - teachers skillfully weave in the content around these interests.	Past and present: 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 own experiences (through sharing baby photos).	Use language: old, new, long ago. Sequence simple events (e.g. life of Neil Armstrong). Recognise events beyond living memory (dinosaurs, castles).	Use past, present, future. Sequence events (Great Fire). Use simple dates (1666). Understand 17th century. Order events in a person's life.	Secure Stone Age → Iron Age sequence. Use BC/BCE and AD/CE accurately. Recognise the overlap between Ancient Egypt and pre-historic Britain. Develop long timescale understanding.	Place Greeks and Romans correctly on timeline. Recognise BC/BCE - AD/CE transition. Understand invasion sequence (Celtic Britain → Roman Britain). Identify civilisation overlap.	Sequence Romans → Anglo-Saxons → Vikings. Place Maya alongside British timeline. Understand settlement over time. Recognise 1066 as turning point in British History	Chronology beyond 1066: Normans → Tudors → Victorians. Understand succession. Recognise long historical gaps. Hold secure timeline from Stone Age → 1901.
Vocabulary Progression Progression: descriptive → comparative → causal → analytical → evaluative		Understand the past through settings, characters and events encountered in books read in class and storytelling, with a focus on remembrance day and bonfire night. Note: Some aspects of their learning is child-led, linked to their specific interests - teachers skillfully weave in the content around these interests.	old, new, long ago, monarch	century, timeline, legacy, past/present/future	BC/BCE and AD/CE, civilisation, archaeology, artefact, nomadic, settlers	empire, invasion, rebellion, democracy, conquest, tactics	kingdom, exile, conversion, Danelaw, treaty, sacrifice	reign, reformation, succession, industrial revolution, propaganda, influence
Uses of sources and evidence			Observe artefacts. Ask simple questions. Identify differences past vs present.	Use simple sources (diary extracts, maps, images). Answer questions from texts.	Use archaeological evidence (tools, settlements). Understand role of archaeologists (Howard Carter). Infer from artefacts.	Compare lifestyle evidence (rich/poor Romans). Observe and interact with a range of artefacts (Fishbourne Roman Palace). Use diary extracts and other Roman sources (e.g. Julius Caesar). Use maps to understand empire spread. Distinguish myth from history.	Use artefacts (Sutton Hoo). Compare laws and punishment. Conduct guided research.	Compare different accounts (Battle of Bosworth). Identify bias/perspective. Debate interpretations (Empire). Use multiple sources to evaluate legacy.
Cause and consequence Progression: single cause → multiple cause → long-term consequence → perspective-based evaluation			Why did something happen? (simple explanation)	Why did the fire spread? What changed afterwards?	Why did humans settle? How and why did tools improve?	Why did Romans invade Britain? Why did Boudicca rebel?	Why did settlers come to Britain after the departure of the Romans? Why did religion change?	Why did Henry VIII reform the church? Why did Spain attack? Was Empire good or bad? (multi-factor reasoning)
Understanding Change Over Time			Identify simple differences between past and now.	Compare London before/after 1666. Compare nursing then and now.	Compare Mesolithic vs Neolithic life. Compare Stone Age vs Bronze and Iron Ages. Compare Egypt vs Stone Age Britain.	Compare Iron Age Celts vs Ancient Greeks. Compare Athens vs Sparta. Compare Iron Age Celts vs Romans.	Compare Anglo-Saxon and Viking laws. Compare Maya and Anglo-Saxons.	Compare Tudor monarchs. Compare Victorian life vs today. Evaluate long-term national change.
Substantive Knowledge Spine (British History Narrative) Clear narrative thread: Prehistoric Britain → Iron Age Britain → Roman Britain → Anglo-Saxon / Viking England → Medieval monarchy → Tudor religious change → Victorian industrial & imperial power.			Castles and monarchy.	Great Fire (1666). Victorian nursing context introduced.	Stone Age → Iron Age Britain. Tribal kingdoms.	Roman invasion (43AD) → Roman Britain → 410AD.	Anglo-Saxon & Viking settlement 420AD → 1066.	1066 → Tudors (in summary) Tudors → Reformation → Spanish Armada → Victorian Britain → Empire → 1901.
Civilisation & Global Comparison Progression: Identify features → compare systems → evaluate impact					Iron Age Celts: - warriors and farmers - hill fort settlements Ancient Egyptians: - River civilisation - Gods & afterlife - Archaeological discovery - Comparison with Stone Age / Bronze Age Britain	Ancient Greeks: - Democracy - City states - Mythology - Architectural legacy - Comparison with Ancient Egyptians and Iron Age Celts. Ancient Romans: - Empire - Alphabet / Roman Numerals - Civil development / architectural legacy - Comparison with Ancient Greeks and Iron Age Celts.	Maya: - Non-European civilisation - Mathematics and architecture - Social hierarchy - Comparison with Iron Age Celts Anglo-Saxons: - Settlers - Language - Religious change - Laws	Tudors: - Religious reformation - Cultural flourishing - Naval power Victorians: - Industrial and technological advances - urbanisation - expansion of Empire

Legacy & Significance

Famous people made life better today.	Fire service improvements. Buildings designed by Christopher Wren. Less flammable building materials used in post GfO.L houses. Wider layout of London streets. Hygiene and nursing reform.	Farming legacy. Egyptian writing.	Greek democracy, Olympics, theatre, architecture and writing. Roman roads & sanitation, mosaics, writing/numerals.	Legal systems. Place names. Religion.	Reformation. Naval power. Industrial innovation. Empire (balanced evaluation).
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END OF KS2 EXPECTATION:

- By end of Year 6, pupils:
- Hold secure chronological framework (Stone Age → 1901)
 - Understand invasion and settlement patterns
 - Compare civilisations
 - Use and question sources
 - Explain multi-factor causation
 - Evaluate legacy with balance
 - Debate historical interpretations