

Holy Cross Catholic Primary - Skills & Knowledge Progression in History



	EYFS	Year 1&2 (Year A)	Year 1&2 (Year B)	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Recognising the difference between past and present. Using simple time words (yesterday, today, long ago). Noticing changes over time (themselves growing, school today vs before). Sequencing simple personal events (nursery → Reception).</p>	<p>Use everyday time vocabulary (<i>past, present, before, after</i>). Sequence events from a story or topic. Understand events happened before living memory. Place simple events on a timeline.</p>	<p>Continue using time vocabulary more confidently in context. Sequence objects and themes (e.g. toys old → new). Recognise some events are within living memory (Victorian nurses, toys). Place local study events on a simple timeline (Carisbrooke Castle).</p>	<p>Place the Stone Age, Bronze Age, Iron Age and Roman period accurately on a timeline. Understand that "Ancient" means thousands of years ago. Sequence key events within a period (e.g. Roman invasion of Britain). Use time vocabulary beyond before/after (e.g. during, while, at the same time). Recognise that different societies existed at the same time. Begin to appreciate duration and interval (e.g. how long the Stone Age lasted compared to Roman rule).</p>	<p>Securely place Ancient Egypt, Anglo-Saxons and Vikings on a broad timeline. Understand that these periods overlap chronologically with Roman Britain and each other. Use and apply dates as markers (e.g. Roman withdrawal c. AD 410; Viking raids from AD 793). Use a wider range of chronological vocabulary accurately: BC / AD, century, decade, invasion, settlement. Understand duration and interval (e.g. how long Anglo-Saxon rule lasted compared to Viking influence). Make simple links between three periods (e.g. Romans → Anglo-Saxons → Vikings).</p>	<p>Locate Shang Dynasty, Maya civilisation and Victorian Britain on a global timeline. Understand these societies overlap with other periods studied. Use precise chronology language confidently: BC/AD, c., era, century, decade. Explain duration and sequencing (e.g. Maya timeline far longer than Victorian period). Establish meaningful global historical connections, e.g.: Ancient China & Mesoamerica existed concurrently, despite vast distance.</p>	<p>Place Ancient Greece, WWII and Crime & Punishment changes on a coherent timeline from ancient to modern eras. Understand links and overlaps between British, European and world history. Explain duration, overlap and interval with growing confidence. Use chronological vocabulary precisely (era, century, decade, BC/AD, "20th century conflict").</p>
Knowledge & understanding of the past	<p>Learn that people lived differently in the past. Explore how emergency services worked then vs now. Explore how farming has changed over the last century. Explore how seaside holidays were different in Victorian times. Explore how school was different when parents/grandparents were little. Explore how dinosaurs lived a very long time ago. Recognise similarities and differences between now and the past.</p>	<p><u>The Great Fire of London</u> That the fire took place in London a long time ago (1666). Fires spread quickly because houses were wooden, close together, and it was very windy. How the fire changed London (buildings rebuilt in brick/stone, wider streets). Why we remember the important people linked to the event (e.g., Samuel Pepys).</p> <p><u>Titanic</u> Titanic was a large passenger ship that sank on its first voyage in 1912. Different people on the ship had different experiences (1st/3rd class). Why the ship sank (iceberg and safety issues). What changed afterwards to help ships become safer.</p> <p><u>Grace Darling</u> Grace Darling was a real person who helped rescue shipwrecked people in 1838. Why she became famous for her bravery.</p>	<p><u>Nurses</u> Florence Nightingale and Mary Seacole were real nurses who helped soldiers in the past. Hospitals during the Victorian period were dirty and unsafe before things changed. Both women helped improve cleanliness, care and recovery in hospitals. They are remembered because their actions changed healthcare for the better.</p> <p><u>Toys</u> Toys from the past were often made from wood, metal or fabric — materials have changed over time. Some toys have stayed the same, and some have been improved with new technology. Children in the past played different types of games compared to today. Toys can show us what life was like long ago.</p> <p>Castles (including Carisbrooke Castle)</p>	<p><u>Stone Age to iron Age</u> How technology (tools → farming → metalwork) changed life over time. How settlements developed as people moved from hunter-gathering to farming. That lifestyle and daily life varied across different periods of prehistory.</p> <p><u>Roman Empire</u> How and why the Roman Empire expanded. What happened when the Romans invaded Britain and how this changed people's lives. Key aspects of Roman technology, buildings, and daily life.</p> <p><u>Local History: Boatbuilding in Cowes and East Cowes</u> Understand how geography influenced industry. Understand the significance of boatbuilding to the local area. Develop secure knowledge links between local, national and global history.</p> <p><u>Across all units</u></p>	<p><u>Ancient Egyptians</u> Develop secure knowledge of daily life, social hierarchy and belief systems. Understand the significance of the River Nile. Gain knowledge of religious beliefs and burial practices. Develop knowledge of power and rule (pharaohs).</p> <p><u>Anglo-Saxons and Vikings</u> Develop secure knowledge of settlement patterns and kingdoms. Develop secure knowledge of everyday life and social structure. Understand beliefs and conversion to Christianity. Develop knowledge of law, order and governance. Understand reasons for Viking raids, trade and settlement. Develop knowledge of Viking society and beliefs. Understand interaction and conflict with Anglo-Saxons. Understand legacy and long-term impact.</p> <p><u>Local History: Isle of Wight Steam Railway</u></p>	<p><u>The Shang Dynasty</u> Who the Shang were, when and where they lived. Key features of Shang society, including hierarchy and kingship. The role of ancestor worship and use of oracle bones. Achievements in bronze working, warfare and early writing. That our knowledge comes mostly from archaeological evidence and is therefore limited.</p> <p><u>Victorian Britain + Osborne House (East Cowes)</u> How the Industrial Revolution changed work, transport and daily life. Differences in life for rich and poor, including child labour. The role and influence of Queen Victoria and Prince Albert, and Osborne House's impact on local industry and employment. That technological progress brought both benefits and challenges.</p> <p><u>Maya Civilisation</u></p>	<p><u>World War II + Local Study (East Cowes)</u> Explain key causes, key events and global consequences of WWII. Understand the Home Front, including evacuation, rationing & civil defence. Explain the role of industry and warfare links to East Cowes (e.g. shipbuilding, air raid impact, local memorials). Recognise the conflict's effect on ordinary lives and human rights, linked also to East Cowes/ Cowes.</p> <p><u>Ancient Greece</u> Understand Greek city-states (Athens/Sparta) and political systems (birth of democracy). Explain achievements in culture and philosophy. Identify influences of Greek civilisation on modern life</p> <p><u>Crime and Punishment</u> How crime and justice in Britain have changed over long periods, from Roman times to the modern day. How laws and punishments reflected beliefs about fairness, rights and authority.</p>

		<p>That life near the coast involved dangerous sea travel. That her actions influenced rescue services like the RNLI.</p> <p><u>Across all units</u> Recognise that past events changed people's lives. Know that some people are remembered because they did something important. Identify simple similarities and differences between life in the past and life today. Describe how we find out about the past from objects, photos, stories and people's accounts.</p>	<p>Castles were built to protect people and land in the past. Castles have defensive features such as walls, towers, battlements and moats. People in castles had different roles and lifestyles (e.g., royals, knights, servants). Carisbrooke Castle is important because it is part of our local history and a place people still visit to learn about the past.</p> <p><u>Across all units</u> Recognise that life has changed over time in homes, hospitals, toys and buildings. Know that important people and places help us learn about the past. Notice similarities and differences between people's lives then and now. Understand that we use objects, photos and stories to find out about history.</p>	<p>Describe key features of each society. Recognise that not everyone lived the same way. Begin to link beliefs, technology and social structure to everyday life. Avoid sweeping generalisations (e.g. "Romans lived like this...")</p>	<p>Understand development of transport over time. Develop knowledge of Industrial and technological change. Understand importance of railways to local communities. Develop knowledge of links between local, national and global developments.</p> <p><u>Across all units</u> Describe and explain key characteristics of societies. Understand that people's experiences differed depending on status, role and location. Make links between beliefs, technology and daily life. Avoid sweeping generalisations (e.g. recognising diversity within Viking society).</p>	<p>When and where the Maya lived and that they were a major world civilisation. Structure of Maya city-states and different social roles. Maya achievements in writing, mathematics and astronomy. How the Maya adapted farming to their environment. That some Maya cities declined while aspects of their culture continued.</p> <p><u>Across all units</u> Make comparisons between societies (e.g. power, beliefs, technology). Identify and explain causes, effects and significance of key developments. Recognise that experiences varied depending on status, role and location. Use accurate vocabulary and evidence to support explanations.</p>	<p>Key turning points in policing and justice reform, and how these affected society. That ideas about punishment have increasingly focused on deterrence, reform and rehabilitation.</p> <p><u>Across all units</u> Make informed comparisons between societies, considering culture, power, democracy, law and technology. Explain causes, effects and significance of major changes and events. Recognise similarities and differences in people's experiences depending on status, age, gender or location. Understand that historical understanding is based on evidence, which can be interpreted in different ways. Communicate historical ideas through well-reasoned arguments, using accurate vocabulary and supporting evidence.</p>
Cause & Consequence (KS1) Change & Continuity (KS2)		<p>Give simple reasons why events happened (e.g. why fire spread). Describe what happened next (impact on people). Identify more than one reason (Titanic sinking: iceberg + lookout + speed). Begin to understand improvements after major events.</p>	<p>Explain why changes were needed (e.g. hospitals improving). Describe effects of improvements (better nursing & living conditions). Explain consequences of technology (toys, castle defence). Understand change over longer periods.</p>	<p>Identify changes over very long periods (Old Stone Age → Iron Age). Recognise changes over shorter periods (Stone Age → Bronze Age → Iron Age). Compare lifestyles across periods (Iron Age vs Roman Britain). Explain that: some changes are significant and some changes do not last. Begin to understand that change can be quick or gradual, e.g. Roman influence in Britain did not remain unchanged after the Roman withdrawal.</p>	<p>Explain why change happens (e.g. Roman withdrawal leading to Anglo-Saxon settlement). Identify changes and continuities between: Roman Britain and Anglo-Saxon England, and Anglo-Saxon and Viking periods. Recognise that some changes are reversed or short-lived, and that some changes are more significant than others. Begin to use the concept of a turning point. Recognise that change can be rapid (e.g. Viking raids), or gradual (e.g. spread of Christianity).</p>	<p>Distinguish long-term vs short-term change. Explain what changed and what stayed the same and why. Identify turning points (e.g. industrialisation in Victorian Britain). Track themes across time, e.g.: leadership, technology, religious beliefs, societal structure.</p>	<p>Analyse causes and effects of changes over long periods. Evaluate how far and how fast things changed. Explain significance (e.g. role of WWII in shaping post-war Britain). Identify recurring themes (war, justice, democracy).</p>
Historical Enquiry	<p>Explore the past through first-hand experiences (visits, visitors) e.g. police, lifeboat crew, heritage artefacts. Use photos, stories, books and objects to find out about the past.</p>	<p>Use pictures, artefacts, simple texts to ask/answer questions. Spot clues in pictures/objects. Compare two sources (e.g. diary vs illustration). Understand that evidence tells us about the past.</p>	<p>Continue to use sources, making simple judgements about usefulness. Use local evidence (photographs, artefacts, visits).</p>	<p>Ask and answer historically valid questions. Extract information from: artefacts, images, written sources. Make simple deductions based on evidence.</p>	<p>Pose increasingly focused historical questions. Select relevant sources independently. Use a wider range of evidence: artefacts, written sources, images, maps.</p>	<p>Formulate own historical questions. Select relevant sources independently. Compare multiple source types: written texts, archaeological evidence,</p>	<p>Devise independent enquiries around historical questions. Select and evaluate multiple sources for: accuracy, reliability, purpose, bias.</p>

	Identify clues about how things have changed.		Compare more than two sources including real and replica objects. Understand that evidence may be limited or incomplete.	Begin to combine evidence from more than one source. Recognise that some sources are more useful than others. Use cautious language such as: "Most evidence suggests..." "We cannot be sure because..."	Cross-reference sources to check consistency. Explain why some sources are more useful than others. Begin to consider bias and viewpoint. Use cautious, provisional language: "This suggests that..." "This source may be unreliable because..."	photographs and artefacts, architecture (Osborne House). Identify reliability, bias and purpose with support. Support claims using carefully selected evidence. Use cautious, academic language: "This may suggest..." "The evidence could mean..."	Use local primary sources (heritage centre, memorials, census, photographs). Draw substantiated conclusions using evidence.
Historical Interpretation	Recognise that stories and pictures show the past. Understand that accounts of the past might be different e.g. Victorian Christmas compared to modern celebrations. Talk about how people remember events.	Notice different versions of the same event (e.g., GFOL paintings differ). Suggest why accounts differ (<i>artists weren't there</i>). Understand that we cannot always be sure.	Notice that people may disagree about the past. Suggest reasons for different viewpoints (e.g., newspapers, diaries). Understand that interpretations are based on available evidence.	Recognise that the same event can be represented in different ways. Identify differences between versions of the past (e.g. textbook vs reconstruction). Give simple reasons why interpretations differ (lack of evidence, perspective). Understand that historians interpret evidence, and new discoveries can change our understanding of the past, particularly relevant when studying: prehistoric Britain (limited evidence) and Roman Britain (written vs archaeological evidence).	Identify differences between historical interpretations. Understand that interpretations vary due to: gaps in evidence, purpose and audience, perspective of the historian. Recognise that new discoveries can change historical understanding. Begin to judge which interpretations are more reliable, using background knowledge. Understand that history is constructed, not simply recorded. This is particularly relevant in studies of Ancient Egypt (archaeological interpretation), and Vikings (written sources vs archaeological evidence).	Recognise that history is reconstructed from limited evidence. Explain different interpretations using: historical perspective, audience, purpose. Understand that new discoveries reshape understanding (e.g. Maya archaeology). Challenge over-simplified portrayals (e.g., Victorians as solely benevolent or cruel). Suggest reasons why interpretations differ (value judgments, missing evidence).	Critically evaluate why different interpretations exist. Explain how historian and media perspectives are influenced by: audience, purpose, values, available evidence. Compare conflicting accounts (e.g. Ancient Greece / WWII events). Recognise that interpretations change when evidence changes.
Organisation & Communication	Begin to use some basic historical words. Talk about simple changes using comparative language.	Retell stories/events in order using simple historical vocabulary. Label and caption images to show understanding. Use names of key people and places. Improve accuracy using prompts like who? what? where? when?	Communicate clear descriptions using topic-specific vocabulary. Write simple explanations using because. Use vocabulary linked to monarchy, nursing, toy materials, castle parts. Begin to include why in explanations.	Communicate historical understanding orally and in writing. Write sequenced sentences recounting events. Begin to explain events rather than simply describe them. Use period-specific vocabulary accurately. Provide some supporting evidence for statements. Begin to sustain answers beyond single sentences.	Communicate historical understanding clearly in speech and writing. Write structured paragraphs with a clear focus. Use period-specific vocabulary widely and accurately. Provide supporting evidence for claims. Sustain explanations beyond simple lists. Begin to see two sides of a historical argument. Use dates and time references where appropriate.	Write structured paragraphs with: clear claims, supporting evidence, reasoned conclusions. Use specialised vocabulary with increased fluency. Begin to present balanced arguments, acknowledging multiple viewpoints. Refer to dates/time when supporting explanations. Use provisional language to show historical caution (e.g. "possibly", "suggests").	Produce structured, reasoned arguments using evidence. Write extended explanations and balanced evaluations. Use precise historical vocabulary. Refer accurately to dates, eras and source evidence. Show awareness of uncertainty (e.g., "the evidence suggests...")
Vocabulary	Today, yesterday, long ago, memory, past, old, new, different, same, dinosaurs, Victorian, emergency services, police, paramedic, lifeboat.	Past, London, baker/ bakery, fire/ flames, River Thames, houses, wooden, thatch, narrow streets, Samuel Pepys, diary, fire hook, bucket, rebuild, steamship, captain, iceberg, sinking, lifeboat, rescue, voyage, sea,	Nurse, hospital, patient, medicine, clean, dirty, care, Crimean War, lamp (<i>Lady with the Lamp</i> , improve, uniform, old, new, wooden, metal, plastic, clockwork, battery, technology, castle, tower, battlements, drawbridge,	Prehistoric, Stone Age, Bronze Age, Iron Age, ancient, BC, AD, century, timeline, period, hunter-gatherer, settlement, tribe, trade, invasion, empire, emperor, Roman, archaeology, artefact, primary source, secondary	Civilisation, conquest, legacy, era, reign, cause, impact, consequence, significance, turning point, hierarchy, social structure, belief system, pharaoh, dynasty, afterlife, mummification, kingdom, raider, trader, longship, bias,	State, dynasty, revolution, inequality, archaeology, excavation, inscriptions, oracle bones, bronze casting, codex, astronomy, architecture, agriculture (advanced farming systems), religion (polytheism specific to	Democracy, influence, ideology, justice system, rights, propaganda, censorship, alliance, occupation, invasion, evacuation, rationing, conscription, conflict, Home Front, air raid, memorial (local heritage link), Ancient,

		passenger, crew, safety, Grace Darling, lighthouse, storm, bravery, rescue, rowing boat, seashore, long ago, then and now, clue, evidence, different, same, timeline.	moat, armour, knight, king, queen, defence, attack, past, present, local history.	source, evidence, inference, change, industry, boatbuilding.	interpretation, viewpoint, industrialisation, innovation.	Maya context), industrial revolution, factory system, empire, monarchy (Victorian), innovation, child labour, social reform, workhouse, transport network, heritage (as in preservation of historic sites like Osborne House).	philosopher, mythology, citizen (linked to democracy), reform, deterrent, rehabilitation, policing.
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