

History—Progression of Knowledge and Skills

(Summary)

Year	Chronology	Cause and Consequence	Similarities and Differences	Continuity and Change	Historical Enquiry	Historical Significance	Interpretation of the Past
Year 1 and 2	Focus: Basic sense of time. •Learn past vs present, and simple sequencing (e.g., “before” and “after”). •Use everyday language: yesterday, today, long ago. •Begin to place (with dates) and sequence (in order) events and people on a simple timeline	Focus: Simple cause-and-effect. •Identify basic reasons for an event and what happened as a result •Understand that actions can impact the future •Language: “because”, “so”, “then”.	Focus: Spotting obvious differences and likenesses. •Compare past and present •Use simple language: “same”, “different”, “old”, “new”. •Often linked to personal experience (“What was school like for children long ago?”).	Focus: Spotting simple changes over time. •Identify what has changed and what stayed the same, often in familiar contexts (e.g., toys, homes, schools). •Use simple language: “then”, “now” •Linked to personal experience and everyday life.	Focus: Asking simple questions. •Pupils begin to ask basic questions about the past (e.g., “What was it like?”). •Use sources like pictures, objects, stories to learn about the past. •Understand that we find out about the past in different ways	Focus: Simple ideas of importance. •Learn about famous people and events •Explore why these people/ events are remembered (bravery, impact on lives)	Focus: Recognising that the past is represented in different ways. •Notice that stories, pictures, and artefacts tell us about the past. •Understand that people remember things differently (e.g., family stories). •Understand that people/ historians can have different opinions
Year 3 and 4	Focus: Developing chronological frameworks. •Sequence multiple events within a time period •Sequence multiple events over time at the same place (Sutton/ London) •Begin to understand centuries and historical periods. •Place studied periods in order •Recognise overlap and duration •Use BC/AD correctly	Focus: Multiple causes and consequences. •Recognise that events often have more than one cause •Begin to distinguish short-term vs long-term consequences. •Use evidence to explain why something happened and what changed as a result.	Focus: Comparing within and across periods. •Identify similarities and differences in aspects of life (e.g., Romans vs Anglo-Saxons). •Begin to use categories (e.g., food, clothing, beliefs). •Understand that similarities and differences can exist at the same time.	Focus: Recognising patterns of change and continuity. •Identify aspects of life that changed and those that continued within a historical period •Begin to understand that change can be gradual or sudden. •Use timelines to show what changed and what persisted.	Focus: Using sources to investigate. •Ask more focused questions (e.g., “Why did the Romans build roads?”). •Begin to select and use sources (artefacts, texts, images). •Understand that sources can tell us different things and start to spot simple bias or reliability issues.	Focus: Beginning to compare significance. •Explain why an event is important at the time •Explain why we still study a historical event today •Look at local history and national changes (e.g., Romans, Vikings). •Introduce criteria for significance (e.g., impact, lasting change, number of people affected).	Focus: Evaluation of sources and viewpoints. •Learn that different sources give different versions of events. •Understand why historians have different interpretations •Understand new discoveries can change interpretations •Understand that artists, writers, and historians interpret the past. •Begin to ask: “Why might these accounts be different?”
Year 5 and 6	Focus: How events fit into the bigger historical picture •Compare different periods and cultures across time. •Understand concurrent events globally (e.g., Ancient Egypt vs Stone Age Britain). •Use timelines to show scale and intervals (thousands of years).	Focus: How causes and consequences differ in importance. •Understand causes and consequences are connected (chains) •Understand that causes can be political, economic, social, cultural, environmental/ geographical, technological, or down to an individual’s actions) •Evaluate which causes were most significant and how consequences varied for different groups. •See unintended consequences and how events could have turned out differently	Focus: Why things are similar or different and what it tells us •Compare cultures, societies, and time periods globally. •Use evidence to explain why similarities and differences exist •Explain change over time and impact	Focus: Why some things changed and others continued, and what this tells us. •Understand that continuity and change can happen at the same time. •Evaluate impact and significance of changes over long periods. •Explain the nature of change (social, political, technological, cultural). •Explain whether changes were major or minor, and their impact on people’s lives.	Focus: How we question, interpret, and evaluate evidence •Create historical questions for investigation (e.g., “What caused the Industrial Revolution?”). •Use a range of sources and consider their reliability, purpose, and perspective. •Begin to construct arguments based on evidence.	Focus: How and why significance changes over time •Evaluate different perspectives on significance. •Consider short-term vs long-term impact, and how significance changes over time. •Debate which event/person was more significant and why, using evidence.	Focus: Why interpretations change and which is most convincing •Explore why interpretations differ (e.g., evidence available, purpose, bias). •Recognise that interpretations change over time •Begin to evaluate which interpretation is more convincing and why, using evidence. •Challenge interpretations through evidence

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Nursery	• Begin to make sense of their own life-story and family's history. • Talk about photos and memories. • Retell stories that have been told about their life story and history.		• Look at differences between people. Talk about differences and similarities between different families and communities. • Talk positively about different appearances, skin colours and hair types.		• Show interest in different occupations. • Introduce new vocabulary related to the occupation and use within talk and play.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Reception	• Talk about members of their immediate family and community. • Talk about other members of the community who they may have come across i.e. police, fire service, doctors and teachers. • Share pictures of families and talk about pictures and memories from their own history. • Talk about experiences with people who are familiar to them from recent history. • Use examples from real-life and stories to talk about different families.		• Comment on images of familiar situations in the past. • Look at pictures, stories, artefacts and accounts from the past, explaining similarities and differences. • Look at images of familiar situations in the past, such as homes, schools, and transport and compare them. • Talk about situations that are familiar and how these may have differed in the past. • Share texts, images and stories to help develop an understanding of past and present. • Look at fictional characters from a range of cultures and times in storytelling and talk about them.		• Focus on a local area with historical importance. • Begin to organise events using basic chronology, recognising that things happened before they were born.	



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1	Autumn: Can I sequence the key events in my life? Spring: Can I place important people and their achievements on a timeline? Summer: Can I place important Explorers (and their achievements) on a timeline? Can I sequence the main events of Neil Armstrong's moon landing?	Autumn: Can I explain why things change and how they impact our everyday life? Spring: Can I explain the cause of Nelson Mandela's fight for equality and the consequences? Summer: Can I explain why Amelia Earhart wanted to fly across the Atlantic and what happened as a result?	Autumn: Can I compare the similarities and differences between our childhood now and the childhood of our grandparents? Spring: Can I explain the similarities and differences between Rachel Yankey's experiences as a footballer and the players today? Summer: Can I compare the journeys of James Cook and Neil Armstrong?	Autumn: Can I explain what has changed and what has stayed the same in everyday life over time? Spring: Can I understand what has changed and what has stayed the same following Alexander Graham Bell's invention of the telephone? Summer: Can I explain what has changed and what has stayed the same when exploring the world?	Autumn: Can I understand how historians find out about the past? Spring: Can I use pictures to find out about how phones have developed since they were invented by Alexander Graham Bell? Summer: Can I use photos to help find out about Amelia Earhart?	Autumn: Can I explain why some changes in our lives are significant? Spring: Can I explain the significance of Nelson Mandela in history? Summer: Can I explain why Christopher Columbus and Captain James Cook are remembered as important explorers?	Autumn: Can I recognise that stories about the past can be different? Spring: Can I understand that people have different views about Nelson Mandela's actions? Summer: Can I understand that historians have different views about Captain James Cook?
2	Autumn: Can I place significant events and people on a timeline? Spring: Can I sequence the events of Great Fire of London on a timeline? Summer: Can I place significant women of the 1800s on a timeline?	Autumn: Can I explain what caused Rosa Parks to give up her seat and the consequence of her actions? Spring: Can I explain the cause and consequences of the Great Fire of London? Summer: Can I explain why Florence Nightingale, Mary Seacole, and Edith Cavell became famous (the cause) and what happened as a result (the consequence)?	Autumn: Can I compare the similarities and differences of how we remember events and people in history? Spring: Can I compare the similarities and differences between London in 1666 with today? Summer: Can I compare the similarities and differences between Mary Seacole, Florence Nightingale and Edith Cavell?	Autumn: Can I explain what has changed and what has stayed the same about Remembrance Day? Spring: Can I describe the change and continuity when firefighting since the Great Fire of London? Summer: Can I explain how nursing has changed because of Florence Nightingale and Mary Seacole, and what stayed the same (continuity)?	Autumn: Can I use primary sources to ask historical questions about Guy Fawkes and the Gunpowder Plot? Spring: Can I use primary sources (Samuel Pepys' diary and a leather firefighting bucket) to learn information about The Great Fire of London? Summer: Can I use a primary and secondary sources to learn information about hospitals during the 1800s?	Autumn: Can I explain why David Weir is remembered as an important British athlete and why he is significant to Sutton? Spring: Can I explain the historical significance of Great Fire of London? Summer: Can I explain the historical significance of Mary Seacole, Florence Nightingale, and Edith Cavell?	Autumn: Can I understand that historians can have different opinions when looking at sources about Guy Fawkes and the Gunpowder Plot? Spring: Can I compare two interpretations/paintings of the Great Fire of London? Summer: Can I explain how historians can have different interpretations of a source?

End of Key Stage 1 Expectations

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.



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3	Autumn: •Can I sequence significant events in Sutton's history on a timeline? (over 2 sessions) •Can I sequence events in London's history on a timeline? Spring: •Can I place the Ancient Egyptian civilisation on a timeline of our time periods studied? •Can I use a timeline to sequence the key events of the Ancient Egyptian civilisation? Summer: •Can I place The Viking on a timeline of our time periods studied? •Can I sequence events during the Viking raid of Lindisfarne in 793AD?	Autumn: •Can I explain the causes and consequences of London's population increase over time? Spring: •Can I explain the reasons why (the cause) the pyramids were built and explain what happened as a result (the consequence)? Summer: •Can I explain the Causes and Consequences of The Viking Invasion in Britain?	Autumn: •Can I compare similarities and differences in London's leisure activities over time? Spring: •Can I compare the similarities and differences between life in Ancient Egypt and our life today? Summer: •Can I compare the similarities and differences between life in the Viking Period and Ancient Egyptians?	Autumn: •Can I use two primary sources to understand what has changed and what has stayed the same in Sutton over the last 50 years? Spring: •Can I identify what has changed and what has stayed the same in Egyptian writing over time? Summer: •Can I explain what changed and what stayed the same during the Viking period?	Autumn: •Can I use two primary sources to understand what has changed and what has stayed the same in Sutton over the last 50 years? Spring: •Can I use sources to ask questions about the history of the River Thames? Summer: •Can I ask historical questions about primary sources to learn more about Tutankhamun? •Can I use secondary sources to learn key facts about The Vikings? •Can I use sources to ask questions about Viking longships?	Autumn: •Can I understand the changes in London and its significance in history? Spring: •Can I explain why the discovery of The Rosetta Stone was significant at the time? Summer: •Can I explain the historical significance of the Vikings across Britain?	Autumn: •Can I interpret sources and understand they can have different viewpoints? Spring: •Can I understand why historians have different opinions about why the pyramids were built? Summer: •Can I explain why historians' interpretations of The Vikings have changed?
4	Autumn: •Can I place the Romans on a timeline? •Can I sequence the key events of the Roman Civilisation? Spring: •Can I place the Stone Age, Bronze Age and Iron Age on a timeline in relation to other historical events? Summer: •Can I place The Anglo Saxons and Scots on a timeline in relation to other historical events? •On a timeline, can I sequence the key events during Anglo Saxon and Scots settlement in Britain?	Autumn: •Can I place explain the causes and consequences of the Roman Invasion of Britain? Spring: •Can I use historical evidence to explain why hillforts were built in the Iron Age and their short and long term impact? Summer: •Can I explain why the Anglo-Saxons and Scots came to Britain and identify both short-term and long-term consequences of their settlement?	Autumn: •Can I compare the similarities and differences between life for The Romans and Prehistoric Britain? Spring: •Can I compare the similarities and differences in the role of men and women in Prehistoric Britain? Summer: •Can I compare life in Roman Britain with Anglo-Saxon Britain?	Autumn: •Can I identify what changed and what stayed the same in life during Roman Britain, and explain whether those changes were sudden or gradual? Spring: •Can I explain what stayed the same and the sudden/gradual changes that took place in Prehistoric Britain? Summer: •Can I identify what changed and what stayed the same in Britain during the Anglo-Saxon rule?	Autumn: •Can I explain how sources tell us different information about Romans Roads and question the reliability and bias of a source? Spring: •Can I compare the reliability and bias of two sources linked to Stonehenge? Summer: •Can I select sources to investigate what life was like in Skara Brae? •Can I understand the reliability and bias of a historical source linked to The Anglo Saxons (Sutton Hoo)?	Autumn: •Can I compare the significance of Roman achievements? Spring: •Can I explain the significance of Stonehenge and explain why we still learn about it today? Summer: •Can I explain why the Anglo-Saxon period was significant at the time and why we learn about it today?	Autumn: •Can I understand how new discoveries can change an historian's interpretation of The Romans? Spring: •Can I understand various interpretations of Prehistoric Britain and explain how these can be different? Summer: •Can I understand why a writer, an architect/historian, and an artist might have different interpretations of the Anglo Saxons?



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5	<u>Autumn:</u> Can I place World War 2 on a time-line in relation to other historical events? Can I use scale and intervals to identify the key events of World War 2? <u>Spring:</u> Can I place the Maya Civilisation on a timeline in relation to other historical events? <u>Summer:</u> Can I... - place the Ancient Greeks on a timeline in relation to other historical events? - understand what else was happening in the world at the time of the Ancient Greeks? Can I sequence events during the Ancient Greeks and identify other events across the world at the same time? (possibly over 2 sessions)	<u>Autumn:</u> Can I understand how the causes and consequences of World War 2 are connected? <u>Spring:</u> Can I explain the causes and consequences of events during The Maya Civilisation and understand how they are connected? <u>Summer:</u> Can I explain the most important causes of Greek city-states and understand how consequences varied for different people? (over 2 sessions)	<u>Autumn:</u> Can I use evidence to explain the similarities and differences between life in Britain and Germany during World War 2? <u>Spring:</u> Can I use evidence when comparing the similarities and differences between the Maya writing system and the modern alphabet? <u>Summer:</u> Can I compare the similarities and differences of Ancient Greece, Ancient Egypt and Pre-historic Britain at the same time in history?	<u>Autumn:</u> Can I explain why some things changed during World War II while others stayed the same, and understand that change and continuity can happen at the same time? <u>Spring:</u> Can I... - explain what stayed the same and what changed during the Maya Civilization, - show how change and continuity can happen at the same time - understand the impact the changes had on people's lives? <u>Summer:</u> Can I explain how the change and continuity in Ancient Greece happened at the same time?	<u>Autumn:</u> Can I evaluate the purpose, reliability and perspective of primary sources (propaganda posters) from World War 2? <u>Spring:</u> Can I create my own historical question for investigation linked to Maya ruins? <u>Summer:</u> Can I explain the reliability, purpose, and perspective of a range of sources about the Ancient Greeks	<u>Autumn:</u> Can I understand why the significance of The Blitz has changed over time and understand different perspectives on its importance? <u>Spring:</u> Can I understand the short term and long term impact of the Mayan number system? <u>Summer:</u> Can I explain the impact and understand different perspectives of Ancient Greek achievements?	<u>Autumn:</u> Can I understand why historians' interpretations of a source could be different when researching evacuation? <u>Spring:</u> Can I show how interpretations of the Maya civilisation have changed over time and use evidence to explain which interpretation is more convincing? <u>Summer:</u> Can I explain how historians' interpretations of the Ancient Greeks has changed over time and explain which is the most reliable?
6	<u>Autumn:</u> Can I place The Victorians on a timeline in relation to other historical events? (short intro lesson) Can I use intervals and scales on a timeline of Victorian events? <u>Spring:</u> Can I use scales and intervals on a timeline when sequencing key events linked to colonisation, slavery and Windrush? <u>Summer:</u> tbc	<u>Autumn:</u> Can I understand the different causes (technological geographical, economic, social), and consequences (positive and unintended/negative) of the Industrial Revolution? <u>Spring:</u> Can I explain how the causes and consequences of colonisation, slavery, and Windrush are connected? <u>Summer:</u> tbc	<u>Autumn:</u> Can I use evidence to explain why Victorian Britain and modern Britain are similar or different, and what this tells us about change over time? <u>Spring:</u> Can I explain why there were similarities and differences in the lives, cultures, and societies of people in Britain, Africa, and the Caribbean during colonisation and slavery? <u>Summer:</u> tbc	<u>Autumn:</u> Can I... - explain why change and continuity took place during the Victorian period - understand the minor or major impact it had on people's lives? <u>Spring:</u> Can I... - explain what changed (social, political, cultural) for people in Britain and the Caribbean during Colonisation, Slavery, and Windrush - understand if these changes had a major or minor impact on people's lives? <u>Summer:</u> tbc	<u>Autumn:</u> Can I... - create historical questions for investigation about life in a workhouse - construct arguments based on evidence (historical sources) <u>Spring:</u> Can I... - question the reliability, purpose and perspective of sources about the Windrush Generation - use evidence to build my own argument about what life was like for the Windrush Generation? <u>Summer:</u> tbc	<u>Autumn:</u> Can I explain the historical significance of Charles Dickens and his... - short-term impact in Victorian times - long-term impact today? <u>Spring:</u> Can I explain different perspectives of the significance of the Windrush Scandal (2018)? <u>Summer:</u> tbc	<u>Autumn:</u> Can I explain why there are different interpretations of the role of women during Victorian Britain and use evidence to challenge them? <u>Spring:</u> Can I explore why interpretations of Britain's role in slavery differ, and explain how and why these interpretations have changed over time? <u>Summer:</u> tbc

End of Key Stage 2 Expectations

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scot
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.