# History Curriculum Progression

## Eastfield Primary Academy

A concise overview of how historical knowledge, concepts and enquiry develop from the Early Years to Year 6.

# History: Disciplinary Knowledge and Skills Progression

**How pupils become increasingly confident and independent historians.**

This overview summarises the progression in historical thinking. Detailed unit outcomes, lesson questions and assessment statements remain within the academy's internal Unit Plans.

Across each phase, pupils revisit chronology, vocabulary, evidence, interpretations, continuity and change, cause and consequence, similarity and difference, and significance.

| Disciplinary strand | Early Years | KS1 | Lower KS2 | Upper KS2 |
|---|---|---|---|---|
| **Chronology** | Talk about past and present; sequence familiar events. | Sequence events and people; use past, present, year, decade and century. | Place periods on timelines; use BC/AD and centuries; connect British periods. | Establish narratives across civilisations and modern history; analyse overlap, duration and trends. |
| **Historical vocabulary** | Use new vocabulary in stories and discussion. | Use everyday historical terms accurately. | Use subject-specific and abstract terms, including empire and civilisation. | Use precise cultural, political, economic, military, religious and social terminology. |
| **Enquiry and evidence** | Ask questions; use stories, images and familiar objects. | Ask and answer questions using artefacts, photographs, maps and accounts. | Select and combine sources; make inferences; construct informed responses. | Evaluate source usefulness and reliability; organise evidence to support independent conclusions. |
| **Interpretations** | Recognise that stories and images tell us about the past. | Identify different ways the past is represented. | Recognise that different accounts and interpretations exist and begin to explain why. | Compare viewpoints and explain how purpose, evidence and perspective shape interpretations. |
| **Continuity and change** | Notice similarities, differences and change over time. | Identify how everyday life and places have changed or stayed similar. | Explain change and continuity within and across British periods. | Analyse trends and legacies across societies, civilisations and longer timescales. |
| **Cause and consequence** | Ask why things happen and give simple explanations. | Explain why people acted and what happened as a result. | Identify multiple causes and consequences of events and change. | Explain relationships between causes; evaluate short- and long-term consequences. |
| **Similarity and difference** | Compare people, families, communities and past/present experiences. | Make simple comparisons between ways of life and significant people. | Compare societies, beliefs, cultures and experiences within and across periods. | Construct detailed comparisons across civilisations and explain reasons for difference. |
| **Significance** | Recognise special people, times and events that are remembered. | Explain why people and events are important and remembered. | Explain the significance of people, places, discoveries and legacies. | Evaluate and compare significance using historical context, evidence and lasting impact. |

# History: Substantive Concepts Progression

**How pupils build connected understanding of recurring historical ideas.**

Substantive concepts are revisited through different periods and contexts. Teachers make links to prior learning explicit and expect pupils to apply each concept with increasing precision.

| Concept | Early Years | KS1 | Lower KS2 | Upper KS2 |
|---|---|---|---|---|
| **Settlement** | Homes and familiar communities. | Places change over time. | Why settlements develop through resources, farming and security. | How geography, belief, power and resources shape societies. |
| **Migration** | Journeys and movement. | People move between places. | Why groups migrate and settle; distinguish migration from invasion. | Connections between migration, power, conflict and cultural change. |
| **Invasion** | New arrivals can change places. | Actions and events cause change. | Roman, Anglo-Saxon and Viking invasion; causes and consequences. | Compare invasion and its effects across societies. |
| **Empire** | Rulers may control more than one place. | Power can extend beyond a locality. | Roman expansion and control of Britain. | Compare the growth, organisation, influence and decline of empires. |
| **Civilisation** | Communities have roles and different ways of life. | Past societies were organised differently. | Organisation, leadership, belief and technology in early societies. | Compare and evaluate Ancient Egypt, the Maya and Ancient Greece. |
| **Power** | Some people make decisions affecting others. | Individuals influence events and change. | Rulers, armies, kingdoms, resistance and authority. | How power is gained, exercised, challenged and lost. |
| **Belief** | Families and communities have beliefs and traditions. | Beliefs influence choices and actions. | How beliefs shape life in prehistoric, Roman, Anglo-Saxon and Viking societies. | Compare belief systems and their influence on culture, leadership and buildings. |
| **Conflict** | People may disagree and act differently. | Conflict can lead to significant events. | Invasion, resistance and competition for land and power. | Motivation, ideology, alliances and consequences in wider conflict. |
| **Trade** | People exchange and share goods. | Goods, resources and people connect places. | Resources influence settlement and invasion; societies exchange goods and ideas. | Trade, geography, wealth and power within complex societies. |
| **Legacy** | People and events are remembered. | The past remains visible through celebrations, memorials and local links. | Roman, Anglo-Saxon and Viking influence on Britain. | Evaluate the lasting influence of civilisations and World War II. |

# History: Curriculum and Enquiry Overview

**How unit enquiries develop knowledge and historical thinking across the school.**

Each unit is organised around an overarching enquiry. Lesson questions build the knowledge and evidence pupils need to reach a supported conclusion. The overview below retains the key curriculum journey without reproducing every internal lesson question.

| Phase / Year | Units and overarching enquiries | Principal historical development |
|---|---|---|
| Early Years | Significant people, events and changes in children's own lives and communities. | Past and present; storytelling; familiar evidence; asking questions; similarity and change. |
| Year 1 | Guy Fawkes and the Great Fire of London \| Time capsule: schools, toys and transport | Events beyond living memory; changes within living memory; evidence; cause; comparison; remembrance. |
| Year 2 | Heroes: are all heroes male? \| The Pilgrim Fathers: are they important to Immingham? | Significant individuals; local history; chronology; representation; change in society; legacy. |
| Year 3 | Was the Stone Age important? \| Which influenced life most: Stone, Bronze or Iron Age? | Prehistoric chronology; archaeology; settlement; materials; continuity and change; significance. |
| Year 4 | What impact did the Romans have on Britain? \| Vikings: ruthless killers or peaceful settlers? | Invasion and settlement; empire; evidence and interpretation; cause; legacy; local place names. |
| Year 5 | Ancient Egypt: what made it a significant civilisation? \| How should the achievements of the Ancient Maya be understood? | Ancient civilisations; beliefs; society; evidence; comparison; achievement; decline and legacy. |
| Year 6 | Is Ancient Greece the world's greatest civilisation? \| How does evidence help us understand responsibility for crimes committed by Nazi Germany? | Civilisation and influence; historical judgement; propaganda; conflict; local/global impact; legacy. |

## How this overview should be used

- Planning: identify prior learning, the disciplinary focus and the substantive concepts developed in each unit.
- Teaching: retrieve earlier knowledge, teach vocabulary explicitly, use evidence carefully and provide structured opportunities for historical talk.
- Assessment: check what pupils know, remember, connect and can justify, rather than relying on task completion alone.
- Adaptive teaching: anticipate barriers, scaffold access and communication, and maintain the same ambitious historical learning for all pupils.
- Metacognition and oracy: model how historians approach an enquiry and support pupils to plan, explain, monitor and evaluate their reasoning.