

Chronology

Year Group	Knowledge Progression	Vocabulary
EYFS	Begin to understand that the past is different from the present through their own lives, families, castles, pirates and transport. Talk about things that happened before they were born. Sequence familiar events in their own lives.	past, present, then, now, before, after, yesterday, today, tomorrow, old, new, family, baby, grow
Year 1	Understand that history happened before they were born. Sequence events from the lives of grandparents and place Mary Anning and Robin Hood in relation to the present. Begin to use simple timelines. Recognise that Robin Hood lived a long time ago and that historians do not always agree about him.	timeline, chronology, long ago, century, monarch, medieval, past, present, sequence
Year 2	Place the Great Fire of London, the first Moon Landing and toys from different periods onto a simple timeline. Compare which events happened first and estimate how far apart they were. Begin to understand that different events happened in different centuries.	decade, century, chronology, timeline, order, compare, before, after, historical period
Year 3	Use BCE and CE when studying Ancient Egypt. Understand that Ancient Egypt existed thousands of years before the Tudors and Normans. Construct timelines showing the order of all three units studied during the year.	BCE, CE, civilisation, ancient, dynasty, conquest, chronology, period

Year 4	Understand that the Stone Age came before the Bronze Age and Iron Age. Compare Ancient Greece with prehistoric Britain and understand that different civilisations existed at the same time. Place the Roman invasion within Britain's wider history.	prehistory, Stone Age, Bronze Age, Iron Age, civilisation, empire, invasion, era
Year 5	Place the Anglo-Saxons, Vikings, Maya civilisation and the Transatlantic Slave Trade on one chronological timeline. Recognise that some civilisations existed at the same time in different parts of the world. Make links between periods already studied.	migration, settlement, raid, civilisation, chronology, legacy, millennium, contemporaneous
Year 6	Construct and interpret detailed timelines from Ancient Egypt to modern Britain. Explain how WWII, Windrush and Crime & Punishment fit within British history. Compare overlapping historical periods and explain long-term change across centuries.	chronological, continuity, change, era, interpretation, modern Britain, twentieth century, chronology

Evidence and enquiry

Year Group	Knowledge Progression	Vocabulary
EYFS	Explore photographs, objects and stories to talk about the past. Ask simple questions about how people lived. Recognise that objects from the past can tell us about people's lives.	past, old, new, photograph, picture, object, story, remember, question
Year 1	Use photographs, fossils and simple artefacts to find out about the past. Know that Mary Anning used fossils as evidence. Begin to ask questions about whether Robin Hood was a real person and understand that different stories can give different ideas about the past.	evidence, fossil, artefact, source, discover, historian, fact, legend
Year 2	Examine toys, photographs, diaries and paintings to answer historical questions. Use eyewitness accounts to investigate the Great Fire of London. Understand that different sources tell us different things about the past.	artefact, eyewitness, diary, painting, source, evidence, compare, observe
Year 3	Use artefacts, tomb paintings, hieroglyphics and historical records to investigate Ancient Egypt. Compare different interpretations of the Tudors and Normans. Begin to recognise the difference between primary and secondary sources.	primary source, secondary source, hieroglyphics, interpretation, evidence, archaeologist, historian
Year 4	Use archaeological evidence to investigate prehistoric Britain. Evaluate what Greek	archaeology, artefact, reliability, interpretation, myth, excavation, evidence

	myths can and cannot tell us about Ancient Greece. Use Roman artefacts and written sources to answer historical questions. Begin to recognise that some sources are more reliable than others.	
Year 5	Compare archaeological evidence with written accounts when studying the Anglo-Saxons and Vikings. Investigate how historians know about the Maya despite limited written records. Explore different historical viewpoints about Britain's role in the Transatlantic Slave Trade. Begin to explain why evidence can be biased.	bias, reliability, viewpoint, interpretation, excavation, oral history, evidence, historian
Year 6	Evaluate a range of historical sources when studying WWII, Windrush and Crime & Punishment. Compare different interpretations of historical events and explain why accounts differ. Select evidence to support historical arguments and justify conclusions.	interpretation, reliability, bias, propaganda, primary source, secondary source, perspective, justify

Cause and consequence

Year Group	Knowledge Progression	Vocabulary
EYFS	Begin to understand that actions have consequences. Talk about why things happen in familiar stories and in their own lives. Recognise that things change because something happens.	because, why, happened, change, before, after, same, different
Year 1	Explain how life has changed since grandparents were children. Understand that Mary Anning's discoveries changed what people knew about dinosaurs and prehistoric life. Recognise that castles were built to protect people and that Robin Hood stories reflect ideas about fairness and justice in medieval England.	change, protect, discovery, consequence, fairness, justice, castle, medieval
Year 2	Explain why toys have changed over time. Understand why Neil Armstrong's Moon landing was important and how it changed ideas about space exploration. Explain how the Great Fire of London led to safer buildings, wider streets and changes in firefighting.	cause, consequence, invention, explore, rebuild, fire, safety, disaster
Year 3	Explain why the River Nile was important to Ancient Egypt. Understand why Henry VIII broke away from the Catholic Church and how this changed England. Explain why William, Duke of Normandy, invaded England and describe the consequences of the Battle of Hastings.	cause, consequence, invasion, conquest, monarchy, reformation, succession, kingdom

Year 4	Explain how new materials changed life from the Stone Age to the Iron Age. Understand why Ancient Greece became influential and how Greek ideas continue today. Explain why the Romans invaded Britain and identify the short- and long-term consequences of Roman rule.	development, civilisation, empire, invade, conquer, legacy, technology, democracy
Year 5	Explain why the Vikings raided Britain and how Anglo-Saxon and Viking settlement shaped England. Understand the reasons for the rise and decline of the Maya civilisation. Explain the causes of the Transatlantic Slave Trade and evaluate its lasting consequences for Britain, Africa and the wider world.	migration, settlement, trade, enslavement, plantation, abolition, economy, legacy
Year 6	Explain the causes of WWII and evaluate its impact on Britain and the wider world. Understand why the Windrush generation came to Britain and how this transformed modern society. Explain how crime and punishment have changed over time and why attitudes towards justice continue to evolve.	conflict, evacuation, Blitz, discrimination, migration, rehabilitation, deterrent, justice, equality

Change and continuity

Year Group	Knowledge Progression	Vocabulary
EYFS	Recognise that some things have changed over time while others have stayed the same. Compare themselves as babies with themselves now. Notice changes in transport, homes and everyday life through stories and pictures.	change, same, different, old, new, past, present, grow
Year 1	Compare life for grandparents with life today. Identify what has changed and what has stayed the same. Explain how Mary Anning's discoveries changed scientific understanding whilst recognising that fossils remain important evidence today. Explore how the legend of Robin Hood has continued over hundreds of years.	compare, change, same, different, evidence, tradition, legend, timeline
Year 2	Explain how toys have changed because of new materials and technology. Identify changes resulting from the Great Fire of London, including building materials and city planning. Understand that space exploration has continued to develop since the Moon landing.	development, invention, rebuild, technology, materials, modern, historic, progress
Year 3	Describe how Ancient Egyptian civilisation remained stable for thousands of years whilst identifying important changes over time. Explain how the Tudor Reformation changed religion in England. Identify	civilisation, continuity, change, conquest, reformation, monarchy, legacy

	the lasting changes introduced by the Norman Conquest, including castles, language and government.	
Year 4	Explain the developments from the Stone Age to the Iron Age, including changes in tools, farming and settlements. Identify ideas from Ancient Greece that continue today, such as democracy and the Olympic Games. Explain what changed when the Romans invaded Britain and what remained after they left.	continuity, development, settlement, civilisation, democracy, empire, innovation, legacy
Year 5	Explain how Anglo-Saxon and Viking influence can still be seen in place names, language and culture. Describe how the Maya adapted to their environment over time. Explain how the legacy of the Transatlantic Slave Trade continues to influence society today.	legacy, influence, settlement, adaptation, migration, abolition, heritage, culture
Year 6	Explain how	

Historical significance

Year Group	Knowledge Progression	Vocabulary
EYFS	Recognise that some people and events are remembered because they are special or important. Talk about celebrations, anniversaries and people who help us.	important, special, remember, celebration, past, hero
Year 1	Understand why Mary Anning is remembered today and explain how her discoveries changed our understanding of the past. Explore why Robin Hood has remained an important figure in stories and local history. Recognise that life has changed since grandparents were children.	significant, important, fossil, discovery, legend, historian
Year 2	Explain why Neil Armstrong's Moon landing is remembered as a significant achievement. Understand why the Great Fire of London remains an important event in British history. Recognise how toys can help us understand children's lives in the past.	achievement, significant, event, impact, commemorate, invention
Year 3	Explain why Ancient Egypt is one of the world's most significant civilisations. Understand why Henry VIII is remembered as an important monarch. Explain why the Norman Conquest is considered a turning point in English history.	civilisation, pharaoh, monarch, conquest, turning point, influence
Year 4	Describe why the Stone Age to Iron Age represents an important period of	civilisation, democracy, empire, achievement, innovation, legacy

	human development. Explain why Ancient Greece has influenced the modern world. Understand why the Roman Empire is remembered as one of history's most significant empires.	
Year 5	Explain why the Anglo-Saxons and Vikings shaped England's identity. Understand why the Maya civilisation is historically significant. Evaluate why it is important to study Britain's role in the Transatlantic Slave Trade and its lasting impact.	significance, migration, civilisation, enslavement, abolition, legacy
Year 6	Evaluate why WWII remains one of the most significant events in modern history. Explain why the Windrush generation is an important part of British history. Evaluate how changing approaches to crime and punishment reflect changes in society over time.	significance, interpretation, remembrance, equality, justice, legacy, commemoration

Diversity and interpretation

Year Group	Knowledge Progression	Vocabulary
EYFS	Recognise that families, homes and communities are all different and should be respected. Understand that people in the past may have lived differently from people today. Listen to different stories about the past.	family, community, different, similar, respect, past, present
Year 1	Recognise that life was different for people in the past. Compare the lives of children today with those of their grandparents. Understand that there are different stories about Robin Hood and that not everyone agrees about what really happened.	compare, similar, different, legend, fact, opinion, respect
Year 2	Understand that people's experiences differed depending on when they lived. Explore how toys reflected different childhoods. Recognise that people experienced the Great Fire differently depending on where they lived and their jobs.	experience, community, eyewitness, opinion, evidence, compare
Year 3	Understand that Ancient Egyptian society was organised into different groups with different roles and responsibilities. Explore how the Tudor Reformation affected different people in different ways. Recognise that historians may interpret the Norman Conquest differently depending on the evidence available.	society, hierarchy, religion, interpretation, evidence, viewpoint

Year 4	Explain that life in prehistoric Britain differed according to people's roles and ways of living. Understand that Ancient Greek society was not equal for everyone. Recognise that Roman rule affected different groups of people in different ways across Britain.	society, citizen, slave, democracy, interpretation, viewpoint, culture
Year 5	Understand that the Anglo-Saxons and Vikings brought different beliefs, traditions and cultures to Britain. Explain why it is important to study the Maya from a global perspective. Understand the human impact of the Transatlantic Slave Trade and recognise that it affected millions of lives across different continents. Evaluate different historical interpretations of Britain's involvement.	migration, culture, civilisation, enslavement, abolition, perspective, interpretation, bias
Year 6	Understand that WWII affected people in different ways depending on their circumstances. Explain the experiences of the Windrush generation and their contribution to modern Britain. Recognise that views about crime and punishment have changed over time and that historians continue to debate historical events and decisions using evidence from different perspectives.	discrimination, equality, diversity, justice, perspective, interpretation, bias, prejudice, migration