

HISTORY CURRICULUM

Progression, vocabulary and precise curriculum end points • EYFS to Year 6 •



PURPOSE OF STUDY

A high-quality history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires curiosity, equips pupils to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement. History helps pupils understand change, the diversity and complexity of people's lives, their own identity and the challenges of their time.

Curriculum aims

1. Develop a coherent chronological narrative of Britain's past and its relationship with the wider world.
2. Know significant aspects of world history, including ancient civilisations, empires and non-European societies.
3. Use historically grounded terms such as empire, civilisation, parliament and peasantry.
4. Understand continuity and change, cause and consequence, similarity, difference and significance.

Main focus and end-of-stage expectations

KEY STAGE 1

Pupils develop awareness of the past and place people and events within a chronological framework. They identify similarities and differences between periods, use everyday historical vocabulary, ask and answer questions, and use stories and other sources to explain key features of events. They begin to understand how we find out about the past and that the past can be represented in different ways.

Sequence familiar people and events and use appropriate time vocabulary. Describe key features, similarities and differences between ways of life. Ask and answer questions using relevant evidence from simple sources. Recognise that we learn about the past in different ways and that accounts may differ.

KEY STAGE 2

Pupils develop chronologically secure knowledge of British, local and world history. They make connections, identify contrasts and trends, and address questions about change, cause, similarity, difference and significance. They select and organise relevant information to construct informed responses and understand how knowledge of the past is built from a range of sources.

Use secure chronology to connect British, local and world history. Explain change, cause, consequence, similarity, difference and significance. Select, compare and evaluate sources and recognise contrasting interpretations. Construct a coherent, evidence-based historical explanation or argument.

HOW TO USE THIS DOCUMENT

The sequence identifies what pupils should know, the subject-specific practices they should learn, the vocabulary that becomes increasingly precise and the evidence that may demonstrate secure learning. End points are assessment prompts, not lesson checklists. Teachers should use proportionate evidence from normal curriculum work and adapt access without lowering ambition.

HISTORY CURRICULUM

The progression model: what becomes more complex from EYFS to Year 6



Substantive and disciplinary progression

STRAND	EYFS	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
Chronology	sequence familiar events	place events and people in chronological order	use dates, periods and duration to build timelines	relate concurrent developments and explain patterns across periods
Sources and evidence	talk about objects, pictures and accounts from the past	use sources to answer questions and distinguish source from fact	infer from varied sources and consider usefulness	evaluate provenance, reliability, limitation and corroboration
Cause, consequence and change	notice that life changes over time	identify reasons and results	explain multiple causes, consequences and continuities	weigh relative significance and develop supported arguments
Interpretation and significance	recognise that people may remember differently	compare accounts and identify importance	explain why interpretations differ	evaluate interpretations and justify historical significance

Vocabulary golden thread

EYFS foundations

past • present • before • after • evidence

Key Stage 1

chronology • source • cause • consequence • significance

Lower Key Stage 2

continuity • change • interpretation • reliability • period

Upper Key Stage 2

provenance • corroboration • legacy • diversity • argument

ASSESSMENT EVIDENCE

A chronological or knowledge response and an evidence-based explanation using sources or interpretations.

Vocabulary is cumulative: later-stage terms do not replace earlier language. Pupils continue to retrieve and apply established concepts with increasing precision in new contexts.

HISTORY CURRICULUM

EYFS • curriculum sequence, vocabulary and assessable end points



PROGRESSION FOCUS

Chronology — sequence familiar events; Sources and evidence — talk about objects, pictures and accounts from the past; Cause, consequence and change — notice that life changes over time; Interpretation and significance — recognise that people may remember differently

EYFS PRINCIPLE

Learning is secured through purposeful play, explicit teaching, talk, stories, observation, making and investigation. These foundations connect directly to the subject curriculum that follows; they are not a miniature Key Stage 1 programme.

AUTUMN	SPRING	SUMMER
<p>Autumn foundations</p> <p>Complete Great Leighs units and teaching objectives</p> <p>Understanding the World:</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. <p>Essential knowledge — by the end of the unit, pupils will know...</p> <ul style="list-style-type: none"> • Events in their own lives happened in an order: some were before, some are happening now and some will happen later. • Families have histories that can be shared through memories, photographs and objects. • People grow and change over time, while some family routines and traditions stay the same. <p>Historical application — by the end of the unit, pupils will be able to...</p> <ul style="list-style-type: none"> • Put two or three familiar events in order and use before, after, then and now. • Talk about a photograph, object or memory as evidence of their own or their family's past. <p>Essential vocabulary past • present • before • after • then • now • family • memory • photograph</p> <p>End-of-unit evidence Create and explain a simple personal or family timeline using photographs or drawings.</p> <p>Coherence Builds on talk about personal experiences. Establishes personal chronology and the idea that memories, photographs and objects help us find out about the past, ready for Year 1's personal-history enquiry.</p>	<p>Spring foundations</p> <p>Complete Great Leighs units and teaching objectives</p> <p>Understanding the World:</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <p>Essential knowledge — by the end of the unit, pupils will know...</p> <ul style="list-style-type: none"> • Pictures and stories can show familiar places, objects and routines from the past. • Some features of everyday life have changed, while others have stayed similar. • People may describe or remember the same past event in different ways. <p>Historical application — by the end of the unit, pupils will be able to...</p> <ul style="list-style-type: none"> • Notice and describe a similarity and a difference between a familiar past and present situation. • Use a picture or story detail to explain how they know something is from the past. <p>Essential vocabulary past • present • same • different • change • picture • story • remember • evidence</p> <p>End-of-unit evidence Compare a familiar scene from the past with one from today and explain one similarity and one difference.</p> <p>Coherence Builds on personal and family chronology. Extends evidence from personal memories to pictures and stories, preparing pupils to compare childhood past and present in Year 1.</p>	<p>Summer foundations</p> <p>Complete Great Leighs units and teaching objectives</p> <p>Understanding the World (Past and Present):</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Essential knowledge — by the end of the unit, pupils will know...</p> <ul style="list-style-type: none"> • People in families and communities have different roles, and these roles may change over time. • Books, stories, photographs and objects can tell us about people, settings and events in the past. • The past is different from the present, although some aspects of life continue. <p>Historical application — by the end of the unit, pupils will be able to...</p> <ul style="list-style-type: none"> • Retell a past event in sequence using appropriate time words. • Compare past and present using details from experience, a text, image or object. <p>Essential vocabulary past • present • long ago • before • after • role • event • change • same • different</p> <p>End-of-unit evidence Explain a past event or person's life using a short sequence and evidence from a class text, image or object.</p> <p>Coherence Brings together EYFS chronology, comparison and evidence. Prepares pupils to construct simple timelines and answer questions from photographs, memories and objects in Year 1.</p>
<p>CHECKING SECURE LEARNING</p> <p>A chronological or knowledge response and an evidence-based explanation using sources or interpretations.</p>		

HISTORY CURRICULUM

Year 1 • curriculum sequence, vocabulary and assessable end points



PROGRESSION FOCUS

Chronology — place events and people in chronological order; Sources and evidence — use sources to answer questions and distinguish source from fact; Cause, consequence and change — identify reasons and results; Interpretation and significance — compare accounts and identify importance

AUTUMN

Who was Marconi?

Complete Great Leighs units and teaching objectives

How am I making History?

- Teach the knowledge and application identified in the named Great Leighs unit.

To develop an understanding of personal chronology.

- To learn more about my history.
- To explore how we remember events.
- To find out what childhood was like for our parents and grandparents.
- To compare childhood now with childhood in the past.
- To identify that some things change and some things stay the same.

Subject practice / disciplinary objectives

How am I making History? • Sequence • Vocabulary • Timelines • Compare • Describe • Understand • Similarities • Differences • Recall • Questioning • Identify

Essential knowledge — by the end of the unit, pupils will know...

- A person's life has a chronology and important events can be placed in time order.
- Memories, photographs and objects are sources that help us learn about personal history.
- Childhood in their parents' and grandparents' generations had similarities to and differences from childhood today.
- Some features of childhood change while others continue.

Historical application — by the end of the unit, pupils will be able to...

- Order photographs or events on a simple timeline using before and after.
- Ask and answer questions about childhood using memories, photographs or objects.
- State one supported similarity and one supported difference between childhood past and present.

Essential vocabulary

chronology • timeline • past • present • memory • source • evidence • before • after • continuity

End-of-unit evidence

Complete and explain a personal-history timeline, then use one source to compare childhood now with childhood in the past.

Coherence

Builds directly on EYFS personal and family history. Secures simple chronology and source use, which recur in every later enquiry; it also prepares pupils to sequence explorers and changes to toys.

SPRING

Explorers and pioneers

Complete Great Leighs units and teaching objectives

How have explorers changed the world?

- Teach the knowledge and application identified in the named Great Leighs unit.

To know what an explorer is.

- To recognise the achievements of different explorers using photographs.
- To record events on a timeline.
- To use photographs to find out about the past.
- To recognise changes and similarities (continuities) over time.
- To describe the significance of some people and events within history.

Subject practice / disciplinary objectives

How have explorers changed the world? • Vocabulary • Timelines • Record • Describe • Understand • Questioning • Identify • Retrieving • Observe • Interpret • Infer • Communicate • Discuss • Express

Essential knowledge — by the end of the unit, pupils will know...

- An explorer travels to learn about or reach unfamiliar places, and exploration has changed over time.
- Explorers and pioneers can be significant because their journeys, discoveries or actions affected other people.
- Photographs and other sources provide evidence about journeys but do not tell us everything.
- Events and achievements can be ordered on a timeline.

Historical application — by the end of the unit, pupils will be able to...

- Use photographs to make simple observations and inferences about an explorer.
- Place selected explorers or events in chronological order.
- Explain why one explorer or pioneer is significant using an achievement and its effect.

Essential vocabulary

explorer • pioneer • journey • achievement • significance • timeline • source • evidence • past • present

End-of-unit evidence

Create a short illustrated timeline and answer: How did one explorer or pioneer change the world? Use evidence from a photograph.

Coherence

Builds on personal timelines and photographs as sources. Develops significance and change over time, preparing pupils for the Year 2 flight enquiry and later judgements about historically significant people.

SUMMER

Changes within living memory: the 1960s

Complete Great Leighs units and teaching objectives

How have toys changed? (Spring 2)

- Teach the knowledge and application identified in the named Great Leighs unit.

To discuss a favourite toy.

- To find out what toys our parents and grandparents played with.
- To investigate what toys were like up to 100 years ago.
- To compare toys from the past with modern toys.
- To investigate how teddy bears have changed over time.
- To know how toys have changed over time.

Subject practice / disciplinary objectives

How have toys changed? (Spring 2) • Vocabulary • Sequence • Similarities • Differences • Describe • Understand • Questioning • Recall • Find • Sort • Retrieve • Observe • Interpret • Infer • Communicate

Essential knowledge — by the end of the unit, pupils will know...

- Toys can be studied as artefacts that provide evidence about childhood in the past.
- Materials, technology, safety, cost and fashion have influenced how toys have changed.
- Some types of toy, including dolls, vehicles and teddy bears, have continued but their materials and manufacture have changed.
- Living memory includes experiences remembered by people alive today.

Historical application — by the end of the unit, pupils will be able to...

- Sequence a small set of toys or images from older to newer using visible clues.
- Ask questions of an artefact and compare it with a modern toy.
- Describe a change and a continuity and suggest a reason for the change.

Essential vocabulary

living memory • artefact • material • manufacture • modern • old • change • continuity • compare • evidence

End-of-unit evidence

Sequence selected toys and explain, from their features, one way toys have changed and one way they have stayed the same.

Coherence

Applies Year 1 chronology and family testimony to artefacts. Deepens continuity and change within living memory, preparing pupils to compare schools across three periods in Year 2.

CHECKING SECURE LEARNING

A chronological or knowledge response and an evidence-based explanation using sources or interpretations.

HISTORY CURRICULUM

Year 2 • curriculum sequence, vocabulary and assessable end points



PROGRESSION FOCUS

Chronology — place events and people in chronological order; Sources and evidence — use sources to answer questions and distinguish source from fact; Cause, consequence and change — identify reasons and results; Interpretation and significance — compare accounts and identify importance

AUTUMN

How have schools changed?

Complete Great Leighs units and teaching objectives

How was school different in the past?

- Teach the knowledge and application identified in the named Great Leighs unit.

To find out how schools have changed over time.

- To investigate what school was like in the past.
- To investigate what schools were like in the 1900s.
- To compare a modern classroom with a classroom 100 years ago.
- To compare three periods of time.
- To express a personal response to history.

Subject practice / disciplinary objectives

How was school different in the past? • Sequence • Chronology • Recognise • Identify • Find • Compare • Question • Observe • Understand • Evaluate • Select • Link • Conclude • Communicate • Vocabulary • Describe • Express

Essential knowledge — by the end of the unit, pupils will know...

- School life has changed over time in classrooms, equipment, subjects, rules and expectations.
- A classroom about 100 years ago was different from a modern classroom, although schools retained purposes such as learning together.
- Photographs, objects and written or oral accounts reveal different aspects of school life.
- Changes can be compared across more than two periods, not only 'past' and 'now'.

Historical application — by the end of the unit, pupils will be able to...

- Place evidence from three periods in chronological order.
- Select details from sources to compare classrooms and school experiences.
- Reach a supported conclusion about the most important change in school life.

Essential vocabulary

period • decade • classroom • lesson • discipline • source • evidence • chronology • change • continuity

End-of-unit evidence

Use sources from three periods to answer: How was school different in the past? Include supported changes and a continuity.

Coherence

Builds on Year 1 comparisons of toys and childhood. Moves from two-way comparison to change across several periods, preparing for Year 4 children's lives and Year 6 census-based social history.

SPRING

The history of flight

Complete Great Leighs units and teaching objectives

How did we learn to fly?

- Teach the knowledge and application identified in the named Great Leighs unit.

To find out about the Wright brothers.

- To develop an understanding of historical significance.
- To investigate why Bessie Coleman is significant.
- To develop an understanding of primary sources.
- To investigate why we remember the Moon landing.
- To place events on a timeline.

Subject practice / disciplinary objectives

How did we learn to fly? • Sequence • Compare • Timeline • Chronology • Understand • Identify • Evaluate • Question • Recognise • Know • Select • Link • Conclude • Communicate • Discuss • Observe • Describe • Vocabulary

Essential knowledge — by the end of the unit, pupils will know...

- The Wright brothers' successful powered flight in 1903 was an important step in the history of aviation.
- Bessie Coleman became the first African American woman and first self-identified Native American woman to hold a pilot's licence, overcoming discrimination.
- The 1969 Moon landing marked a further major development in human flight and exploration.
- People and events are judged significant because of their achievements, impact and how they are remembered.

Historical application — by the end of the unit, pupils will be able to...

- Sequence key developments in flight on a timeline.
- Distinguish a primary source from a later account and use it to answer a question.
- Explain why a person or event is significant using an achievement and its impact.

Essential vocabulary

aviation • flight • pilot • powered • primary source • achievement • impact • significance • chronology • pioneer

End-of-unit evidence

Construct a timeline and justify which studied person or event was most significant in learning to fly, using source evidence.

Coherence

Builds on Year 1 explorers, timelines and first judgements of significance. Prepares pupils to assess the significance of monarchs and, later, candidates for the Year 6 banknote enquiry.

SUMMER

Monarchs, coronations and castles

Complete Great Leighs units and teaching objectives

What is a monarch?

- Teach the knowledge and application identified in the named Great Leighs unit.

To describe what a monarch is.

- To explain why coronations take place.
- To explain how William the Conqueror became King of England.
- To identify how William the Conqueror built castles while ruling England.
- To identify features of a castle that would be effective when defending against attacks.
- To suggest what a monarch was like in the past.

Subject practice / disciplinary objectives

What is a monarch? • Sequence • Recognise • Chronology • Compare • Identify • Question • Understand • Evaluate • Link • Conclude • Discuss • Communicate • Observe • Vocabulary • Describe

Essential knowledge — by the end of the unit, pupils will know...

- A monarch is a king or queen and a coronation is the ceremony at which a monarch is crowned.
- William the Conqueror won the Battle of Hastings in 1066 and became King of England.
- The Normans built castles to control land and people after the conquest.
- Castle features such as a motte, bailey, keep, walls and ditches helped defence.

Historical application — by the end of the unit, pupils will be able to...

- Sequence the conquest, coronation and castle-building on a simple timeline.
- Use evidence from images or remains to infer how a castle was defended.
- Describe William's actions and suggest what they indicate about his rule.

Essential vocabulary

monarch • coronation • conquest • Norman • Battle of Hastings • motte • bailey • keep • defend • rule

End-of-unit evidence

Explain how William became and remained King of England, using a sequenced account and labelled defensive castle features.

Coherence

Uses established chronology and significance to introduce conquest, monarchy and control. Provides essential context for Roman invasion and later Anglo-Saxon and Viking struggles for Britain.

CHECKING SECURE LEARNING

A chronological or knowledge response and an evidence-based explanation using sources or interpretations.

HISTORY CURRICULUM

Year 3 • curriculum sequence, vocabulary and assessable end points



PROGRESSION FOCUS

Chronology — use dates, periods and duration to build timelines; Sources and evidence — infer from varied sources and consider usefulness; Cause, consequence and change — explain multiple causes, consequences and continuities; Interpretation and significance — explain why interpretations differ

AUTUMN

Stone Age to Iron Age

Complete Great Leighs units and teaching objectives

Would you have preferred to live in the Stone Age, Bronze Age or Iron Age?

- Teach the knowledge and application identified in the named Great Leighs unit.

To recognise the chronology and significance of prehistory.

- To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.
- To use archaeological evidence to investigate the Bronze Age.
- To use deductions to explain how bronze transformed prehistoric life.
- To understand the importance of trade during the Iron Age.
- To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.

Subject practice / disciplinary objectives

Would you have preferred to live in the Stone Age, Bronze Age or Iron Age? • Sequence • Evidence • Understand • Explore • Chronology • Evaluate • BC/AD • Question • Timeline • Date • Know • Link • Extract • Identify • Interpret • Compare • Describe • Reasoning • Conclude

Essential knowledge — by the end of the unit, pupils will know...

- Prehistory in Britain spans the Stone Age, Bronze Age and Iron Age before written records.
- Archaeology, including evidence from Skara Brae, helps historians infer how prehistoric people lived.
- Farming and permanent settlement changed life during the Neolithic period.
- Bronze technology and Iron Age trade changed tools, weapons, wealth and connections between communities.
- Settlements changed between the Neolithic and Iron Age, while needs for food, shelter and community continued.

Historical application — by the end of the unit, pupils will be able to...

- Place the Stone, Bronze and Iron Ages in order and understand their long duration.
- Make supported deductions from archaeological evidence while recognising uncertainty.
- Compare Neolithic and Iron Age settlements and explain change and continuity.

Essential vocabulary

prehistory • archaeology • artefact • Stone Age • Neolithic • Bronze Age • Iron Age • settlement • trade • continuity

End-of-unit evidence

Answer the enquiry question by comparing two periods and supporting a preference with archaeological evidence, change and continuity.

Coherence

Builds on KS1 sequencing and comparison, extending chronology across very long periods. Establishes archaeology, settlement, technology and trade for the Roman, Anglo-Saxon and Viking enquiries.

SPRING

Why did the Romans settle in Britain?

Complete Great Leighs units and teaching objectives

Why did the Romans settle in Britain?

- Teach the knowledge and application identified in the named Great Leighs unit.

To understand why the Romans invaded Britain.

- To create a visual interpretation of Boudicca.
- To understand how Roman soldiers were equipped for war.
- To understand Roman army battle formations.
- To make inferences about life in Roman times.
- To identify the Roman legacy in Britain.

Subject practice / disciplinary objectives

Why did the Romans settle in Britain? • Understand • Observe • Date • Compare • BC/AD • Explore • Vocabulary • Evaluate • Timeline • Question • Link • Identify • Define • Extract • Describe • Similarities • Differences • Conclude • Communicate • Construct • Recall • Reconstruct • Respond

Essential knowledge — by the end of the unit, pupils will know...

- Rome invaded Britain for power, land and resources, and conquest took place over time.
- The Roman army's equipment, organisation and formations helped it conquer and control territory.
- Boudicca led a revolt against Roman rule and later representations of her are interpretations.
- Written and archaeological sources reveal aspects of life in Roman Britain but have limits.
- Roman rule left legacies in roads, towns, language, law and buildings.

Historical application — by the end of the unit, pupils will be able to...

- Explain more than one reason for invasion and connect military methods to conquest.
- Compare representations of Boudicca and identify how an interpretation is constructed.
- Make inferences from sources and judge which Roman legacy was most important.

Essential vocabulary

Roman Empire • invasion • conquest • legion • formation • rebellion • Boudicca • interpretation • inference • legacy

End-of-unit evidence

Explain why the Romans invaded and settled, then support a judgement about their most important legacy using sources.

Coherence

Builds on prehistoric settlement, trade and archaeological evidence. Introduces empire, conquest, resistance, interpretation and legacy, which connect directly to post-Roman migration and settlement.

SUMMER

What did the Ancient Egyptians believe?

Complete Great Leighs units and teaching objectives

What did the Ancient Egyptians believe?

- Teach the knowledge and application identified in the named Great Leighs unit.

To know when and where the ancient Egyptians lived.

- To explain the importance of the Egyptian gods and goddesses.
- To evaluate the challenges of building an Egyptian pyramid.
- To explain how and why the Egyptians mummified people.
- To make inferences about Egyptian beliefs using primary sources.
- To evaluate significant ancient Egyptian beliefs.

Subject practice / disciplinary objectives

What did the Ancient Egyptians believe? • Sequence • Extract • Understand • Identify • Interpret • Date • Deduct • Chronology • Link • Timeline • Question • Conclude • Notice • Recognise • Communicate • Construct • Reason • Reconstruct • Respond

Essential knowledge — by the end of the unit, pupils will know...

- Ancient Egyptian civilisation developed beside the River Nile in north-east Africa over thousands of years.
- Egyptian religion included many gods and goddesses connected with nature, society and the afterlife.
- Pyramids were monumental tombs whose construction required organisation, resources and skilled labour.
- Mummification preserved the body because Egyptians believed it was needed in the afterlife.
- Tombs, objects, images and inscriptions provide evidence about beliefs, but require interpretation.

Historical application — by the end of the unit, pupils will be able to...

- Locate ancient Egypt in time and place and relate it to other periods already studied.
- Make inferences about beliefs from primary sources and explain the evidence used.
- Evaluate which belief or practice was most significant to ancient Egyptian society.

Essential vocabulary

civilisation • Nile • pharaoh • deity • afterlife • pyramid • tomb • mummification • primary source • inference

End-of-unit evidence

Use selected primary sources to explain what ancient Egyptians believed about gods, death and the afterlife, ending with a supported significance judgement.

Coherence

Applies chronology and source inference to a non-European ancient civilisation. Creates comparison points—belief, power, achievement and evidence—for later Maya and Greek studies.

CHECKING SECURE LEARNING

A chronological or knowledge response and an evidence-based explanation using sources or interpretations.

HISTORY CURRICULUM

Year 4 • curriculum sequence, vocabulary and assessable end points



PROGRESSION FOCUS

Chronology — use dates, periods and duration to build timelines; Sources and evidence — infer from varied sources and consider usefulness; Cause, consequence and change — explain multiple causes, consequences and continuities; Interpretation and significance — explain why interpretations differ

AUTUMN

How have children's lives changed?

Complete Great Leighs units and teaching objectives

How have lives changed?

- Teach the knowledge and application identified in the named Great Leighs unit.

To identify the continuities and changes to children's lives using a range of sources.

- To investigate why Tudor children worked and what working conditions were like.
- To research and record the working conditions of Victorian children using reports and images.
- To evaluate Lord Shaftesbury's significance to children's lives.
- To explore the changes in children's leisure time using a range of sources.
- To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.

Subject practice / disciplinary objectives

How have lives changed? • Understand • Identify • Date • Evaluate • Sequence • Chronology • Question • Timeline • Construct • Extract • Compare • Describe • Deduce • Reason • Link • Explain • Recall • Recognise • Communicate

Essential knowledge — by the end of the unit, pupils will know...

- Tudor and Victorian children often worked because family income was needed and schooling was not available to all.
- Children's jobs and working conditions varied but could be long, dangerous and unhealthy.
- Lord Shaftesbury campaigned for reforms that helped restrict child labour and improve conditions.
- Children's leisure, health, treatment and education changed over time, although experiences differed by wealth and circumstance.
- Reports, images and other sources reveal experiences but were created for different purposes.

Historical application — by the end of the unit, pupils will be able to...

- Make inferences and deductions from primary and secondary sources.
- Organise evidence to explain changes and continuities in work, leisure and health.
- Evaluate Lord Shaftesbury's significance by considering his actions and impact.

Essential vocabulary

Tudor • Victorian • child labour • working conditions • reform • campaign • leisure • disease • treatment • deduction

End-of-unit evidence

Produce an evidence-based response explaining how children's lives changed and which change mattered most, including Lord Shaftesbury's impact.

Coherence

Builds on Year 2 school change and Year 3 evidence work. Deepens social history across several periods and prepares pupils for Tudor

SPRING

Anglo-Saxon Britain

Complete Great Leighs units and teaching objectives

How hard was it to invade and settle in Britain?

- Teach the knowledge and application identified in the named Great Leighs unit.

To understand why the Anglo-Saxons invaded Britain.

- To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.
- To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.
- To understand how Anglo-Saxons converted to Christianity.
- To create an interpretation of Alfred the Great.
- To understand how Anglo-Saxon rule ended.

Subject practice / disciplinary objectives

How hard was it to invade and settle in Britain? • Sequence • Identify • Understand • Know • Observe • Date • Reason • BC/AD • Chronology • Evaluate • Timeline • Enquire • Link • Question • Construct • Compare • Extract • Describe • Recall

Essential knowledge — by the end of the unit, pupils will know...

- After Roman rule ended, Angles, Saxons and Jutes migrated to and settled in Britain for several possible reasons.
- Anglo-Saxon settlements were organised around farming and differed from Roman towns and prehistoric settlements.
- Sutton Hoo provides archaeological evidence of wealth, belief, craftsmanship and overseas connections.
- Christianity spread through conversion and changed Anglo-Saxon belief and culture.
- Alfred the Great's reputation is an interpretation built from selected evidence, and Anglo-Saxon rule ended after renewed conflict and conquest.

Historical application — by the end of the unit, pupils will be able to...

- Explain causes of migration and consequences of settlement.
- Infer features of Anglo-Saxon life from Sutton Hoo evidence.
- Compare interpretations of Alfred and justify a supported view.

Essential vocabulary

migration • invasion • settlement • kingdom • Anglo-Saxon • Sutton Hoo • conversion • Christianity • interpretation • evidence

End-of-unit evidence

Answer how Britain changed after Anglo-Saxon settlement using a causal explanation, Sutton Hoo evidence and a justified interpretation of Alfred.

Coherence

Follows the end of Roman Britain and revisits settlement, belief and archaeological evidence. Establishes Anglo-Saxon kingdoms and contested reputation as the context for the Viking enquiry.

SUMMER

Vikings

Complete Great Leighs units and teaching objectives

Were the Vikings raiders, traders or something else?

- Teach the knowledge and application identified in the named Great Leighs unit.

To explain when and why the Vikings came to Britain.

- To evaluate Viking stereotypes using sources.
- To investigate the importance of Viking trading routes.
- To compare different versions of Viking sagas and create a saga.
- To evaluate the impact of the Viking invasions and settlements using primary sources and case studies.
- To evaluate achievements of the Vikings.

Subject practice / disciplinary objectives

Were the Vikings raiders, traders or something else? • Explore • Construct • Evaluate • Identify • Understand • Create • Question • Describe • Conclude

Essential knowledge — by the end of the unit, pupils will know...

- Vikings came from Scandinavia to raid, trade, explore and settle from the late eighth century.
- Viking trade routes connected Britain with distant regions and exchanged goods, ideas and wealth.
- The label 'raider' is incomplete because evidence also shows Vikings as traders, settlers, craftspeople and explorers.
- Sagas are valuable accounts of Viking culture but were passed on and written later, so they require careful interpretation.
- Viking activity affected Anglo-Saxon kingdoms, settlements and culture in Britain.

Historical application — by the end of the unit, pupils will be able to...

- Combine sources to evaluate a stereotype rather than accept a single account.
- Use maps and evidence to explain the importance of trade and settlement.
- Reach and defend a balanced conclusion about Viking identity and impact.

Essential vocabulary

Viking • Scandinavia • raid • trade • settlement • Danelaw • saga • stereotype • primary source • interpretation

End-of-unit evidence

Write or present a balanced verdict—raiders, traders or something else—corroborating evidence from routes, sources and sagas.

Coherence

Builds on Anglo-Saxon kingdoms, migration and settlement. Advances pupils from simple source inference to evaluating stereotypes and contrasting accounts, ready for upper-KS2 interpretation and argument.

HISTORY CURRICULUM

Year 4 • curriculum sequence, vocabulary and assessable end points



PROGRESSION FOCUS

Chronology — use dates, periods and duration to build timelines; Sources and evidence — infer from varied sources and consider usefulness; Cause, consequence and change — explain multiple causes, consequences and continuities; Interpretation and significance — explain why interpretations differ

AUTUMN

SPRING

SUMMER

society and Year 6 census evidence about work, gender and childhood.

CHECKING SECURE LEARNING

A chronological or knowledge response and an evidence-based explanation using sources or interpretations.

HISTORY CURRICULUM

Year 5 • curriculum sequence, vocabulary and assessable end points



PROGRESSION FOCUS

Chronology — relate concurrent developments and explain patterns across periods; Sources and evidence — evaluate provenance, reliability, limitation and corroboration; Cause, consequence and change — weigh relative significance and develop supported arguments; Interpretation and significance — evaluate interpretations and justify historical significance

AUTUMN

Ancient Maya

Complete Great Leighs units and teaching objectives

How did the achievements of the Ancient Maya impact their society and beyond?

- Teach the knowledge and application identified in the named Great Leighs unit.

To evaluate the challenges of early settlement by exploring how the Ancient Maya settled in the rainforest.

- To infer how the Ancient Maya valued and used cacao by exploring historical artefacts.
- To describe the role of the Ancient Maya gods and goddesses by studying images and scenarios.
- To develop recording skills through exploration of Ancient Maya inventions.
- To make deductions about an Ancient Maya city by exploring archaeological evidence.
- To analyse historians' viewpoints on the decline of the Ancient Maya cities.

Subject practice / disciplinary objectives

How did the achievements of the Ancient Maya impact their society and beyond? • Sequence • Question • BC/AD • Construct • Timeline • Extract • Date • Record • Link • Compare • Interpret • Identify • Understand • Describe • Conclude • Communicate • Reconstruct • Observe • Respond

Essential knowledge — by the end of the unit, pupils will know...

- The ancient Maya developed city-states in Mesoamerican rainforest environments that created both opportunities and challenges.
- Cacao had economic, social and religious importance and artefacts reveal how it was valued and used.
- Maya religion involved many deities and influenced ceremonies, rulers and daily life.
- Maya achievements included sophisticated number, writing, calendar, architectural and agricultural systems.
- Archaeology reveals the organisation of Maya cities, while historians propose several explanations for the decline of major cities.

Historical application — by the end of the unit, pupils will be able to...

- Deduce aspects of society from artefacts, images and archaeological remains.
- Explain how environment and achievement affected Maya society.
- Compare historians' viewpoints and reach a qualified conclusion about decline.

Essential vocabulary

Maya • Mesoamerica • city-state • rainforest • cacao • deity • archaeology • achievement • viewpoint • decline

End-of-unit evidence

Explain how two Maya achievements affected society and evaluate the most convincing explanation for the decline of major cities.

SPRING

Tudor England

Complete Great Leighs units and teaching objectives

What was life like in Tudor England?

- Teach the knowledge and application identified in the named Great Leighs unit.

To use different types of evidence to interpret the character of Henry VIII.

- To understand why Henry VIII had many wives.
- To make deductions about Anne Boleyn using a range of sources.
- To extract evidence from primary sources about the Royal Progresses of Elizabeth I.
- To reconstruct a Royal Progress using a range of primary sources.
- To make deductions about the people in Tudor England using inventories.
- To create a realistic inventory for a person living in Tudor times.

Subject practice / disciplinary objectives

What was life like in Tudor England? • Sequence • Identify • Date • Evaluate • BC/AD • Chronology • Enquire • Timeline • Link • Question • Compare • Hypothesise • Claim • Know • Distinguish • Describe • Explain • Consider • Analyse • Communicate • Reconstruct

Essential knowledge — by the end of the unit, pupils will know...

- Henry VIII's marriages were shaped by succession, religion, politics and personal decisions.
- Portraits and written accounts present constructed views of Henry VIII and Anne Boleyn.
- Elizabeth I used royal progresses to display power, build loyalty and place costs on hosts.
- Inventories reveal possessions, occupations and wealth, helping historians infer the varied lives of Tudor people.
- People's experiences in Tudor England differed according to status, wealth, gender and location.

Historical application — by the end of the unit, pupils will be able to...

- Compare source types and consider purpose, audience and what each can reveal.
- Corroborate evidence to form a supported interpretation of a Tudor person.
- Reconstruct a plausible royal progress or household inventory without presenting inference as fact.

Essential vocabulary

Tudor • succession • heir • Reformation • portrait • propaganda • royal progress • inventory • provenance • corroboration

End-of-unit evidence

Use portraits, accounts and an inventory to answer what Tudor life was like, distinguishing evidence, inference and uncertainty.

Coherence

Connects Year 2 monarchy and Year 4 children's lives. Deepens provenance, power and diversity of experience, preparing pupils for census-based reconstruction and reliable use of evidence in Year 6.

SUMMER

Ancient Greeks

Complete Great Leighs units and teaching objectives

What did the Greeks ever do for us?

- Teach the knowledge and application identified in the named Great Leighs unit.

To understand where and when the ancient Greeks lived.

- To understand the importance of the Greek gods.
- To identify similarities and differences between Athens and Sparta.
- To understand how Athenian democracy worked.
- To understand the importance of the ancient Greek philosophers.
- To identify and explain the achievements of the ancient Greeks.

Subject practice / disciplinary objectives

What did the Greeks ever do for us? • Sequence • Explain • BC/AD • Recognise • Date • Describe • Chronology • Compare • Evaluate • Question • Link • Understand • Construct • Identify • Claim • Distinguish • Reason • Analyse • Interpret

Essential knowledge — by the end of the unit, pupils will know...

- Ancient Greece comprised independent city-states around the Mediterranean rather than one unified modern nation.
- Greek religion involved many gods whose stories and worship shaped culture.
- Athens and Sparta differed in government, education and society.
- Athenian democracy introduced citizen participation but excluded women, enslaved people and non-citizens.
- Greek philosophy, politics, theatre, art, architecture and language have left significant legacies.

Historical application — by the end of the unit, pupils will be able to...

- Locate ancient Greece chronologically and geographically and compare Athens with Sparta.
- Analyse inclusion and exclusion when evaluating Athenian democracy.
- Use explicit criteria and evidence to judge the significance of a Greek achievement or legacy.

Essential vocabulary

city-state • Athens • Sparta • democracy • citizen • enslaved person • philosophy • achievement • legacy • significance

End-of-unit evidence

Answer what the Greeks did for us by evaluating several legacies and defending which is most significant using clear criteria.

Coherence

Builds on Egyptian and Maya societies, beliefs and achievements. Sharpens comparison, governance, inclusion and legacy, directly preparing pupils for Year 6 judgements of historical significance.

HISTORY CURRICULUM

Year 5 • curriculum sequence, vocabulary and assessable end points



PROGRESSION FOCUS

Chronology — relate concurrent developments and explain patterns across periods; Sources and evidence — evaluate provenance, reliability, limitation and corroboration; Cause, consequence and change — weigh relative significance and develop supported arguments; Interpretation and significance — evaluate interpretations and justify historical significance

AUTUMN

SPRING

SUMMER

Coherence

Builds on Egyptian belief, settlement and evidence, and on Viking trade networks. Develops comparison, archaeological deduction and competing explanations for use in later civilisation and interpretation enquiries.

CHECKING SECURE LEARNING

A chronological or knowledge response and an evidence-based explanation using sources or interpretations.

HISTORY CURRICULUM

Year 6 • curriculum sequence, vocabulary and assessable end points



PROGRESSION FOCUS

Chronology — relate concurrent developments and explain patterns across periods; Sources and evidence — evaluate provenance, reliability, limitation and corroboration; Cause, consequence and change — weigh relative significance and develop supported arguments; Interpretation and significance — evaluate interpretations and justify historical significance

AUTUMN

What can the census tell us about local areas?

Complete Great Leighs units and teaching objectives

What can the census tell us about local areas?

- Teach the knowledge and application identified in the named Great Leighs unit.

To explore the purpose and creation of a census.

- To create questions about Victorian children using a range of sources.
- To explore the jobs available in the past using the census.
- To make inferences about women's lives in the 1900s using the census.
- To investigate how the census changed by following the life of Evelyn Dove.
- To conduct an enquiry about my local area using the census.

Subject practice / disciplinary objectives

What can the census tell us about local areas? • Sequence • Timeline • Date • Discuss • Interpret • Relate • Compare • Describe • Link • Identify • Reason • Conclude • Communicate • Know • Evaluate • Reconstruct • Enquire • Claim

Essential knowledge — by the end of the unit, pupils will know...

- A census is an official population record, normally taken every ten years, that records people, households and occupations.
- Census returns can reveal patterns in work, family life, gender and migration but contain omissions, errors and the language of their time.
- Victorian children and adults had varied working lives, which can be investigated alongside factory reports and other sources.
- The 1911 census reveals women's protest, while the 1921 census helps trace social change through lives such as Evelyn Dove's.
- Local census evidence can connect national change to people who lived near the school.

Historical application — by the end of the unit, pupils will be able to...

- Ask valid historical questions and make precise inferences from census entries.
- Corroborate census data with other primary and secondary sources and explain limitations.
- Plan and conduct a local enquiry that reaches an evidence-based conclusion about change.

Essential vocabulary

census • population • household • occupation • enumerator • decade • inference • provenance • corroboration • local enquiry

End-of-unit evidence

Conduct a local census enquiry and present a supported claim about how the area or its people changed, noting source limitations.

Coherence

Draws together earlier social history of schools, children and Tudor households. Requires independent questioning, corroboration and local application, preparing pupils for secondary source-based enquiry.

SPRING

The impact of the Second World War on Britain

Complete Great Leighs units and teaching objectives

What was the impact of World War 2 on the people of Britain?

- Teach the knowledge and application identified in the named Great Leighs unit.

To understand the causes of World War 2.

- To understand how the Battle of Britain was won.
- To make inferences about the Blitz using images.
- To understand the emotions and experiences of children during the evacuation.
- To evaluate the accuracy and reliability of sources.
- To identify the impact of WW2 on women's lives.
- To explain why migrants come to Britain.

Subject practice / disciplinary objectives

What was the impact of World War 2 on the people of Britain? • Sequence • Identify • Chronology • Question • Timeline • Hypothesise • Compare • Claim • Link • Distinguish • Describe • Recognise • Enquire • Explain • Consider • Analyse • Reason • Interpret • Conclude • Communicate

Essential knowledge — by the end of the unit, pupils will know...

- The Second World War began in Europe after long- and short-term causes including expansion, appeasement and Germany's invasion of Poland.
- The Battle of Britain prevented German air superiority, while the Blitz brought sustained bombing to towns and cities.
- Evacuation affected children differently and personal accounts reveal varied emotions and experiences.
- Women's work expanded during the war and wartime demands changed daily life and society.
- Wartime sources, including photographs, propaganda and testimony, have different purposes, perspectives and levels of reliability.

Historical application — by the end of the unit, pupils will be able to...

- Organise causes and consequences into a coherent explanation.
- Compare accounts of evacuation and avoid treating one experience as typical of everyone.
- Evaluate source accuracy, usefulness and reliability through provenance and corroboration.

Essential vocabulary

Second World War • appeasement • invasion • Battle of Britain • Blitz • evacuation • Home Front • propaganda • reliability • perspective

End-of-unit evidence

Answer how the war affected people in Britain using several experiences and corroborated sources, with a reasoned judgement about its greatest impact.

Coherence

Uses established British chronology and social-history evidence, while demanding multi-causal explanation and diverse perspectives.

SUMMER

Who should go on the £10 banknote?

Complete Great Leighs units and teaching objectives

Who should go on the £10 bank note?

- Teach the knowledge and application identified in the named Great Leighs unit.

To explain the significance of people on banknotes.

- To decide whether a person is historically significant.
- To evaluate the significance of historical figures.
- To explain the significance of William Tuke.
- To explain the significance of Mary Seacole.
- To evaluate the significance of sporting people.
- To evaluate the significance of historical figures.

Subject practice / disciplinary objectives

Who should go on the £10 bank note? • Date • Timeline • Claim • Describe • Distinguish • Recognise • Reason • Identify • Analyse • Compare • Link • Interpret • Investigate • Explain • Conclude • Evaluate • Evidence • Plan • Enquire • Question • Construct • Hypothesise

Essential knowledge — by the end of the unit, pupils will know...

- People shown on banknotes are publicly commemorated, so selection communicates judgements about historical significance.
- Significance can be tested through criteria such as achievement, impact, change, remembrance and relevance.
- William Tuke, Mary Seacole and selected sporting figures made different contributions in different contexts.
- Historical reputation can change when new evidence, questions and perspectives are considered.
- A strong historical judgement acknowledges alternatives and is supported by relevant evidence.

Historical application — by the end of the unit, pupils will be able to...

- Apply consistent significance criteria to several candidates.
- Select, compare and corroborate evidence while recognising gaps or bias.
- Construct and defend an independent argument, addressing a counter-argument before reaching a conclusion.

Essential vocabulary

historical significance • criteria • achievement • impact • legacy • commemoration • reputation • argument • counter-argument • evidence

End-of-unit evidence

Present a nomination for the £10 banknote that applies explicit criteria, cites evidence, addresses a rival candidate and reaches a justified conclusion.

Coherence

Culminates the significance thread begun with explorers and flight and strengthened through rulers and ancient legacies. Demonstrates independent evaluation, argument and judgement ready for secondary history.

HISTORY CURRICULUM

Year 6 • curriculum sequence, vocabulary and assessable end points



PROGRESSION FOCUS

Chronology — relate concurrent developments and explain patterns across periods; Sources and evidence — evaluate provenance, reliability, limitation and corroboration; Cause, consequence and change — weigh relative significance and develop supported arguments; Interpretation and significance — evaluate interpretations and justify historical significance

AUTUMN

SPRING

SUMMER

Consolidates source evaluation expected before secondary history.

CHECKING SECURE LEARNING

A chronological or knowledge response and an evidence-based explanation using sources or interpretations.