



Summary: (Reception to Year 6)

The following tables summarise the progression of skills and knowledge in each strand from Reception to Year 6. It is designed to inform parents about how children's understanding and abilities develop over time.

BIG IDEA: Human Kind: Progression Summary

Concepts:	Everyday Life		Hierarchy and Power		Civilisations	
Year Group	Core Knowledge	Skill Focus	Core Knowledge	Skill Focus	Core Knowledge	Skill Focus
Reception	Families are all different and celebrate in different ways. The past includes things that have already happened.	Talk about past and present events in their own lives and those who are important to them.	Kings and queens are rulers. They made rules in the past.	Explore and talk about royalty in stories and pictures.		
Year 1	Life in the 1950s and Victorian times was different. Families, schools, and jobs have changed over time.	Describe an aspect of everyday life within or beyond living memory.	A monarch is a king or queen who rules a country.	Describe the role of a monarch.		
Year 2	Towns and jobs change over time, but some things stay the same.	Describe the everyday lives of people in a period within or beyond living memory.	Hierarchy ranks people by importance. The feudal system had kings, tenants-in-chief, knights, & peasants.	Describe the hierarchy of a past society.		
Year 3	Stone, Bronze, and Iron Age people used tools, farmed, and lived in	Describe the everyday lives of	Bronze Age wealth led to tribal conflict and defensive settlements. Romans had	Describe tribal and Roman roles,	Bronze discovery changed farming,	Describe how past civilisations developed during

	settlements. Romans lived in towns and had a rich culture.	people from past historical periods.	kings, senators, and emperors with strict social classes. Boudicca rebelled; Hadrian's Wall defended against Caledonians.	hierarchy, and power struggles.	fighting, trading and dressing.	the Stone, Bronze and Iron Ages.
Year 4	Romans brought towns, written records, and new beliefs. After they left, life returned to Iron Age ways.	Describe the Romanisation of Britain.	Sumer had lugal and priests; Egypt had pharaohs and farmers; Indus Valley leadership is unclear.	Describe hierarchy in ancient civilisations.	Roman invasion led to conflict and Romanisation in eastern England.	Explain the cause and consequence of Roman invasion and migration into Britain.
Year 5	Ancient civilisations like the Greeks and Shang Dynasty had different roles, beliefs, and ways of living. Democracy began in Athens.	Explain how everyday life in an ancient civilisation changed or continued during different periods.	Athenians had democracy. Shang Dynasty had kings and social classes. Misuse of power led to decline.	Describe power and legacy in ancient civilisations.	Shang Dynasty's advanced bronze casting and religious beliefs shaped society.	Create an in-depth study of a past civilisation's characteristics and importance.
Year 6	War and slavery affected people's lives deeply. World Wars changed roles, food, and safety. Anne Frank's story shows life during conflict.	Evaluate the human impact of war, oppression, conflict and rebellion on everyday life.	Resistance movements helped abolish slavery and are honoured through war remembrance and Commonwealth graves. Leaders pursued 'gold, god and glory'—wealth, religion, and land.	Describe the impact of resistance and rebellion, and explain the significance of leaders and monarchs.	African kingdoms like Benin and Mali gained wealth through resources and trade.	Describe and explain traits and motives of historical leaders and monarchs.

BIG IDEA: Creativity: Progression Summary

Concepts:	Report and Conclude		Communication	
Year Group	Core Knowledge	Skill Focus	Core Knowledge	Skill Focus
Reception	People travelled to the moon in rockets; Neil Armstrong was the first to visit.	Children share stories and talk about past events.	Timelines help children understand the order of events.	Children learn to order and sequence familiar events using time-related words like 'yesterday' and 'before'.
Year 1	Creative activities help children understand and empathise with historical events and figures.	Children create stories, pictures and role play about history.	Words like 'now', 'yesterday', and 'last year' help describe the passage of time.	Children use common time-related words and phrases to describe past events.

Year 2	Information can be sorted and ranked to show importance.	Children present historical facts in reports, charts or stories.	Terms related to monarchs include 'king', 'queen', and 'reign'.	Children begin using historical terms such as 'year', 'decade', and 'century'.
Year 3	History can be shown through reports, timelines, reconstructions and presentations.	Children choose how to present historical accounts.	Terms include 'millennia', 'era', 'BC', 'AD', 'BCE', and 'CE'.	Children use historical terms to describe different periods of time.
Year 4	History can be shared using texts, diagrams, captions and lists.	Children present selected historical information in reports or narratives.	Key civilisation terms include 'art', 'culture', 'hierarchy', and 'trade'.	Children use more complex historical terms to explain and present information.
Year 5	Historical sources vary in accuracy depending on time and perspective.	Children explore the accuracy of historical reports using various sources.	Vocabulary includes abstract nouns like 'civilisation', 'empire', and 'rebellion'.	Children organise detailed historical accounts using topic-related vocabulary.
Year 6	Historical sources may be biased; understanding comes from weighing evidence and arguments.	Children think critically and present informed historical perspectives.	Terms include 'colonisation', 'enslavement', 'resistance', and 'empire'.	Children use abstract terms to express historical ideas and information.

BIG IDEA: Materials: Progression Summary

Concept	Artefacts and sources	
Year Group	Key Knowledge	Skill Focus
Reception	Museums show objects from the past, which can look different from today.	Observe and talk about old toys, clothes and everyday items.
Year 1	Artefacts are objects from the past and can show different viewpoints.	Use artefacts to explore and ask questions about the past.
Year 2	Artefacts and memorials help us understand past events and people.	Examine artefacts and suggest their origin and purpose.
Year 3	Sources like artefacts and written records help us learn about ancient life.	Discuss different viewpoints using primary and secondary sources.
Year 4	Artefacts and archaeological finds reveal wealth, skill and lifestyle.	Identify bias and interpret sources based on their context.
Year 5	Sources may be biased or unreliable depending on their creator's intent.	Use multiple sources to form balanced historical arguments.
Year 6	Bias can be political, cultural or racial and affects historical interpretation.	Explain types of bias and evaluate source reliability.

BIG IDEA: Place and Space: Progression Summary

Concept	Artefacts and sources	
Year Group	Key Knowledge	Skill Focus
Reception	Our school has changed over time.	Explore and talk about important events in the school or local area's history.
Year 1	Important events include celebrations and anniversaries.	Describe important events in the school's history.

Year 2	Buildings, monuments, newspapers and photos tell us about our community's history.	Describe the importance of local events, people and places.
Year 3	Events like wars or new technologies can affect local communities.	Explain how national or international events have impacted the local area.
Year 4	Past societies can influence population size and language in a community.	Describe the impact of a past society on a local settlement.
Year 5	Neoclassical art and architecture from the 1760s–1850s is found in UK towns.	Investigate a historical site or aspect of local history beyond 1066.
Year 6	Sources include buildings and commemorative plaques.	Present an in-depth study of a local town or city.

BIG IDEA: Comparison: Progression Summary

Concept	Compare and Contrast	
Year Group	Key Knowledge	Skill Focus
Reception	People lived differently in the past; toys, clothes, vehicles and homes have changed over time.	Describe similarities and differences between past and present objects and lifestyles.
Year 1	Comparing life now and in the past helps us understand changes over time.	Identify similarities and differences between ways of life within or beyond living memory.
Year 2	Historical periods like Victorian Britain show how life was different in the past.	Describe what it was like to live in a different period.
Year 3	Throughout history, people have shared needs like food, shelter and technology.	Explain similarities and differences between two periods of history.
Year 4	Ancient civilisations had both similar and different characteristics that influence life today.	Compare and contrast two civilisations.
Year 5	Civilisations like the Greeks and Mycenaeans had similarities and differences in culture and power.	Compare and contrast an aspect of history across two or more periods studied.
Year 6	Leadership, beliefs and events often share common features across different historical periods.	Compare and contrast leadership, belief, lifestyle or significant events across time periods.

BIG IDEA: Significance: Progression Summary

Concepts:	Significant Events		Significant People	
Year Group	Core Knowledge	Skill Focus	Core Knowledge	Skill Focus
Reception	Significant events are important to people and can be recorded using photos and videos.	Listen to stories and talk about important events from the past.	Some people in history are significant because they did important things that changed the world or how we live. An explorer is a person who travels somewhere new or unfamiliar.	Share stories and talk about significant people who lived in the past.

Year 1	Significant events cause major changes and involve key people, places, and dates.	Identify key features of a significant historical event.	Samuel Wilderspoon opened schools with playgrounds during the Victorian era.	Understand the term significant and explain why a significant individual is important.
Year 2	Events like the Battle of Hastings and the Spanish Armada shaped British history.	Explain why a past event is significant.	Captain James Cook was an 18th century English explorer who went on ocean voyages. He drew detailed maps of New Zealand and discovered Australia.	Use historical models to make judgements about significance and describe the impact of a significant historical individual.
Year 3	Events such as Pompeii's eruption and Roman invasions impacted Britain's history.	Explain the cause and effect of a significant event.	Mary Anning was a 19th century palaeontologist whose discovery of the first complete Ichthyosaur fossil challenged the way scientists believed the natural world had developed.	Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.
Year 4	Civilisations ended due to invasions, disasters, and climate change, like Sumer and Egypt.	Explain multiple causes and effects of significant events.	Athelstan was the grandson of Alfred the Great, who was the first king to be known as 'King of all England'.	Construct a profile of a significant leader using a range of historical sources.
Year 5	Greek culture influenced the Roman Empire; ancient China left lasting legacies.	Explain why an aspect of world history is significant.	Hippocrates was a doctor in ancient Greece who realised that disease and symptoms had a logical cause. His Hippocratic Oath is still followed by some doctors today.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.
Year 6	Events like the Titanic, slave trade abolition, and world wars shaped global history.	Present a detailed narrative about a global event.	Robert Falcon Scott's final attempt to reach the South Pole failed due to his refusal to use dogs to pull sledges and taking inadequate food supplies.	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.

BIG IDEA: Change: Progression Summary

Concepts:	Changes over Time		British History		Chronology	
Year Group	Core Knowledge	Skill Focus	Core Knowledge	Skill Focus	Core Knowledge	Skill Focus
Reception	Fairy tales and machines show how clothes, homes, and lifestyles have changed over time.	Explore and discuss similarities between aspects of their life and life in the past	Stories can tell us about important events from the past.	Listen to and talk about stories describing significant events from the past.	Children learn that timelines show events in the order they happened.	Put familiar events in order using pictures and discussion.

		using stories and pictures.				
Year 1	The Victorian era saw major changes including new machines, transport systems, and children attending school.	Describe changes within or beyond living memory.	The Great Fire of London in 1666 and Queen Elizabeth II's coronation in 1953 are key events.	Describe a significant historical event in British history.	Timelines and family trees help show how events and generations are connected over time.	Order information on a timeline.
Year 2	Transport and monarchy have changed—explorers now use rockets and monarchs no longer have absolute power.	Describe how an aspect of life has changed over time.	British individuals made discoveries and took actions that helped many people.	Describe and explain the importance of a significant individual's achievements on British history.	Timelines can show short or long periods and help us understand historical reigns and events.	Sequence significant information in chronological order.
Year 3	Changes over time include rule, jobs, health, art, culture, and technology.	Summarise how an aspect of British or world history has changed over time.	Roman invasion in AD 43 led to Romanisation of Britain and changes in lifestyle.	Explain the cause, consequence and impact of invasion and settlement in Britain.	Children explore the Stone Age, Bronze Age, Iron Age and Roman Britain using timelines.	Sequence dates and information from several historical periods.
Year 4	Ancient Sumer developed farming and inventions like the wheel and writing systems to improve life.	Ask and answer historically valid questions about changes over time.	Anglo-Saxon invasions and the spread of Christianity shaped early British society.	Describe a series of significant events linked by a common theme showing changes over time.	Timelines help break down complex periods like AD 410–1066 and show cause and effect.	Sequence significant dates within a historical time period.
Year 5	Natural disasters weakened the Minoans; the Archaic Greek period saw growth in democracy, trade, and culture.	Frame historically valid questions about continuity and change and construct informed responses.	British history includes monarchy, technology, exploration, disease and everyday life changes.	Create an in-depth study of an aspect of British history beyond 1066.	Children study Greek and Chinese history and how civilisations changed over time.	Make connections between periods of world history on a timeline.
Year 6	Campaigns led to the abolition of slavery; World Wars caused global changes including the UN and independence movements.	Describe the causes and consequences of a significant event in history.	Britain's role in the transatlantic slave trade and the impact of World Wars shaped modern Britain.	Articulate the significance of a historical person, event, discovery or invention in British history.	Children learn about the World Wars and the Kingdom of Benin using key dates and events.	Present a clear, chronological world history narrative.

