

Lees Primary School - History Progression

Lees Primary School – History Curriculum Overview

Purpose of Teaching History

- Helps children understand their place in the world and the story of human development.
- Encourages critical thinking: cause and consequence, interpretation, and enquiry.
- Builds knowledge of diverse people, places, events, and eras.
- Develops skills to explain how historical events shape modern society.

Key Strands of the Curriculum

1. **Chronological Understanding** – understanding order, timelines, and historical context.
2. **Knowledge & Understanding of Events, People, and Changes** – facts about the past and their significance.
3. **Historical Enquiry** – asking questions, researching, evaluating sources.
4. **Historical Interpretation** – understanding different perspectives, fact vs. opinion, reliability of sources.
5. **Vocabulary & Communication** – using appropriate historical terminology and presenting knowledge.
6. **Cause & Consequence** – understanding why events happened and their effects.

Early Years (Nursery & Reception)

- **Focus:** Personal history, events in immediate environment, changes (seasons, growth, daily routines).
- **Skills:**
  - Retelling events in order.
  - Using everyday language of time.
  - Asking simple "how" and "why" questions.
  - Recognising changes and differences in people, objects, and the environment.
- **Examples of Topics:**
  - Nursery: "Magical Me," "Our Wonderful World," "Ready, Steady, Grow!"
  - Reception: "The Gingerbread Man," "Adventures of Space Dog," "The Mysterious Egg"

Key Stage 1 (Years 1–2)

- **Focus:** Local history, familiar historical events, key figures, and everyday life.

- **Skills:**
  - Sequence events and artefacts.
  - Use simple timelines and vocabulary: past, present, old, new.
  - Ask questions about artefacts and pictures.
  - Understand cause and effect in historical events.
  - Compare past and present life.
- **Examples of Topics:**
  - Year 1: Houses over time, Castles, Seaside holidays.
  - Year 2: Famous Queens, Toys from the past, Great Fire of London.

Key Stage 2 (Years 3–6)

- **Focus:** Wider historical knowledge, ancient civilizations, invasions, world history, and local history in depth.
- **Skills:**
  - Chronology with increasing complexity (BC/AD, overlapping events).
  - Evaluate primary and secondary sources.
  - Analyse causes and consequences.
  - Understand interpretations and reliability of evidence.
  - Use historical vocabulary, present knowledge in different formats (writing, roleplay, debates).
- **Examples of Topics:**
  - Year 3: Anglo-Saxons, Vikings, Mayans.
  - Year 4: Ancient Greece, Stone Age to Iron Age.
  - Year 5: Romans, Victorians in Haworth.
  - Year 6: Ancient Egyptians, Evolution, World War II, Tudors

Long-Term Topic Sequencing

- Nursery → Reception: Personal history, changes, and events in immediate environment.
- KS1: Local history, key figures, familiar historical events.
- Lower KS2: Early civilizations, invasions, global history connections.
- Upper KS2: Ancient civilizations, world history, local history in depth, understanding causes/consequences and societal impact.

Lees Primary School

Putting Children First

Long-term overview for History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery In all aspects of provision - what has happened? What made that happen…, what happened after that? (Cause/ consequence)	**Traditional tales** Talk about what they have done today, earlier on, before I came to school		**Our Wonderful World**	**Amazing Animals**	**Ready, Steady, Grow!**	**Bears, bears everywhere!**
Reception In all aspects of provision - what has happened? What made that happen…, what happened after that? (Cause/ consequence)	**The Gingerbread Man** Describe what they see, hear and feel whilst outside Changing seasons		**Adventures of Space Dog** Planet Earth – made up of land and sea		**The Mysterious Egg** Know that there are different countries in the world and talk about the4 differences they have experienced	**Welcome to my house** Understand the effects of changing seasons
Year 1	**Once Upon a Time** • How have houses changed over time? • How has Lees changed over time?	**Castles** **Fiction and non -fiction about castles (Link to traditional tales)** • What is a castle? • Who was the first to build a castle and why? • What is life like in a castle?				**Oh I do like to be beside the seaside!** • How have seaside holidays changed over time? • Who is Grace Dar-ling and why do we remember her to-day?
Year 2	**Famous Queens** What is a monarch and who is our current mon-arch? What can we find out about Queen Victoria and her reign?	**Toys from the past** What types of toys did children play with in the past? What materials were toys made from in the past?			**The Great fire of London** Where did the fire start and how long did it last? Why did the fire spread so quickly and why did St	

	What do we know about Queen Elizabeth II and her family tree? What is Queen Elizabeth II's legacy?	How have some earlier toys changed compared to what we play with today?			Paul's Cathedral catch fire? What changes do we have today because of it? Who was Samuel Pepys and why was his diary important?	
Year 3	**Invaders: Anglo-Saxons** Who were the Brits, Picts and Scots? Who were the Anglo Saxons? Where did they live? What did they do? What did they achieve? How do we know about them today?	**Invaders - Vikings** Why did the Vikings invade and what clues tell us where? What can we learn about the raids from primary and secondary sources? How did the Vikings live? What can we learn from Viking beliefs, traditions, laws and practices? Why is 1066 a significant date in history?		**Mayans** Who were the ancient Mayans and where does this civilisation fit in with the world history? How did the ancient Maya live? What did they grow and eat? What did the Mayans believe and how does this contrast to today's religions? Who was Frederick Catherwood and what did he find out about the Maya?		
Year 4		**Ancient Greece** Who were the Ancient Greeks and how did they establish their empire? (chronology and place knowledge focus) How did their lives in society compare? (Athenians and Spartans)			**Stone Age to Iron Age** Why is the Stone Age described as prehistoric and what were the eras? How did the Stone Age people live? (lifestyle, homes, clothes, food) What were the beliefs of The Stone Age people?	**Stone Age to Iron Age** What is the significance of Skara Brae, and what does it tell us about how hunter gatherers and farmers lived? Where is it? What are primary and secondary historical sources? How do they help us?

		What part did religion play in Ancient Greece? What legacy and values from Ancient Greek society do we still have today?			(Relate to looking at Stonehenge).	How/ why did people use cave art to communicate? How did life change in the Bronze Age and Iron Age?
Year 5	**Romans** Who were the Romans? How did they become so powerful? Why did they invade Britain?					**Victorians in Haworth** Compare maps from the past with the present, focusing upon land use in Haworth How did the Victorians influence Haworth? How did the Industrial Revolution impact Haworth? What was the impact of the Bronte family?
Year 6	**Ancient Egyptians** Where and when did the earliest civilisations begin? What does a civilisation need to grow and succeed? What was the importance of the River Nile in the achievements of the Ancient Egyptians? What role did religion play in the lives of the Ancient Egyptians? What were some of the significant achievements of the Ancient Egyptians?	**Evolution** What is evolution? What can we learn from fossils?		World War Why was the Battle of Britain a significant turning point in World War Two? What was the impact of war on daily life in Britain: how was life different? Why was the Battle of Britain a significant turning point in the war? What was the impact of WW2 on how Europe has developed since?	Tudors How did the Tudors come into power? Why was Henry VIII feared? How did crime and punishment differ to the modern day? Why was the 15th century known as the 'Golden Age of Exploration?' What is the legacy and impact of Tudor Britain today?	

Knowledge and skills sequencing:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Can retell a simple past event in the correct order. Use everyday language relating to time. Talk about past/ present events in their own lives and those of their families -	Talk about people or events, past and present, significant to themselves *Understand the concept of age Use everyday language relating to time.	• Sequence events in their life • Sequence 3 or 4 artefacts or photos from distinctly different periods of time • Match objects to people of different ages Use words and phrases such as old & new	• Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods • Describe memories and changes of key events in lives • Order dates from earliest to latest on simple timelines • Order events within a specific key event e.g the Great Fire of London Use words and phrases such as earliest, latest,	• Place events from period studied on time line • Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	• Sequence several events, artefacts or historical figures on a timeline • Use terms related to the period and begin to date events Understand more complex terms e.g. BC (before Christ/AD (Anno Domini)	• Order an increasing number of significant events, movements and dates on a timeline using dates accurately. • Use relevant terms and period labels to describe historical events. Make comparisons between different times in the past	• Place current study on time line in relation to other studies • Use relevant dates and terms Make comparisons between different times in the past and sequence different events on a timeline. Understand how some different events/periods occurred concurrently in different locations.

				past, present, future, century, newest, oldest, modern, before, after to show the passing of time.				
Knowledge and Understanding of people/ events/eras.	Recognise themselves and their parents when they were younger. • Be able to explain what changes have occurred.	Recognise themselves and their parents when they were younger. • Be able to explain what changes have occurred. • Know about similarities and differences between themselves and others, and among families, communities and traditions.	• Recognise the difference between past and present in their own and others' lives • Recall some facts about people/events/ places before living memory. • Say why people may have acted the way they did • Make simple observations about different types of people/ places in the past. They know and recount episodes from stories about the past.	• Recognise some similarities and differences between the past and the present. • Identify similarities and differences between ways of life in different periods • Know and recount episodes from stories and significant events in history. • Understand there are reasons why people in the past acted as they did. Describe significant individuals from the past.	• Know and recount episodes from stories and events in history. (E.g. Beowulf/The Hero Twins) • Find out about everyday lives of people in time studied and explain how events influenced life today. • Identify reasons for and results of people's actions • Understand why people may have wanted to do something • Begin to understand similarities and differences between ways	• Identify key features, aspects and events of the time studied. • Note key changes over a period of time and be able to give reasons for those changes • Describe connections and contrasts between aspects of history (E.g. Stone Age to Iron Age) • Identify key features and events of time studied and compare with our life today • Look for links and effects in	• Identify and note connections, contrasts and trends over time in the everyday lives of people (E.g. Romans and Victorians) • Describe the key features of the past period studied and use relevant historical terms culture, religious, social, economic and political • Examine causes and results of great events and the impact these had on people (E.g. Victorians factory act)	• Note and explain connections, contrasts and trends over time. • Use appropriate historical terms such as culture, religious, social, economic and political when describing the past. • Compare beliefs and behaviour with another time studied • Understand causes and results of great events and the impact these had on people (E.g. Battle of Britain, holocaust) • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

					of life in different periods. Understand why people acted as they did and describe significant individuals).	time studied	• Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period (E.g. Schooling)	• Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Describe key features of the past including attitudes, beliefs and everyday lives of men, women and children. • Know key dates, characters and events of time studied
Historical Enquiry	Be curious about people and show interest in stories. Answer 'how' and 'why' questions … in response to stories or events. • Explain own knowledge and understanding, and	Be curious about people and show interest in stories. Answer 'how' and 'why' questions … in response to stories or events. • Explain own knowledge and understanding, and	**KS1 History National Curriculum** Children should ask and answer questions, using other sources to show that they know and	**KS1 History National Curriculum** Children should ask and answer questions, using other sources to show that they know and understand key	**KS2 History National Curriculum** Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and	**KS2 History National Curriculum** Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity	**KS2 History National Curriculum** Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and	**KS2 History National Curriculum** Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity

	asks appropriate questions.	asks appropriate questions. To ask questions about historical items, pictures etc. to see what objects or clothes were different from the present. Know that information can be retrieved from books and computers • Record, using marks they can interpret and explain.	understand key features of events. Find answers to simple questions about the past from sources of information e.g. artefacts from holidays from the past.	features of events. Use a source - observe and handle sources to answer questions about the past on the basis of simple observations. Choose and select evidence and say how it can be used to find out about the past.	difference, and significance. • Use a range of sources to find out about the past. • Observe small details – artefacts, pictures or maps to build up a clearer picture about the past. • Ask questions to find answers about the past. Begin to use books and internet for research	and difference, and significance. • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Devise and ask a variety of questions to find answers about the past. Use the library and internet for research • Begin to identify primary and secondary sources	difference, and significance. • Continue to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information to address historically valid questions Use the library and internet for research with increasing confidence	and difference, and significance. • Recognise primary and secondary sources • Use a range of sources to find • out about an aspect of time past • investigate their own lines of enquiry by posing historically valid questions to answer. Bring knowledge gathered from several sources together in a fluent account

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretation	To know some of the things that people have to keep memories of the past such as photos etc.	To begin to understand why people did things in the past. • To begin to identify and recount some details from the past from sources, e.g. pictures, stories.	Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past – how reliable are their memories? Changes within living memory. This may include changes in the locality when looking at the village and special events	• Compare two versions of a past event such as Fire of London • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/ stories	• Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story or event Look at different representations of the period – E.g. museum information, cartoons/ storyboards.	• Look at the evidence available • Begin to evaluate the usefulness of different sources. Look at different accounts of historical events and be able to explain why they may be different.	• Find and analyze a range of evidence about the past. • Compare accounts of events from different sources – fact or fiction and checking the accuracy, offering some reasons for different versions of events. • Start to understand the difference between primary and secondary evidence	• Link sources and work out how conclusions were arrived at – linking to factual evidence of the past. (E.g. Anne Frank) • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Show an awareness of propaganda • Know that people in the past represent events or ideas in a way that may be

								able to persuade others.
Vocabulary and Communication	To talk about what happened yesterday/ this morning… To have a recollection or memory or to ask about someone else's.	To have a recollection or memory or to ask about someone else's. • To show what they know and understand about the past in different ways, e.g. speaking, role-play, drawing or writing.	**KS1 History National Curriculum** Pupils should use a wide vocabulary of everyday historical terms. • Talk, write and draw about things from the past; • Use historical vocabulary to retell simple stories about the past; • Use drama/role play to communicate their knowledge about the past.	**KS1 History National Curriculum** Pupils should use a wide vocabulary of everyday historical terms. • Talk, write and draw about things from the past; • Use historical vocabulary to retell simple stories about the past; • Use drama/role play to communicate their knowledge about the past. Topic specific vocabulary - monarch, reign, legacy	**KS2 History National Curriculum** Pupils should develop the appropriate use of historical terms. • Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms, democracy, civilisation Topic specific vocabulary - invasion/ invader, kingdoms, civilisation	**KS2 History National Curriculum** Pupils should develop the appropriate use of historical terms. • Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms, democracy, civilisation Topic specific vocabulary - civilisation, empire, conquer, legacy, democracy, nomadic	**KS2 History National Curriculum** Pupils should develop the appropriate use of historical terms. • Know and show a good understanding of historical vocabulary including abstract terms such as social, political, economic, cultural, religious Topic specific vocabulary - legacy/ impact, culture/ beliefs/ resistance • Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of	**KS2 History National Curriculum** Pupils should develop the appropriate use of historical terms. • Know and show a good understanding of historical vocabulary including abstract terms such as social, political, economic, cultural, religious Topic specific vocabulary-religion, cultural beliefs, Allies, propaganda • Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts,

					• Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;		writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports to communicate understanding.	diaries, letters, information/travel guides, posters, news reports to communicate understanding.
						• Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;		• Plan and present a self-directed project or research about the studied period.
					• Start to present ideas based on their own research about a studied period.		• Plan and present a self-directed project or research about the studied period.	
					• Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;	• Start to present ideas based on their own research about a studied period.		
					• Talk, write and draw about things from the past;	• Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;		
						Use drama/role play to communicate their		

					•; Use drama/role play to communicate their knowledge about the past.	knowledge about the past.		
Cause and Consequence	Question why things happen and give explanations.	Question why things happen and give explanations.	Recognise why people did things, why events happened and what happened as a result.	Recognise why people did things, why events happened and what happened as a result.	Identify and give reasons for, results of, historical events, situations, changes.	Identify and give reasons for, results of, historical events, situations, changes.	Analyse / explain reasons for, and results of, historical events, situations, changes	Analyse / explain reasons for, and results of, historical events, situations, changes

Lees Primary School – History Vocabulary Progression

Year Group	Vocabulary Focus	Examples / Suggested Vocabulary
Nursery	Every day and personal history	Yesterday, today, morning, afternoon, memory, older, younger, change, before, after, family, home
Reception	Personal and local history, seasonal changes	Past, present, same, different, change, growth, old, new, long ago, events, world, country, home, seasons
Year 1	Local history, simple historical concepts	Past, present, before, after, oldest, newest, long ago, timeline, then/now, house, castle, seaside, holiday, queen, reign, hero
Year 2	Significant people/events, cause & effect	Monarch, reign, legacy, reign, significant, era, past, present, diary, material, invention, event, change, fire, source, eyewitness
Year 3	Early civilizations, invaders, world history	Invade, invader, kingdom, civilisation, settlement, raid, village, society, tradition, culture, law, conquest, primary source, secondary source, evidence
Year 4	Ancient societies, Stone/Iron Age, Greece	Empire, civilisation, democracy, citizen, philosopher, mythology, religion, society, archaeologist, artefact, prehistoric, hunter-gatherer, bronze, iron, monument, legacy, Athens, Sparta
Year 5	Romans, Victorians, industrialisation	Empire, emperor, legion, invasion, conquest, colony, resistance, industrialisation, factory, revolution, map, land use, industry, legacy, social, economic, political, culture

Year Group	Vocabulary Focus	Examples / Suggested Vocabulary
Year 6	Complex societies, global events, WW2, Tudors	Civilisation, pharaoh, dynasty, hieroglyphics, religion, evolution, adaptation, evidence, primary source, secondary source, Allies, propaganda, Tudor, monarch, exploration, conquest, democracy, legacy, impact, social, cultural, political, economic

Vocabulary Notes

1. **Nursery–Reception:** Focus on everyday temporal terms, cause & effect, and personal history.
2. **KS1 (Y1–Y2):** Introduce historical terms tied to local history and familiar figures/events; simple subject-specific words.
3. **Lower KS2 (Y3–Y4):** Expand to global history, invaders, ancient societies, and archaeology; begin abstract terms like civilisation, empire, legacy.
4. **Upper KS2 (Y5–Y6):** Introduce complex terms for analysing historical change, political/social/economic concepts, and interpretation; emphasis on cause, consequence, and comparison across periods.