

History Progression of Knowledge and Skills 2025 -2026



EYFS -Pre-school and Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wonderful Me! History- My Past (KS1 ready)	Out of this World History – My Past (KS1 ready)				Out and About History (KS1 ready)
Prior Learning – N/A	Prior Learning – N/A				Prior Learning – N/A
Big Question – Who do we have in our family?					Big Question – Has our world changed?
This topic is about our own families .					This topic is about our world .
2 nd order concepts Chronology, characteristic features, cause and consequence, change and continuity, interpretation, significance, enquiry	2 nd order concepts Chronology, characteristic features, cause and consequence, change and continuity, interpretation, significance, enquiry				2 nd order concepts Chronology, characteristic features, cause and consequence, change and continuity, interpretation, significance, enquiry
Pre school - Children will understand who they have in their family, can draw pictures of them and label it. Reception - Children will recall and talk about things that they have done with their family in the past. Children will talk about their birthday and know when it is.					Pre-school - Children will be able to talk about the lives of people around them. Reception - Children can understand the past through settings, characters and events. Children will know similarities and differences between different places in our world.
Future Learning	Future Learning				Future Learning
Key Vocabulary Past, birthday, family members					Key Vocabulary Past, world, environment, similarities, differences

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Year 1					
Autumn 1	Autumn 2		Spring 1	Spring 2	
	Summer 1		Summer 2		
	Castles		Digging for Bones Mary Anning (HAMPSHIRE ENQUIRY PACK BOUGHT FOR THIS)		Seaside and Sunshine Changes within living memory
	Prior Learning – Understanding of who the queen is and what the royal family is.		Prior Learning – Living things/dinosaurs		Prior Learning – Queen Victoria, beaches
	Big Question - <i>How did a castle defend itself? Who lived inside a castle? Would you rather live in a castle in the past or a house now? Why? Name part of a castle: what was it used for?</i>		Big Question – <i>Who was Mary Anning and why was she important? Why is she a significant individual? What do fossils help us to know about history? Why were her achievements not celebrated during her lifetime?</i>		Big Question – <i>Would you rather go to the beach today or 100 years ago? How has the seaside changed over time?</i>
	This topic is about how life now is different to life in the past. It is about understanding important aspects of history which will link into later learning.		This topic is about the life of a significant individual in the past who contributed to national and international achievements (Mary Anning)		This topic is about changes within living memory.
	1 st order concepts Monarchy/Empire	2 nd order concepts Change and continuity, chronology and significance	1 st order concepts Significant Individual	2 nd order concepts Characteristics features, significance and cause and consequence	1 st order concepts Civilization
	Lesson one: Specific teaching of vocabulary: castle, moat, drawbridge, royal family 6 steps Step 1 – Teacher motivates pupils to want to learn and scope the enquiry First History topic for Y1 – Start by discussing what history is. Discuss key vocabulary past, present and future and place these on the classroom timeline. Complete activity sorting events that happened in the past, present and future. Add starting school, I was born, I go into Y2 to the class timeline. Think about people who live in castles. Link to story books Step 2 – Children collect information Step 3 – Children makes sense of ideas and process information Step 4 – Children draw their own conclusions Step 5 – Check, develop and refine their understanding Step 6 – Children create a final, imaginative product.		Lesson one: Specific teaching of vocabulary: fossils, dinosaurs, hammer and chisel, paleontologist 6 steps Step 1 – Teacher motivates pupils to want to learn and scope the enquiry Children will receive a letter from an archaeologist explaining what they do. Children to follow the map to the woodland area where they will find trays. They will act as archaeologists to discover the dinosaur's fossils. What do we think they are? What could we use them for? Introduce key vocab/ Historical enquiry. Discuss that historians use artefacts from the past to find out what happened. Add Mary Anning to the class timeline. Step 2 – Children collect information Discuss who Mary Anning was and explain key points of her life. Tell the children a story of Mary Anning's life (Washing Line story) – they will have pictures that they need to match to certain points of the story. Link back to first topic. When did this happen compare to the queens? Add the picture of Mary Anning to class timeline. Step 3 – Children makes sense of ideas and process information Children to use the pictures from the Washing Line story to retell it with a partner. Come up with actions for different parts of the story to help them remember what happened. Step 4 – Children draw their own conclusions Talk about the significant people in Mary's life. How did they help her? What did they do for her? How significant were these people in Mary become a famous fossil hunter/palaeontologist. Use the concentric circles activity – place Mary in the middle and 5-6 other people around her. The closer to Mary the more important they are and vice versa Step 5 – Check, develop and refine their understanding Refer back to the key question and talk about it. Why were Mary Anning's achievements not recognised in her lifetime? Complete the Hot or Not activity where children are given six events and they need to decide whether they helped Mary's achievements get recognised or not. Step 6 – Children create a final, imaginative product. Children to create a poster that we can send to the National Palaeontologist Society to tell them about Mary Anning's achievements and why she should be recognised for them.		Lesson one: Specific teaching of vocabulary: seaside, bathing machines, Victorians, 6 steps Step 1 – Teacher motivates pupils to want to learn and scope the enquiry Show the children a suitcase and explain that they are clues as to what we are learning about in History. In the suitcase will be items relating to going to the seaside today and in the past (Victorian times). There will also be a letter from 'Magic Grandad' explaining that he needs help identifying what links all these items. Show a magic grandad video of him going to the beach in the past. Add 100 years ago to the timeline. Step 2 – Children collect information Use items from previous step and children to sort them into past and present. Step 3 – Children makes sense of ideas and process information Children to have a picture of a Victorian seaside and modern day seaside and they need to write labels and captions to say what there is at the seaside. Step 4 – Children draw their own conclusions Overheard conversations activity – talk to the children more about what it was like going to the seaside in Victorian times. It wasn't like today where you went quite a lot – it was seen as the main holiday for most families and not every city has a beach/seaside they can go to. Model a conversation between two people at a Victorian seaside and children to have a go themselves. Step 5 – Check, develop and refine their understanding Anachronism – give the children an image of a Victorian seaside with elements of a modern day seaside that wouldn't have been there. Children to identify the mistakes and say why they are mistakes. Step 6 – Children create a final, imaginative product. Children to make Top Trump cards for each era of going to the seaside and they need to rate them based on how crowded it was, how much fun you could have, whether you would go there for a holiday and how often you would go there.
	Future Learning		Future Learning		Future Learning: Learn more about changes over time,



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Y3 – Settlers and invaders Y4 – Changing power of the monarchy <i>Key Vocabulary</i> <i>Elizabeth I, Victoria, Elizabeth II, Royal Family,</i>		Year 3 – Rocks <i>Key Vocabulary</i> <i>Mary Anning, famous fossil hunter, hammer and chisel, plesiosaur, ichthyosaur, pterodactyl, significant individual</i>		<i>Key vocabulary</i> <i>Seaside, Victorian times, Bathing machines,</i>	
Year 2					
Autumn 1		Au	Spring 1	Spring 2	Summer 1
Great Fire of London - Events beyond living memory			Let’s go to Space! - Neil Armstrong and Katherine Johnson		Health Heroes - Florence Nightingale and Mary Seacole
Prior Learning – fire safety, understanding that events happened before we were born, previous topics using similar activities (Lost luggage)			Prior Learning – EYFS understanding of different environments including a basic understanding of what it is like in Space.		Prior Learning – Looking after ourselves
Big Question - <i>Why did the Great fire of London cause so much damage and what happened as a result?</i> Where did the GFOL start? When did the GFOL happen? How do we know about the GFOL?			Big Question – <i>Who was Neil Armstrong? Who was Katherine Johnson? What was significant about the achievements of Neil Armstrong and Katherine Johnson? Whose achievements were more significant and why?</i>		Big Question - <i>What was significant about the achievements of Florence Nightingale and Mary Seacole? Why was Mary Seacole not as well-known as Florence Nightingale? How did they change hospitals today?</i>
This topic is about events beyond living memory that are significant nationally or globally			This topic is about events beyond living memory that are significant nationally or globally and the live of significant individuals.		This topic is about the lives of significant individuals in the past who contributed to national and international achievements.
1 st order concepts Significant Event	2 nd order concepts Cause and consequence, characteristic features and historical enquiry.		1 st order concepts Significant Individual	2 nd order concepts Cause and consequence, significance and interpretation.	1 st order concepts Significant Individual
Lesson one: Specific teaching of vocabulary: bakery, leather buckets, diary, pitch, straw		Lesson one: Specific teaching of vocabulary: NASA, solar system, rocket, moon landing, astronaut		Lesson one: Specific teaching of vocabulary: hospital, Crimean War, nurses, doctors, patients, soldiers	
Step 1 – Teacher motivates pupils to want to learn and scope the enquiry Play Fire Alarm – talk about the importance of a Fire Drill and why we do it. Has it always been this way? Complete Lost Luggage activity where children have a basket of items all wrapped up. What could they be? How do we know they are from the past? Children to ask questions about the items that they have found. Discuss how a historian would use these to find out about the past. <u>Link back to fossils in Y1. How did these help historians?</u> Explain that we have learnt about significant people in history – link back to Mary Anning in Y1, now we are going to learn about a significant event. Add GFOL to our timeline. Step 2 – Children collect information Children to watch a video that shows a retelling of the GfOL. Talk about the key events from the video – make notes about what they have seen. Talk about the concept ‘cause and consequence’ and children see if they can identify the causes and consequence of the GfOL. Introduce Samuel Pepys and his diary. How do we think this helped historians? Introduce the idea of a historical source. Discuss King Charles II, his role in ordering the houses to be pulled down to stop the fire and how Pepys states he was helping to put out the fire. Step 3 – Children makes sense of ideas and process information Children to talk about previous learning and the key events of the GfOL. How do we know about it? Talk about chronology and what it means – can they put the events of the GfOL in order? Children to say what is happening in each of the pictures and use key vocabulary. Step 4 – Children draw their own conclusions Post it challenge – children to recap all prior learning about the GfOL. Look at the 2 nd order concepts and how these are relevant for the GfOL. Children to have post it notes that they will all need to write on how and why the fire spread so quickly. Step 5 – Check, develop and refine their understanding Check the children’s understand of the GfOL by giving them statements they need to decide if they are true or false and explain their reasoning. Step 6 – Children create a final, imaginative product.		Step 1 – Teacher motivates pupils to want to learn and scope the enquiry. Slow reveal – have an image of Neil Armstrong and Katherine Johnson on the board that is covered up. Slowly reveal parts of the image and ask children to guess what they think the image is of. Discuss with a partner/class who they think these people are and what they did. Once full pictures are revealed, children to generate questions to think what these people did and who they are. Write down statements about who they are or what they did and use clues from the picture to justify their answer. Add picture to timeline. Step 2 – Children collect information Children to be given more information about Neil Armstrong and Katherine Johnson. Why are they significant? (Link to 2 nd order concepts). Children to sort key facts about NA and KJ. Step 3 – Children makes sense of ideas and process information Venn diagrams – children to be given pictures of artefacts or key words about NA and KJ. They need to sort them into a venn diagram to show who they represent and why. Step 4 – Children draw their own conclusions Hot seating – children to think of questions they would like to ask NA and KJ about their roles. Children to then take on the role of either NA or KJ and answer these questions using the information they have learnt about NA and KJ. Step 5 – Check, develop and refine their understanding Speech bubbles – children to use the information they have learnt to answer two key questions as either NA or KJ. Use the speech bubble to explain why Neil Armstrong chose to go to the moon despite the dangers and why Katherine Johnson found it difficult to establish herself. Step 6 – Children create a final, imaginative product. Top Trumps – children to create top trump cards for Neil Armstrong and Katherine Johnson. Link this to the 2 nd order concept (interpretation). Children to give NA and KJ scores for different categories and they need to use their interpretation based on the information they have been given.		Step 1 – Teacher motivates pupils to want to learn and scope the enquiry Left luggage – children to find an old suitcase in their classroom containing clues to the next unit of learning. Explain to the children that all these items link to some significant figures that they will be learning about (link to 2 nd order concept significance). Can they remember other significant individuals that they have learnt about: Mary Anning, Samuel Pepys. Recap on what these artefacts help us to do. Children to say what the items are and ask questions about the mystery people and what they did. Step 2 – Children collect information Use the questions that the children generated in the previous lesson and they will use information sources placed around the room to see if they can find the answers to them. Share their answers at the end of the lesson and create a Venn diagram for Florence and Mary. What was the same and different about them? Step 3 – Children makes sense of ideas and process information Give the children more information about Florence and Mary Seacole. Discuss their lives and upbringings and how they were different. What significant events happened in their lives? Children to create a timeline and places these events in chronological order. Recap what chronological order means. Step 4 – Children draw their own conclusions Speed date debate – children to recap the information they have learnt about FN and MS. Set up the classroom like a speed dating situation. IN their pairs, children to debate who they think was more important and why? Also talk about why MS didn’t get recognition until later in life. Discuss how this impacted hospitals and health today. Step 5 – Check, develop and refine their understanding Who said this? – children to be given some statements that could have been said by either FN or MS. Children to use their knowledge of FN and MS to decide who said it and why. Step 6 – Children create a final, imaginative product. Quiz masters – children to create their own quiz questions about either FN or MS or both. Children will host their own quiz show and can test out their questions on other children.	



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Zig zag book – children to create a page of information showing their understanding of the GfOL using topic specific vocabulary. Could create a short movie retelling the events of the GfOL.					
Future Learning – Year 4 – the changing power of the monarchy (impact of Charles II) How Charles II helped to put the fires out.		Future Learning – Space		Future Learning: Science human body, WWII – difference in trench hospitals.	
Key Vocabulary 1666, Sunday 2 nd September, Thursday 6 th September, Thomas Farriner, Bakery, Pudding Lane, Samuel Pepys, King Charles II, Pitch, straw, Leather buckets, St Paul’s Cathedral, Long hot summer		Key vocabulary Neil Armstrong, Buzz Aldrin, Michael Collins, Moon landing, 16 th July 1969 (launch), 24 th July 1969 (land), Rocket, Apollo 11, Lunar Module Eagle, Astronaut, Solar system, Planets, Earth, NASA, Katherine Johnson		Key vocabulary Florence Nightingale, Mary Seacole, Nurses, Soldiers, Hospital, Doctor, Crimean, Patients, Medicine	
Year 3					
Autumn 1		Aut 2	Spring 1	Spring 2	Sum 1
Stones and Bones Stone Age to Iron Age(HAMPSHIRE ENQUIRY PACK)		What did the Romans do for us? Roman Britain(HAMPSHIRE ENQUIRY PACK BOUGHT FOR THIS)			Invaders and Settlers Anglo Saxons and Scots(HAMPSHIRE ENQUIRY PACK B)
Prior Learning – Learning about our world (how it has changed)		Prior Learning - Learning about our world (how it has changed/what we have now link to Romans)			Prior Learning – Romans and their impact, RE (Christianity)
Big Question – How long did the Stone, Bronze and Iron Age last? What is the Stone Age named after? Why did people in the Stone Age move from place to place? What is a Celt? What did they build round houses?		Big Question – When was the Roman Empire? What was the Roman Empire’s most significant impact on Britain? What was the Roman Empire? Who was its ruler? What was it like in Britain when the Romans invaded? Why did the Roman’s leave Britain? What is Caledonia?			Big Question – How did the Anglo-Saxons come to Britain? Who was settled in Britain before the Anglo -Saxons? Were the Anglo-Saxons the ruin of Britain? Name 3 different Anglo-Saxon tribes.
This topic is about identifying changes in Britain from the Stone Age to the Iron Age.		This topic is about the Roman Empire and its impact on Britain			This topic is about Britain’s settlement by the Anglo Saxons and Scots
1 st order concepts Civilization	2 nd order concepts Characteristic features, change and continuity, chronology and interpretation.	1 st order concepts Empire	2 nd order concepts Change and continuity, characteristic features, significance, enquiry and chronology (brief)		1 st order concepts Empire/Conflict and Invasion
Lesson one: Specific teaching of vocabulary: archaeologists, paleolithic, Mesolithic, Neolithic, settlement, artefact		Lesson one: Specific teaching of vocabulary: Romans, Britons, empire, emperor, invasion, civilization			Lesson one: Specific teaching of vocabulary: Anglo-Saxons, Scots, Normans, conquest, exile, settlement, paganism, invader, settler
Step 1 – Teacher motivates pupils to want to learn and scope the enquiry HOOK – HAMPSHIRE LOAN BOX Show the children a placemat full of different objects relating to the topic. From this, generate a discussion about the items, what they are, where they may have come from and who would have used them. Once a conclusion has been reached, introduce the topic and go in depth about the topic name and what we will be learning about.		Step 1 – Teacher motivates pupils to want to learn and scope the enquiry Slow reveal – show the children a picture of Roman soldiers. Who are these people? Where did these people come from? Where do you think they would fit on our timeline? Compare them to the previous time periods looked at in Year 3. Show the children a picture of the Roman Empire. What is an empire? What countries are included in the Roman Empire? Find this on a map and make further comparisons with SA, BA and IA. When did the Romans first come to Britain? Children to write about the artefacts (actual or picture) to say what they are and what they think they were used for. (ARTEFACT LOAN BOXES)			Step 1 – Teacher motivates pupils to want to learn and scope the enquiry Picture Puzzle – Display images on the board that offer clues as to what they will be learning about. Discuss the chronology of this period and place them onto a timeline with the other periods they’ve learnt about this year. Discuss the major changes that would have happened in Britain.
Step 2 – Children collect information (may need multiple lessons) Children to start working in pairs using a desktop timeline. Reemphasise the importance of chronology and how things happened in a certain order. Children to read word cards and place them on their timelines. 2nd part – children to work in groups to find out lots more information about different aspects of life in the three periods. Self directed learning – children to read about a different topic within their groups and feedback this information to the rest of the class. Before moving onto step 3, talk about the changes between the periods.		Step 2 – Children collect information Show children different images of Ancient Roman sites. Children to discuss what they can see. Can they make links between this and Iron Age Britain. How do the two compare? Which is better? Leads onto the invasion of Britain. Children to be given cards that have information relating to the invasion of Britain and the reasons why the Emperors of the time wanted to do so. Talk about push and pull factors – what reasons on the cards are push/pull factors? Children to complete a Diamond 9 or 4 activity to show the importance of the reasons. After this, begin to look at what the Romans brought to Britain and how things changed.			Step 2 – Children collect information Pupils explore where the different Saxon groups came from and the reasons they came here via the Origins Map activity which explores complicated ideas but in a structured way.
Step 3 – Children makes sense of ideas and process information Children to process the information that they have been given. Focus on a key aspect (e.g. housing, clothing, food) and children to make Change Chains. In groups, children record on strips of paper how the changes over the periods impacted the people of the time – they can be positive, negative or didn’t make it better or worse.		Step 3 – Children makes sense of ideas and process information Post it challenge – children to use what they had learnt about previously for this activity. Children to write down something they remember learning about and put it on a wall for everyone to see. Vet the children’s responses as they do this to check for understanding. History Mystery – How did the Romans try to minimize opposition and maximize the number of locals who adopted their way of life or accepted their authority? The HM cards feature many ideas which combine to make opposition less likely.			Step 3 – Children makes sense of ideas and process information Exploring contemporary and interpretive accounts of the Saxon’s arrival in Britain. Pupils complete a question sheet as they explore each source. Follow up by creating a spectrum to show whether pupils think the Saxons coming here was bad for Britain or not.
Step 4 – Children draw their own conclusions Freeze Frame – children to have pictures from the different ages and they need to give their interpretation of what it was like to live in these periods. Explain how everyone’s interpretation will be different (including their own) and link with the 2 nd order concept. Children need to explain how these ages have evolved, what stayed the same and what changed. Activities to use- What’s Hot or What’s Not? Stick or Twist (see history hits for more info)		Step 4 – Children draw their own conclusions Living Graph activity – children to examine whether the Romans improved life in Britain or not. Children to be given events to look at and decide if they were good, bad or neither.			Step 4 – Children draw their own conclusions Examine Saxon society and daily life via Through the Keyhole task.
Step 5 – Check, develop and refine their understanding		Step 5 – Check, develop and refine their understanding Anachronism – children to given a picture of Roman Britain and they need to identify the mistakes with the picture. OR Curve ball – give children some alternative information that they will need to make sense of. Does this change their views on the Romans?			Step 5 – Check, develop and refine their understanding Did the Anglo-Saxons ruin Britain? Refer back to the key question at the start of the unit. Look at all the evidence they have amassed. Show them a sources from Gildas that talks about the Anglo-Saxons ruining Britain – do they agree?
		Step 6 – Children create a final, imaginative product.			Step 6 – Children create a final, imaginative product. The Anglo-Saxon: Heroes or Zeros? Children to create a webpage or page for a class book.



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Anachronism – children to annotate and decide which parts are incorrect and justify their answers. Step 6 – Children create a final, imaginative product. Tourist brochures – children to write/design a tourist brochure for one of the ages. Need to include topic specific vocabulary in their brochure. Or Art link – create their own civilization in the style of either the Stone Age, Bronze Age or Iron Age. Work in groups to complete this.		Horrible Histories – children to choose a person from Roman Britain (slave, women, gladiators, soldiers, plebeians, emperors, senators). Write a fact file for them in the style of Horrible Histories. They can draw pictures to support or even make a model. OR Dear Producer – children to produce a TV programme for children examining the Roman Empire’s impact on Britain and the wider world.				
Future Learning		Future Learning		Future Learning		
Key Vocabulary Stone Age, Bronze Age, Iron Age, Archaeologists, Artefact, Neolithic, B.C (before Christ), Chronology, Tribal, Hunter-gatherers, Shelter, Civilization, Settlement, Prey, Palaeolithic period, Mesolithic period, Neolithic period, Stonehenge, Skara Brae, Cave paintings, Religion, technology and travel		Key vocabulary _Boudicca, Romans, Army, Baths, Gladiator ring, Banquet, Administration, Emperor, Procurator, Aqueduct, Empire, Pagan, Architecture, Forum, Province, Auxiliaries, Governor, Republic, Britons, Invasion, Revolt, Chieftain, Iron Age, Romanisation, Christian, Legion, Romano-Britons, Civilization, Neo-classical, Taxes, Classical, Tribe, Conquest		Key vocabulary Anglo Saxons, Scots, Exile, Homeland, Hunting, Labour, Law, Norman, Conquest, Paganism, Settlement, Slavery, Tradition, Agriculture, Christianity, Danelaw		
Year 4						
Autumn 1		Autumn 2		Spring 1	Spring 2 Summer 1 Summer 2	
Who were the Vikings?		Changing power of the monarchy			Egyptian Adventure	
Vikings(HAMPSHIRE ENQUIRY PACK BOUGHT FOR THIS)					Ancient Egypt (HAMPSHIRE ENQUIRY PACK BOUGHT FOR THIS)	
Prior Learning – Anglo Saxons, Romans and Stone Age to Iron Age		Prior Learning –Athelstan the first king of England,			Prior Learning – Roman civilization (the term civilization)	
Big Question – What were the name of the boats Vikings travelled in? What countries did Vikings come from? When did the Vikings first attack Britain? Who did more for Britain – The Vikings or Anglo Saxons? Why were the Vikings knowns as traders and travellers? How did the Viking era come to an end and who took over?		Big Question – Why does parliament run the country rather than the queen or king?			Big Question – When did the Ancient Egyptians live? Why was the River Nile important to Egyptians? What was daily life like at different levels in Egyptian society? What did afterlife mean to the Ancient Egyptians? What did the Ancient Egyptians accomplish during their time period?	
This topic is about the Viking and Anglo-Saxon struggle for the Kingdom of England up to, but not including, the time of Edward Confessor.		This topic is about the changing power of the monarchs and who had the most impact.			This topic is about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one.	
1 st order concepts Civilization	2 nd order concepts Cause and consequence, characteristic features and historical enquiry	1 st order concepts Monarchy	2 nd order concepts Historical enquiry, significance, change and continuity		1 st order concepts Civilization	2 nd order concepts Chronology, characteristic features and significance
Lesson one: Specific teaching of vocabulary: Vikings, Anglo-Saxons, traders, invasion, Scandinavia 6 steps Step 1 – Teacher motivates pupils to want to learn and scope the enquiry Slow reveal a stereotypical image of a Vikings as a rampaging raider. Over emphasise the stereotype during this activity so later on you can highlight how misleading this is. Children to draw their own image of what they believe a Viking to be and label it using what they have seen on the IWB. End lesson by talking about the chronology of where the Vikings fit on a timeline and the key questions. Step 2 – Children collect information Show the children a video clip which shows the key points about the Vikings (who they were, where they came from and why). Children to investigate the Vikings’ ships using the activity Reconstruction Relay. Once the activity is finished, children can summarise what they know about the Vikings. This will lead onto a hot seating activity of a Viking boat builder (example Q and As provided). Step 3 – Children makes sense of ideas and process information Talk to the children more about Vikings and their ships. Did they only have one type of ship? Children to discuss any similarities and differences between the ships. Show children a piece of text that is a summary of Viking ships. Can they do better? Discuss ideas on how we can make it better and children to then rewrite the piece making it better.		Lesson one: Specific teaching of vocabulary: parliament, monarch, monarchy, politics, constitutional monarchy NOTES ON THE DIFFERENT MONARCHS IN HISTORY SUBJECT LEADER FOLDER TO HELP PLAN Step 1 – Teacher motivates pupils to want to learn and scope the enquiry Police line up of the 3 different monarchs (Queen Elizabeth I, Queen Victoria and Queen Elizabeth II) Who are they? What was their job? Children to put them in chronological order as to when they think they reigned and explain why. Who do you think had the biggest impact on the country? Why do you think that? Step 2 – Children collect information (may need multiple lessons depending on how you structure it) Provide information on the three different monarchs carousel style. Children to collect the information on each one and consider the similarities and differences. Look at the major changes and events that happened during their reigns. Step 3 – Children make sense of ideas and process information Look at the role of the monarchy and the role of parliament during each reign. How did it change? Were the major changes/events in that time because of the monarch or parliament or both? Step 4 – Children draw their own conclusions Which monarch had the greatest impact on society? Why do you think this?			Lesson one: Specific teaching of vocabulary: Archaeologist, tomb, hieroglyph, temple, pharaoh, artefact, sarcophagus 6 steps Discussion around what is meant by a civilization, show different pictures of civilizations. Which other civilizations have we learnt about? Romans. Discuss that the pictures are a historical source. A source is something we can use to find out about the past. Discuss primary and secondary sources. What type of source do they think this is? Plot the Ancient Egyptians on the class timeline. Step 1 – Teacher motivates pupils to want to learn and scope the enquiry Slow reveal an image that depicts Ancient Egypt. Discuss key facts linked to Ancient Egypt, when was it? Where? Etc Over the next few lessons look into Ancient Egyptian life covering the following points: - Pharaohs and slaves - Ancient Egyptian Gods and their role in Egyptian culture. -Pyramids and the afterlife/ mummification. -What the Egyptians did for us Step 2 – Children collect information Children will listen to a story called ‘Nebamun’s Day’ to help them learn about what daily life was like in Ancient Egypt. As the story is being read, a selection of images will be out on the tables and children will need to decide which image comes first, second and so on. Once completed, you will have a washing line of images depicting everyday life in Ancient Egypt. Step 3 – Children makes sense of ideas and process information	

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Step 4 – Children draw their own conclusions Briefly talk about sources. Say we have only looked at pictures but there are other sources we can look at - writing. Show the children the image of the Viking they saw back at the start. Reveal the whole image and children to discuss what they can see. Show slide 12 of PowerPoint which has 2 written accounts from Anglo Saxons of Viking raids. Pick out the key vocab from here that shows the writer of the source did not like the Vikings. Children to then use everything they know about the Vikings from what has been taught to say whether they feel the image and recounts to be a true representation of the Vikings. Step 5 – Check, develop and refine their understanding Children to look at further sources in this lesson and hopefully will be able to make a conclusion of their own about whether the Vikings were raiders, traders or settlers. Two questions to be thinking about during this lesson – why do the Vikings have such a negative image? Are there aspects of Viking life that have been neglected? Show children 3 additional sources from what they have already seen and ask them to compare and discuss the sources in pairs or small groups. After this discussion, set up a Treasure Hunt of a mixture of sources. Children will need to find sources that have already been hidden and place them under one of the 3 headings (Raiders, Traders or Settlers). After this activity, children to choose 3 sources to support their view about Vikings (hopefully that they were settlers). Step 6 – Children create a final, imaginative product. Don't overpay the stone mason – children to summarise the Viking invasion. How should we remember the Vikings? OR Children can create a PowerPoint about the Vikings that helps to improve the image of the Vikings. Make the picture sources available to them if they want to use them.	Step 5 – Check, develop and refine their understanding Look at the role of parliament today (same a Queen Elizabeth II's reign) in more detail. Is there any point in having a monarch anymore? P4C/debate style over whether there needs to be a monarchy. Step 6 – Children create an imaginative final product Children to create something that showcases which monarch had the greatest impact and why. This could be a presentation, a debate, a rap battle and so on.	Children will be given captions (RS4) that need to be matched up with the pictures (RS1) from yesterday. They do not need to do all of the pictures and some children can even write what they think is happening in each picture. Share answers at the end and children see how accurate their descriptions were. Step 4 – Children draw their own conclusions Children to again use the pictures (RS1) to help them draw their own conclusions about life in Ancient Egypt Step 5 – Check, develop and refine their understanding Step 6 – Children create a final, imaginative product.
Future Learning	Future Learning	
<u>Key vocabulary</u> <i>Vikings, Anglo-Saxons, Britain, Scandinavia, Attack, Medieval, Churches</i>	<u>Key vocabulary</u> <i>Queen Elizabeth I, Queen Victoria, Queen Elizabeth II, parliament, monarchy, constitutional monarchy</i>	

History Progression of Knowledge and Skills 2025 -2026



Year 5 Year 5					
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1
The History Around Us LOCAL HISTORY STUDY – Nelson and HMS Victory			It's all Greek to Me! Ancient Greece (HAMPSHIRE ENQUIRY PACK BOUGHT FOR THIS)		I am a Maya Get Me Out of Here! Maya Civilization (HAMPSHIRE ENQUIRY PACK BOUGHT FOR THIS)
Prior Learning –			Prior Learning –		Prior Learning – Anglo Saxons
Big Question – Who was Horatio Nelson? Which battle is Nelson most known for? When was this battle? What was the name of Nelson's flagship?			Big Question – What do you think is the most important achievement/influence from Ancient Greeks on the western world? When did the Ancient Greeks live? What was happening in Britain at the same time as the Ancient Greeks?		Big Question – What was it like to have lived in a Mayan civilization? How did the Maya become such an advanced civilization? What are the Maya known for developing? How does this compare with British civilizations in history?
This topic is about a study over time tracing how several aspects of national history are reflected in the locality (LOCAL HISTORY STUDY).			This topic is about a study of Greek life and achievements and their influence on the western world.		This topic is about a non-European society that provides contrasts with British history.
1 st order concepts Conflict	2 nd order concepts Continuity and change, cause and consequence, historical enquiry and chronology		1 st order concepts Civilization	2 nd order concepts Historical significance, characteristic features of the period, historical enquiry, chronology	1 st order concepts Civilization
Lesson one: Specific teaching of vocabulary: navy, dockyard, battle, conflict, naval, officer.			Lesson one: Specific teaching of vocabulary: ancient, democracy, architecture, citizen, politics, Olympics.		Lesson one: Specific teaching of vocabulary: maya, temple, civilization, glyphs, agriculture, astronomy, priest
6 steps Step 1 – Teacher motivates pupils to want to learn and scope the enquiry Look at the picture of the HMS Victory and discuss when they think this ship was from. Discuss that this is a source and what this means. Introduction to Nelson and HMS Victory – setting the scene Step 2 – Children collect information Look at the role of Portsmouth and the HMS Victory/ Nelson. Why is this important? Step 3 – Children makes sense of ideas and process information Create a timeline looking at the story of HMS Victory and the Battle of Trafalgar. Step 4 – Children draw their own conclusions Children to think about the role of HMS Victory and whether it was positive or negative. Step 5 – Check, develop and refine their understanding Look at the features of HMS Victory and discuss. Step 6 – Children create a final, imaginative product.			6 steps Step 1 – Teacher motivates pupils to want to learn and scope the enquiry Under the cloth – Children to have images/objects hidden under a cloth and try to deduce what these have in common. Include some red herrings to test the children's understanding (try to link to previous topics). Once link identified, categorise them based on the following mnemonic (PLASTIK) – give the mnemonic to the children if they are struggling to come up with headings. Put Ancient Greece on the timeline. What was happening at the same time in Britain? Step 2 – Children collect information Focus on the mnemonic (PLASTIK). Set up areas around the classrooms that show each of these aspects of Ancient Greek legacy. Children will use this to collect information about the Greek Legacy and record the key facts. Look at different examples of classical architecture and annotate what they can see within the images. Children come up with their own conclusion of what aspect they think had the most important influence on the western world. Step 3 – Children makes sense of ideas and process information This may need to go over more than one lesson – children to do some activities that will help them to make sense about the impact of the Ancient Greeks. Keep their conclusion from the previous lesson – has their mind changed? Look at the following areas: Politics – research 'democracy', 'citizen' and the workings of the Council and Assembly in Athens Language – It's all Greek to me, finding prefixes and roots with Greek origins within a short text. Architecture– view PowerPoint detailing three main orders of Classical architecture and architectural terms Sport – Gallery sport as training for battle with freeze frame/mime reconstructions Theatre & Performance – Research/exposition on theatre, plays, music poetry etc Ideas & beliefs – Greek Myths Post-it Challenge – naming as many Greek Gods/ Heroes/ Monsters as poss. Knowledge – Research famous Greeks from given names Step 4 – Children draw their own conclusions		6 steps Step 1 – Teacher motivates pupils to want to learn and scope the enquiry Try not to tell the children about the topic until you have done this lesson. Start with a quiz (found on Mayan Enquiry Driver PowerPoint) to see if the children can identify that they are learning about the Maya. Use this as an assessment tool to see if they can name other periods or civilizations when answering the questions. If children know they are learning about the Mayans, put the statements onto strips of paper for children to sort into a venn diagram or true/false scenario about the Maya. Explain that we will be looking at a small period of the Maya history but explore on a timeline when the Maya were around. We will be learning about them from 750AD to around 1000AD. What was it like in Britain at this time? Children to locate the Maya lands on a map/globe. What would it be like to live in this part of the world? Make comparisons between the Maya lands and Britain. Step 2 – Children collect information Artefact box can be loaned from Hampshire History Services. 01962874802 – number to call. Children to look at the artefacts to interpret what they think this tells us about the Maya period and what they may have been used for. Children to also research different areas of Maya life. Working in small groups, children will become experts on different subjects before sharing what they have found with the rest of their class. Children to make notes based on what other expert groups tell them. Step 3 – Children makes sense of ideas and process information Recap learning that was acquired in previous lesson. Recap Roundabout activity.

Mayan resources box

Explore this mysterious civilization through artefacts, books and other resources that illustrate aspects of Mayan life, knowledge and beliefs.



History Progression of Knowledge and Skills 2025 -2026



		Link to ICT/Computing – children to make posters or PowerPoint presentations about aspects of Ancient Greek legacy. What aspects of Ancient Greek legacy do we still see today? Which one did they think was the most important and why? Step 5 – Check, develop and refine their understanding Find images of local architecture and children to decide if they have or haven't been influenced by Greeks. Encourage the use of vocabulary when describing the architecture. Set up a debate within the class. Give the children questions or viewpoints to discuss and debate amongst themselves. Use a Greek water timer (see pack for details) and then children to vote for whether they agree or disagree. Step 6 – Children create a final, imaginative product. Children to create a set of 5 stamps to show how the impact of the Greek legacy can be found. Tell them the Government is planning to recognise the debt we owe to the ancient Greeks by commissioning a set of stamps to commemorate their achievements. The most important achievement will have £5 on their stamp down to the least important with £1 on it.	This is how it works: Issue each expert group with one of your pre-prepared sheets – but NOT the one that was their field of research. Each group needs to fill in their block of the sheet with as much information (e.g. as bullet points) as they can about the aspect of Maya life the sheet applies to. Put a time limit on this to make it more competitive, say 3-4 minutes. After the designated time each group passes their sheet to another group. But <u>again</u> NOT to the one that researched that field – each expert group will only get their sheet when all other groups have filled their boxes in. This continues until the expert groups finally have their own sheets. Their job is to scan what the other groups have written, marking any points (✓ or ✗) and then adding any information that has not been covered into their expert box. <u>Finally</u> each expert group feeds back any errors or omissions they identified (without naming names of course), hopefully filling any gaps in other pupil's knowledge and reinforcing the information for all. After this, children complete the Diamond 9 activity where they rank the Maya's main achievements based on what they have learnt so far. This can be done individually in books or in pairs with a bigger focus on discussion and dialogic talk. To finish, children can compare the Maya life with life in Britain during the Vikings. There are supporting sheets that can help with this for those that don't remember the Vikingstoo well. Curriculum > Subject Leader Folders > History > 2022-23 > Resources > Year 5 > Maya enquiry Step 4 – Children draw their own conclusions Killer Captions. Children to work in small groups to look at different sources that depict something from the Maya period. They will become History Detectives to pick out clues from each picture and write a caption to go with it. Once written, children can present their captions to the rest of the class – one child to read the caption whilst the other two point out different bits of the sources to support what was being said. After this, complete History Mystery. Children to continue working in their groups to sort out different factors that have been cited as reasons for the collapse of the Maya civilization. Give the children some background information, linking to chronology, about when the Maya were no more. Step 5 – Check, develop and refine their understanding Introduce new information about the Maya at this point in the enquiry – how does this change what we think about the Maya and what we already know. A couple of different whole class activities you can do. Washing line timeline or talking radio heads programme scenario (see Maya enquiry pack for full information). Step 6 – Children create a final, imaginative product. Children to create a horrible histories page to showcase what they have learnt about the Maya. Give children criteria that they need to include in their page(s) and make some comparisons between Maya lands and Anglo Saxon Britain.
Future Learning		Future Learning	Future Learning
<u>Key Vocabulary</u> Battle, conflict, naval, navy, Horatio Nelson, officer, battle of Trafalgar, dockyard, wounded, Napoleon		<u>Key vocabulary</u> Ancient Greeks, Democracy, Hippocrates, Literature, Poetry, Achievements, 776 BC – 146 BC	<u>Key vocabulary</u> Maya, Temple, Chichen Itza, Hieroglyphics, Priest, Pok ta Pok

History Progression of Knowledge and Skills 2025 -2026



Year 6

Aut 1	Autumn 2	Spring 1	Spring 2	Summer 1	Sum 2
	WW2 - Local History/British History		Terrible Tudors - Significance of the Tudor Period in how the UK looks today		
	Prior Learning – Year 3 – Romans and Anglo Saxons - invasion		Prior Learning – Year 1 Castles, Year 2 – GfOL (Charles II), Year 4 – Changing power of the monarchy		
	Big Question – Which country started the war? Why did it happen? Why did Britain decide to fight in the war against Germany? When was WWII? Which countries were involved in WWII? What was life like for a child in Hampshire in WWII?		Big Question – Who were the Tudors? Why did Henry break away from Rome? What was the English Reformation? What impact did King Henry VIII have on today's society?		
	Skills- In this unit we will: - Analyse a wide range of sources both primary and secondary -Challenge the accuracy and validity of sources (propaganda) - Ask questions about the past - Annotate a timeline with historical terms and facts showing a sense of historical scale.		Skills- In this unit we will: - Analyse a wide range of sources both primary and secondary -Challenge the accuracy and validity of sources - Recognise that some historical events and people and the impact they had are more significant than others -Discuss and compare a range of plausible causes and effects – Henry's impact on the church - Make links between historical events and changes we have previously studied.		
	This topic is about the impact of WWII and how this impacted children of a similar age in our local area.		This topic is about a significant turning point in British history (King Henry VIII and the Reformation of the Church).		
	1 st order concepts Conflict and Invasion	2 nd order concepts Characteristic features, interpretation and historical enquiry.	1 st order concepts Monarchy	2 nd order concepts Cause and consequence, historical significance, chronology and historical enquiry.	
	6 steps Lesson one: Specific teaching of vocabulary Vocabulary - Look at the key vocabulary linked to the topic – allies, axis, propaganda, primary and secondary sources, evacuation. Step 1 – Teacher motivates pupils to want to learn and scope the enquiry Left luggage – children to find a suitcase in their classroom with some items in it. What do they think these items are? What were/are they used for? Children to draw these items in a suitcase and record what they think they were used for and how they all link together. Show images afterwards of WW2 and see if children can make links to the items they've seen and images of WW2. Step 2 – Children collect information Research local images of WW2 and show what it was like during that time. What were the buildings like? What happened to Leigh Park during the war? What was it like for the children? Experience day – children to come in dressed as a child in WW2 and simulate sirens going off and what a day in the life of a child during WW2 was like. Step 3 – Children makes sense of ideas and process information Children to create a timeline of key events from WW2. Use what they have previously learnt to help them and encourage the use of key vocabulary in their writing. Step 4 – Children draw their own conclusions Children to sort statements into a diamond nine to show the order of importance of reasons why the war started. Most important being at the top to least important at the bottom. You can vary the number of statements if needed. Step 5 – Check, develop and refine their understanding https://www.bbc.co.uk/teach/class-clips-video/revision/ke2-world-war-two/quiz . Follow this link and play some of the videos to the children. After watching, ask them some what if questions to see if they think WW2 would have gone differently? E.g. what do they think would have happened if Britain didn't declare war on Germany? Step 6 – Children create a final, imaginative product. Children to create a fact file about WW2. They will be given key questions to answer and ensure that they are included within their fact file.		6 steps Lesson one: Specific teaching of vocabulary Vocabulary - Look at the key vocabulary linked to the topic – monarch, Tudors, reformation, catholic, protestant, reign, primary and secondary sources. Step 1 – Teacher motivates pupils to want to learn and scope the enquiry - Use activity, Police Line Up, as a hook. Show the images of different kings and queens and significant people from the past that they have studied during their time and Barncroft.(Queen Elizabeth, Mary Anning, Samuel Pepys, GFOL, WWII, Queen Anne, King John and Queen Victoria). Discuss who they are. Children will vote to see which one they think is the true ruler and why. Place the kings and queens in chronological order for when they ruled and write some facts about them e.g. what was life like when they ruled and why are some pictures/photos? Step 2 – Children collect information Discuss the reformation. Throughout, discuss the impact it would have had on Churches. Pupils will create a church using the pop out images. CT will then read Kind Edward VI speech. Pupils are then to remove what he asks from the church. Discuss what impact this may have had on the churches in England at the time? Step 3 – Children makes sense of ideas and process information Human timeline – children to create a human timeline to show the order of things happening during Henry VIII reign and the Reformation. Generate lots of discussion and use of topic specific vocabulary when reasoning for against the images being placed in the right order. Step 4 – Children draw their own conclusions- Discuss the family tree. Use images to support the pupils understanding. Talk through the impact each individual may have had on the reformation of the churches and what impact Henry had on today's society. Step 5 – Check, develop and refine their understanding- Curve ball activity/speed dating activity/emotion graph. Give children different scenarios that could have played out instead of what actually happened or how different people (Protestants and Catholics) would have felt about Henry VIII and the Reformation. Step 6 – Children create a final, imaginative product. Make a Horrible Histories comic strip about Henry VIII and the Reformation.		
	Future Learning		Future Learning		

History Progression of Knowledge and Skills 2025 -2026



	<u>Key vocabulary</u> World War II, World War I, Allies, Axis, Adolf Hitler, Winston Churchill, Stalin, Mussolini, Roosevelt, Truman, Britain, Germany, Poland, France, USA, USSR/Soviet Union, Air raid, shelters, Bombings, evacuation	<u>Key vocabulary</u> Tudor Rose, Henry VIII, Henry VII, Battle of Bosworth, William Shakespeare, Elizabeth I, 1485-1603, Chronological order, Catherine of Aragon, Anne Boleyn, Katherine Parr, Katherine Howard, Anne of Cleves, Jane Seymour, Reformation, Tudors, Catholic, Ruler, Protestant, Thesis, Reformed, Rein, Monarchs, Church of England, Anglican Church, Marriage/divorce, Heir, Edward VI	
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