



Higham Primary School Progression of Knowledge and Skills – History

Intent

At Higham, our ambition for History is to provide every child with a rich and meaningful understanding of the past so that they are inspired to shape their future. From Early Years to Year 6, History is carefully planned to ensure full coverage of the Early Years Foundation Stage and the National Curriculum. Learning is made memorable so that children build on prior knowledge and develop historical understanding progressively over time.

Our curriculum is designed to ensure that key knowledge, skills and concepts are revisited and deepened as pupils move through the school, enabling them to embed learning into their long-term memory. We want children to confidently apply their historical skills to any period of history being studied, supported by clear assessment and effective use of resources.

To help children make meaningful connections across different historical periods, our curriculum is structured around five main substantive concepts:

- **Power** – Monarchy, Empire, Democracy, Law
- **Society** – Community, Civilisation, Industry, Religion, Trade, Culture
- **Settlement** – Settlements, Migration, Environment
- **Conflict** – Invasion, Conquering, War, Rebellion
- **Legacy** – Invention, Discoveries, Explorers, Historical Figures

Revisiting these concepts across year groups helps pupils recognise patterns, compare time periods and understand how people, events and ideas have shaped the world.

Alongside this substantive knowledge, children are taught disciplinary concepts – the skills of working like a historian. These include chronology, using evidence and sources, cause and consequence, change and continuity, significance and similarities and differences. Pupils are encouraged to ask thoughtful questions, evaluate evidence and draw informed conclusions.

Ultimately, we aim for children to develop curiosity, confidence and a passion for history through stimulating and challenging lessons delivered by knowledgeable teachers. Our curriculum ensures clear progression, strong subject understanding and transferable skills that support learning across the wider curriculum and beyond.

Implementation

To ensure our intent is brought to life in the classroom, History at Higham is taught through a carefully sequenced and flexible approach. Each lesson builds on prior learning, with opportunities for pupils to revisit, revise and deepen their historical knowledge and understanding. This structure supports children in making connections across periods and embedding key concepts and vocabulary into their long-term memory.

Teachers adapt planning to meet the needs, understanding and skills of their pupils, enabling all children to access and engage with the curriculum. Revisiting and consolidating previous learning is central to our approach, allowing children to strengthen existing knowledge while being introduced to new historical content, skills and challenges. Substantive concepts are taught explicitly through carefully chosen vocabulary and through the context of the historical study itself.

Vocabulary plays a vital role in developing historical understanding. Key terms linked to both substantive and disciplinary concepts are introduced, revisited and displayed within classrooms. This enables pupils to use subject-specific language with confidence and accuracy when discussing the past.

High-quality planning and up-to-date resources support teachers with secure subject knowledge and ensure lessons are engaging, accurate and progressive. Enrichment opportunities, such as visits, artefact handling and themed days, further enhance learning and help children develop a love of history and an appreciation of how the past has shaped the world they live in.

Impact

Our clear and progressive History curriculum enables children to develop secure historical knowledge and a growing range of disciplinary skills throughout their time at Higham. As pupils move through the school, they build a deep understanding of the past, make connections across time periods and confidently use key historical vocabulary and concepts.



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History has a strong profile across the school. Classrooms provide a supportive learning environment where historical vocabulary is displayed, referred to and used confidently by pupils in discussions and written work. High-quality resources and engaging displays further enhance learning and promote curiosity about the past. As a result, history is valued and enjoyed by both pupils and staff, inspiring children to continue developing their knowledge and understanding into the future.

The impact of our curriculum is measured through a range of strategies. Teachers use key questioning within lessons and ongoing formative assessment to check understanding and address misconceptions. Summative assessments are also used to identify progress and inform next steps in learning. Pupil voice, work scrutiny and discussions with teachers provide additional evidence of secure knowledge, progression of skills and a developing passion for the subject.



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Early Learning Goals / National Curriculum	ELG – Past and Present • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	<i>Pupils should be taught about:</i> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • significant historical events, people and places in their own locality		<i>Pupils should be taught about:</i> • changes in Britain from the Stone Age to the Iron Age • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 • a local history study			
Theme	Incredible Me Celebrations Amazing A's Tell Me a Story	A Trip Down Memory Lane Beyond My Window Journeys	London's Calling Exploring the World Calm Coasts & stormy seas	Time Travellers The Empire Strikes	Tomb Raider Quest for the Kingdom	Meet the Greeks Let It Flow	Explorers Inventors and Industry All Change



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Knowledge	- Changes within living memory, revealing aspects of change in personal life. - Talk about the lives of the people around them and their history e.g. what life was like for parents / grandparents. - Significant national events e.g. the King's Coronation, that has happened in their lifetime.	- Changes within living memory, revealing aspects of change in national life. - The lives of significant individuals in the past who have contributed to national and international achievements. - Significant historical events, people and places in their own locality.	- Events beyond living memory that are significant nationally or globally. - The lives of significant individuals in the past who have contributed to national and international achievements. - Significant historical events, people and places in their own locality.	- Changes in Britain from the Stone Age to the Iron Age. - The Roman Empire and its impact on Britain.	- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. - Britain's settlement by Anglo-Saxons and Scots. - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	- Ancient Greece – a study of Greek life and achievements and their influence on the western world. - A local history study of the River Thames.	- A non-European society that provides contrasts with British history – Mayan civilization c. AD 900. - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Victorians - A local history study – Victorians and Charles Dickens.
Chronology	- I can use past, present and future tenses, and time connectives in my speech. - I can put up to five personal photos and events in order e.g. photo of me as a newborn, 1st birthday etc. - I notice and can order the Seasons.	- I can use words and phrases such as: now, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young. - I can put a few events, photos or objects in order of when they happened.	- I can use words and phrases to describe when things happened e.g. decade, century. - I can order events and people I have studied using a simple timeline. - I can give reasons for the order of events or people using vocabulary relating to the passing of time.	- I can describe events and periods of time using the words; BC, AD, century, ancient. - I can describe events from the past using dates when things happened. - I can order the periods I am studying on a timeline and compare to events I already know about. - I can use a timeline to order events and significant people for the period of time I am studying.	- I can place periods of history on a timeline showing periods of time. - I can use a timeline to order events and significant people for the period of time I am studying. - I can use chronology to explain how an aspect of life has changed over more than one historical era. - I can use the terms BC- before the birth of Christ and AD- Anno Domini when discussing dates of historical events.	- I can use dates and historical vocabulary when ordering and comparing events from the past. - I can draw timelines to show a range of information e.g. periods of history, events, significant people. - I can use a timeline to compare periods of history that I have studied so far. - I can use the terms BC- before the birth of Christ and AD- Anno Domini when discussing dates of historical events.	- I can use a timeline and dates to demonstrate changes and developments in aspects of life over time. - I can use a timeline that uses the reference points: Ancient civilizations, Romans, Anglo-Saxons, Vikings, Victorians, Modern Day to place events in the right place. - I can use the terms BC- before the birth of Christ and AD- Anno Domini when discussing dates of historical events.



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Significance	• I can talk about my personal changes e.g. I only had milk, I could crawl. • I know that some things happened in the past beyond my living memory e.g. Guy Fawkes. • I know that certain events happen in certain seasons e.g. Easter at Spring, Halloween in Autumn based upon my past experiences of the celebrations.	• I can talk about things that happened to me in living memory. • I can name some things that happened to other people or events in living memory. • I can identify the main differences between old and new objects/photos.	• I can recount the life of someone famous who lived in the past and what they did. • I can recall facts about significant local people from the past. • I can suggest why people acted as they did.	• I understand the significance of the time period and why we are studying it. • I can say how items found belonging in the past are helping us to build an accurate picture of how people lived in the past. • I can explain how events from the past have shaped our lives today. • I can suggest why certain events happened or people acted as they did in history.	• I understand the significance of the time period and why we are studying it. • I can suggest why certain events happened or people acted as they did in history. • I can decide whether a source of evidence is reliable to describe: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor. • I can explain how events in history are significant in British and World history. • I can lead my own enquiry into an aspect of British or World history and present my findings in a range of ways.	• I understand the significance of the time period and why we are studying it. • I can explain with clear reasons why there may be different accounts of history. • I can decide whether a source of evidence is reliable to describe: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor. • I can explain how events in history are significant in British and World history. • I can lead my own enquiry into an aspect of British or World history and present my findings in a range of ways.	• I understand the significance of the time period and why we are studying it. • I can explain how significant events have helped shape the country we have today. • I can summarise how Britain has had a major influence on world history. • I can explain how people have points of view and this can affect their interpretation of the past.



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Evidence and Sources	• I can ask questions to deepen my understanding of the past. • I know how I can find out more information e.g. ask questions, books, look online.	• I can ask and answer questions about artefacts and pictures from the past. • I can give a plausible explanation about what an object was used for in the past. • I can use pictures and artefacts to say what was different in the past. • I can find out about something in the past by asking someone who can remember the event. • I can identify objects from the past and say how I know.	• I can use a range of sources to find out about the past - stories, eye-witness accounts, pictures, artefacts • I can use books to help me find out about the events I am studying. • I can ask questions to find out about people/events in the past (who, what, when, why, where) (beyond living memory). • I can use artefacts to pose questions.	• I can use more than one source to collect evidence about the past e.g. photographs, written accounts, artefacts. • I can ask historical questions based on evidence. • I can use evidence to describe some of the following: houses and settlements, buildings and their uses, culture and leisure, way of life for different people e.g. rich and poor • I can use artefacts to pose questions/hypothesis. • I can distinguish between reliable and unreliable sources of evidence to answer questions about the past.	• I can collect evidence from a range of sources and interpret it to provide an idea of what life was like in the past. • I can identify differences in accounts of history and suggest reasons for these. • I can use artefacts to pose questions/hypothesis, which I back up using other sources. • I can distinguish between reliable and unreliable sources of evidence to answer questions about the past. • I can use historical sources to understand bias/contrasting arguments.	• I can use a range of primary and secondary evidence. • I can use artefacts to pose questions/hypothesis, which I back up using other sources. • I can distinguish between reliable and unreliable sources of evidence to answer questions about the past. • I can use historical sources to understand bias/contrasting arguments.	• I can confidently use a range of sources of evidence • I can identify and explain historical bias and why someone might want to persuade another person about a version of events. • I can give clear reasons why there might be different accounts of history. • I can evaluate evidence to choose which is the most reliable form. • I can lead my own enquiry into an aspect of World history and present my findings in a range of ways.



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Cause and Consequence	I can identify some causes and consequences in stories I hear, situations around me.	- I can identify the cause of the historical events that I am studying. - I understand that the consequence is a result of the cause.	- I can identify the cause of the historical events that I am studying. - I understand that the consequence is a result of the cause.	- I can ask and answer questions about causes and consequences of historical events. - I can identify the cause of the historical events that I am studying. - I understand that the consequence is a result of the cause.	- I can ask and answer questions about causes and consequences of historical events. - I can identify the cause of the historical events that I am studying. - I can group causes into categories, such as personal belief, religion, military action, economic drivers or deliberate acts. - I understand that the consequence is a result of the cause. - I can use a range of sources to identify the consequences of the historical events I am studying.	- I can ask and answer questions about causes and consequences of historical events. - I can identify the cause of the historical events that I am studying. - I can group causes into categories, such as personal belief, religion, military action, economic drivers or deliberate acts. - I understand that the consequence is a result of the cause. - I can use a range of sources to identify the consequences of the historical events I am studying.	- I can ask and answer questions about causes and consequences of historical events. - I can identify the cause of the historical events that I am studying. - I can group causes into categories, such as personal belief, religion, military action, economic drivers or deliberate acts. - I understand that the consequence is a result of the cause. - I can use a range of sources to identify the consequences of the historical events I am studying.



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Change and Continuity	I can notice and talk about change around me e.g. the seasons, the classroom, my home.	- I can ask and answer questions about how things were different in the past. - I can explain how my local area was different in the past.	- I can ask and answer questions about how things were different in the past. - I can provide examples of how events in the past have influenced life today.	- I can ask and answer questions about how things were different in the past and how aspects of life have changed over time. - I can use research to help me understand how quickly things changed. - I can research what factors were the same; trade, culture, etc. - I can provide examples of how events in the past have influenced life today.	- I can ask and answer questions about continuity and change. - I can identify the changes caused by historical events I am studying. - I can use research to help me understand how quickly things changed. - I can research what factors were the same; trade, culture, etc.	- I can ask and answer questions about continuity and change. - I can identify the changes caused by historical events I am studying. - I can suggest what changes occurred; economic, military, social, etc. - I can use research to help me understand how quickly things changed. - I can research what factors were the same; trade, culture, etc.	- I can recognise and describe the changes and continuity between periods of history. - I can discuss how some features and land-use patterns have changed over time. - I can ask and answer questions about continuity and change. - I can suggest what changes occurred; economic, military, social, etc. - I can use research to help me understand how quickly things changed. - I can research what factors were the same; trade, culture, etc.



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Similarity and Difference	I can talk about similarities and differences between familiar people and the world around me.	- I can describe some similarities and differences between people, events and artefacts from the past. - I can explain how my local area was different in the past. - I can identify the main differences between old and new objects/photos.	- I can make comparisons between some aspects of life in different time periods. - I can describe some similarities and differences between people, events and artefacts from the past.	- I can describe some similarities and differences between people, events and artefacts from the past. - I can make comparisons between different events in history.	- I can research two versions of an event, identifying similarities and differences between them. - I can make comparisons between different events in history; explaining things that have changed and things that have stayed the same. I can explain why this might have happened using evidence.	- I can explain some similarities and differences between people, events and artefacts from the past and explain the significance of these. - I can research two versions of an event, identifying similarities and differences between them. - I can make comparisons between different events in history; explaining things that have changed and things that have stayed the same. I can explain why this might have happened using evidence.	- I can recognise and describe differences and similarities between periods of history. - I can research two versions of an event, identifying similarities and differences between them. - I can make comparisons between different events in history; explaining things that have changed and things that have stayed the same. I can explain why this might have happened using evidence.



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Substantive Concepts

Substantive knowledge is the subject knowledge and explicit vocabulary used to learn about the past (the curriculum content).

Substantive concepts are common themes that connect the substantive knowledge. The children will repeatedly revisit these concepts throughout their time at Higham.

Substantive concepts are taught through explicit vocabulary instruction as well as through the direct content and context of the study. The substantive concepts that we develop through our History curriculum are:

- **Power** – Democracy, Law, Monarchy, Empire
- **Society** – Civilisation, Community, Culture, Industry, Religion, Trade
- **Settlement** – Environment, Migration, Settlements
- **Conflict** – Conquering, Invasion, Rebellion, War
- **Legacy** – Discoveries, Explorers, Historical Figures, Invention



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	Theme	Objectives	Power Democracy, Law, Monarchy, Empire	Society Civilisation, Community, Culture, Industry, Religion, Trade	Settlement Environment, Migration, Settlements	Conflict Conquering, Invasion, Rebellion, War	Legacy Discoveries, Explorers, Historical Figures, Invention
1	A Trip Down Memory Lane	Children will use photographs of themselves and their families to create timelines.		Community Culture			
1	A Trip Down Memory Lane	Children will learn about what childhood was like for different members of their family.		Community Culture			
1	A Trip Down Memory Lane	Children will explore how toys they have now were different to toys their parents had and toys Victorian children had.		Culture			Historical Figures
1	Beyond My Window	Children will learn about how the community of Higham has changed over time.		Community	Settlements		
1	Beyond My Window	Children will learn about the life of Charles Dickens and his links to Higham.		Culture			Historical Figures
1	Journeys	Children will study Amelia Earhart and her amazing journeys.					Explorers Historical Figures
1	Journeys	Children learn about Neil Armstrong and Tim Peake through their exploration of space.					Discoveries Explorers Historical Figures
1	Journeys	Children will learn about the Wright brothers' invention of the plane and the achievements of Amelia Earhart.					Discoveries Invention, Explorers Historical Figures
1	Journeys	Children will learn about the achievements of astronauts; Neil Armstrong and Tim Peake.					Discoveries Explorers Historical Figures
2	London's Calling	Children will discover what life was like in London before The Great Fire of London and how it changed the community and way of life.		Community			
2	London's Calling	Children will learn about Samuel Pepys and his account of The Great Fire of London.					Historical Figures
2	Exploring the World	Children will discover what it is like to be an explorer.			Migration		Explorers



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							Historical Figures
2	Exploring the World	Children will learn about Ernest Shackleton and his expedition to the South Pole.			Migration		Explorers Historical Figures
2	Exploring the World	Children will learn about Felicity Aston and compare her expedition to Shackleton's.			Migration		Explorers Historical Figures
2	Calm Coasts and Stormy Seas	Children will discover what seaside holidays were like in the past and compare them to seaside holidays now.		Culture			
2	Calm Coasts and Stormy Seas	Children will learn how the events of the time resulted in changes to everyday life.		Community	Settlements		
2	Calm Coasts and Stormy Seas	Children will learn about Grace Darling and the impact she had on our lives today.					Historical Figures
3	Time Travellers	Children will explore life during The Stone Age, Bronze Age and Iron Age.		Community Civilisation	Settlements		
3	Time Travellers	Children will learn about different houses from the Stone Age to the Iron Age.		Community Civilisation	Settlements		
3	Time Travellers	Children will explore the Stone Age settlement, Skara Brae.		Community Civilisation	Settlements		
3	Empire Strikes	Children will study the Roman Empire and significant Roman Emperors.	Empire	Civilisation		Conquering War	
3	Empire Strikes	Children will learn about the Iceni queen, Boudica.	Monarchy	Civilisation		Rebellion War	Historical Figures
3	Empire Strikes	Children will learn about religion during the Roman times and Roman Gods.	Law	Civilisation Religion Culture			
3	Empire Strikes	Children will learn about how the Romans invaded and conquered Britain.	Empire	Community Civilisation		Invasion War	
3	Empire Strikes	Children will learn about how Boudica rebelled against the Roman invasion.	Monarchy			Rebellion Invasion War	Historical Figures



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						Conquering	
3	Empire Strikes	Children will investigate how features of modern life can be traced back to the Roman Empire.	Empire	Civilisation			Invention
4	Tomb Raiders	Children will study the Ancient Egyptian Empire.	Empire	Civilisation Culture			Invention
4	Tomb Raiders	Children will learn about Egyptian pharaohs.	Monarchy				Historical Figures
4	Tomb Raiders	Children will learn about classes of people during Ancient Egypt and their Gods.		Community Religion, Civilisation			
4	Tomb Raiders	Children will study The River Nile and how it enabled trade.		Civilisation Trade	Environment		
4	Tomb Raiders	Children will learn about hieroglyphics and their discovery.					Invention Discoveries
4	A Quest for the Kingdom	Children will learn about Viking civilisation and their Gods.		Community Religion, Civilisation	Settlements		
4	A Quest for the Kingdom	Children will understand why Vikings and Saxons migrated and settled in the UK.		Community	Migration		
4	A Quest for the Kingdom	Children will study the Vikings' invasion of Britain and the fight for land.	Empire			Invasion War Conquering	
4	A Quest for the Kingdom	Children will study the Battle of Hastings and the end of the Anglo-Saxon reign.	Monarchy	Civilisation		War	Historical Figures
4	A Quest for the Kingdom	Children will learn about significant Anglo-Saxon people.		Community			Historical Figures
5	Meet the Greeks	Children will study the Ancient Greek Empire and city states.	Empire, Democracy	Civilisation		War	
5	Meet the Greeks	Children will compare life for different social classes in city states.	Law	Community Civilisation			
5	Meet the Greeks	Children will learn about Greek religion, myths and Gods.		Civilisation Community			



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				Religion, Culture			
5	Meet the Greeks	Children will study the Battle of Marathon and the Trojan War.	Empire Law			War Invasion Conquering	
5	Meet the Greeks	Children will learn about famous Ancient Greeks and their legacy.		Civilisation			Discoveries Invention Historical Figures
5	Let It Flow	Children will learn about how the River Thames helped industries grow.		Civilisation Community Industry	Settlements Environment		
5	Let It Flow	Children will learn how the Thames was used for trade.		Civilisation Community Trade	Settlements Environment		
6	Explorers	Children will explore theories about the collapse of the Mayan civilisation.	Law	Civilisation	Environment	Rebellion	Discoveries
6	Inventors and Industry	Children will study Queen Victoria and her reign.	Monarchy	Civilisation Community			Historical Figures
6	Inventors and Industry	Children will learn about the rise of the British Empire.	Empire Monarchy	Civilisation Community		Conquering	
6	Inventors and Industry	Children will learn about life for different social classes during the Victorian era.	Law	Industry, Community Civilisation			
6	Inventors and Industry	Children will explore how The Industrial Revolution changed lives.		Civilisation Community Industry	Environment		Invention
6	All Change	Children will learn about Darwin's voyage and discoveries.			Migration		Discoveries Explorers Historical Figures Invention



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Year	Power Democracy, Law, Monarchy, Empire	Society Civilisation, Community, Culture, Industry, Religion, Trade	Settlement Environment, Migration, Settlements	Conflict Conquering, Invasion, Rebellion, War	Legacy Discoveries, Explorers, Historical Figures, Invention
1		Community Culture	Settlements		Discoveries Explorers Historical Figures Invention
2		Community Culture	Migration Settlements		Discoveries Explorers Historical Figures
3	Empire Law Monarchy	Civilisation Community Culture Religion	Settlements	Conquering Invasion Rebellion War	Historical Figures Invention
4	Monarchy Empire	Civilisation Community Culture Religion Trade	Environment Migration Settlements	Conquering Invasion War	Discoveries Historical Figures Invention
5	Democracy Empire Law	Civilisation Community Culture Industry Religion Trade	Environment Settlements	Conquering Invasion War	Discoveries Historical Figures Invention
6	Empire Law Monarchy	Civilisation Community Industry	Environment Migration Settlements	Conquering Rebellion	Discoveries Explorers Historical Figures Invention