



History Progression

Long Row Primary and Nursery School
Inspire, Respect, Belong

EYFS

Children will begin to develop their knowledge of the past through a variety of activities, including: exploring pictures, role play and visits. They will consider their own locality and think about how houses have changed through time, using Long Row street as a starting point. They will also look at how the River Gardens have changed over time and begin to understand why people's lives were different in the past. They will use simple language associated with the passing of time, as well as ordering events in their own lifetime and thinking about how they have changed. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Areas of Study

Year 1/2 Theme - Significant Events from the Past 2025-26	Year 1/2 Theme - Significant People 2026-27	Year 3/4 Theme - Settlement 2025-26	Year 3/4 Theme - Beliefs 2026-27	Year 5/6 Theme - Society 2025-26	Year 5/6 Theme - Conflict 2026-27
Study of significant events from the past for example the Great Plague, Gunpowder Plot and the Great Fire of London. Introduce Industrial Revolution and link	Study of significant people over time. Mary Seacole, Florence Nightingale, Grace Darling and Neil Armstrong. Compare similarities and differences over	Study of settlements over time. Comparisons of Stone Age and Iron Age Britain. The Roman invasion and their impact on settlement in Britain. Developing an understanding of	Studying how beliefs have changed over time from Stone Age/Bronze Age . Considering early beliefs and how Christianity grew in Britain in the Roman and Anglo-Saxon times. What Vikings believed and developing	Studying how society has been governed over time through Bronze Age to Roman Britain and Ancient Greece . Considering innovation and invention from Ancient Greece and Ancient Egypt and how these have impacted on our life today.	A study of conflict through the ages. Considering how weapons have changed from Bronze Age . Explore the reasons for conflict - Romans, Vikings and Tudors . Second World War and its impact.

to local community. Jedediah Strutt.	time and begin to place significant people on a simple timeline.	ancient civilisation settlements - Aztecs/Mayans.	understanding of rituals and beliefs in ancient civilisations.	A focused study of Victorian Britain and the Industrial Revolution.	
Range and Depth of Historical Knowledge					
Year 1/2 2025-26	Year 1/2 2026-27	Year 3/4 2025-26	Year 3/4 2026-27	Year 5/6 2025-26	Year 5/6 2026-27
Events in their own lifetime that are significant. Lives of famous people that lived in the Belper area as well as others significant nationally or worldwide.	Why are they remembered and how have they influenced life today? Make links with work completed in previous year.	Settlements - why people settled where they did? Compare settlements over time. How did they evolve and how did living conditions change? What is the impact on life today? Local history - Cresswell Crags	Early religious beliefs and then move to Christianity. Rituals and beliefs in ancient times. How have changing beliefs impacted on life today? Local history - Nine Ladies Stone Circle and Arbor Low.	Studying society through the ages. How communities were ruled in the past and the growth of democracy. Inventions and innovation over time and how these have impacted our life today. Local history focus study - Belper Mill.	How weapons have changed over time. Reasons for conflict - settlement and colonisation. Spread of the Roman Empire and Viking Raids. Impact of conflict on people and life today.
Interpretations of History					
Year 1/2 2025-26	Year 1/2 2026-27	Year 3/4 2025-26	Year 3/4 2026-27	Year 5/6 2025-26	Year 5/6 2026-27
Compare adults talking about the past. How reliable are memories? Reliability of 'eyewitness' accounts. Compare two different versions of the same account (could be a fun event that happened on the	How could we check the truth? (photos, videos, writing at the time etc). Did they have photographs? Why does this make it difficult to know what happened?	Use a range of historical evidence. What do these sources tell us about the past? Do different sources tell us different things? Visit to historical site - does this give	Use a range of sources and evidence to piece together information about beliefs and how they evolved over time. Use information to compare beliefs at different time periods. Which sources are most reliable?	Compare sources of information - what do they tell us? Are our sources reliable? Study of Belper North Mill. From our visit and locality, what do we know about the past? What can we deduce? Can other sources support our theories?	Compare accounts of events from different sources. Offer some reasons for different versions of events. Understand that some evidence from the past is propaganda, opinion or misinformation, and that

playground earlier in the week) - can the children all remember the exact same information?		us more information or change our opinions of the past?	Begin to evaluate the usefulness of different sources.	Do accounts differ in what they tell us? Evaluate evidence to choose the most reliable forms.	this affects interpretations of history. Link sources and work out how conclusions were made. Use a range of sources for evidence e.g. books, artefacts, pictures, I.C.T.
Key Skills					
Year 1/2 2025-26	Year 1/2 2026-27	Year 3/4 2025-26	Year 3/4 2026-27	Year 5/6 2025-26	Year 5/6 2026-27
Develop an awareness of the past. Order events chronologically with support. Identify similarities and differences between time periods. Use common words and phrases linked to the passing of time.	Develop and awareness of the past using common words/phrases linked to the passage of time. Identify similarities and differences in time periods. Begin to order events chronologically.	Identify similarities and differences in time periods. Note connections, contrasts and trends over time. Begin to ask and answer questions about change, causes etc.	Ask and answer questions about change, causes, similarity, difference and significance. Develop use of appropriate historical terms. Understand that knowledge of the past is constructed from different sources.	Note connections, contrasts and trends over time. Develop the use of appropriate historical terms. Ask and answer appropriate historical questions. Construct informed responses using relevant historical information. Understand that our knowledge of the past is constructed from a range of sources.	Ask and answer appropriate historical questions. Construct informed responses using relevant historical information. Understand that our knowledge of the past is constructed from a range of sources. Note connections, contrasts and trends over time. Develop the use of appropriate historical terms.
Key Vocabulary					
Year 1/2 2025-26	Year 1/2 2026-27	Year 3/4 2025-26	Year 3/4 2026-27	Year 5/6 2025-26	Year 5/6 2026-27
Now, then, long ago, before, after, past, present, day, week, month, year,	Now, then, long ago, before, after, past, present, day,	Day, week, month, year, decade, century, ancient, chronology,	Artefact, observe, past, present, future, recent, century, civilisation, decade, source,	Society, ancient, trade, custom, technology, states, irrigation, influential, decipher, fertile,	Inherited, legacy, conquered, Persian Empire, battles, empire, location, victories,

decade, plague, black death, gunpowder plot, great fire of London, capital city, town, village, outbreak, sacrifice, isolation, treason, government, parliament, religion, cause and effect, anniversary, local, community, world, national, international, travel, border.	week, month, year, decade, century, famous, heroine, significant, die, born, inequality, legacy, opportunity, slavery, race, braver.	chronological, time period, compare, contrast, source, social, ethnic, cultural, diversity, discovery, artefact, settlement, community, conflict, power, kingdom, descendants, Christianity, conquest, raid, tribes, warriors, trade, invade.	evidence, culture, BCE, CE, society, archaeologists, sophisticated, preoccupied, processions, ancient, custom, hoard, preserved, emperor, medieval, Christianisation, pagan, Scandinavia, colonised, evidence, raid, rituals, immortality, afterlife, essential, embalmed, eternity, pharaoh.	democracy, citizens, civilisations, democratic, generation, literature, architects, empire, poverty, revolution, consequence, law, conditions, innovations, workforce, economy, representation, parliament.	lighthouse, philosophy, source, predict, secure, conflict, ancient, conquests, seaports, caution, dynasty, family tree, monarchs, medieval, alliance, warship, renaissance, prosperity, devout, summarise, heir, rebellions, executed, reformation, decades, artefacts, dissolution, monasteries, consequences, atomic, NHS, propaganda, communism, inevitable.
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Organisation and Communication

Year 1/2 2025-26	Year 1/2 2026-27	Year 3/4 2025-26	Year 3/4 2026-27	Year 5/6 2025-26	Year 5/6 2026-27
Children explain their historical understanding through a range of practical and written activities. Whole class discussions, pictures, drama, role play, building models, timelines.	Children explain their historical understanding through a range of practical and written activities: pictures, models, role play, timelines, annotating photographs, writing stories.	Children to communicate knowledge and understanding in a variety of ways. Select information and begin to organise it to answer historical questions.	Children to communicate knowledge and understanding in a variety of ways. Select information and begin to organise it to answer historical questions. Display findings in a variety of ways.	Use appropriate terms, matching dates to people and events. Record and communicate knowledge in a variety of ways - verbal, written, presentations. Work independently and in groups.	Select aspects of the time period to compare and present. Use extended writing to explain key aspects of a time period. Plan and present a self-directed project or research about the studied period.

National Curriculum Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

KS1 and KS2 Programme of study

[National Curriculum - History key stages 1 to 2 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612766/national-curriculum-key-stage-1-2-history-programme-of-study.pdf)