



Starcross Primary School - History Progression

Learning for life

	Pre-school	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Leadership  <p>Begin to understand that some people make decisions and help others. Recognise adults or older children who help and guide them. Talk about who is responsible for keeping them safe and helping them learn. Begin to understand that leaders help groups work together.</p>	<p>Understand that leaders can be people in families, schools, or communities. Recognise simple leadership roles (teacher, headteacher, team captain). Talk about ways leaders help people make decisions and solve problems. Begin to notice that leaders can influence the choices and actions of others.</p>	<p>Understand that kings and queens made important decisions for the country. Recognise that leaders have responsibilities, such as making laws and protecting people. Learn about examples of leadership during the Victorian era and earlier monarchs. Begin to compare the roles of different leaders.</p>	<p>Learn that leaders can also be influential in times of crisis, not just rulers (e.g., Florence Nightingale). Understand that leadership can involve helping people, making improvements, or inspiring change. Recognise that effective leaders respond to challenges, such as disasters like the Great Fire.</p>	<p>Learn that early communities and tribes needed leaders for decision-making and protection. Explore Ancient Greek leaders, such as kings, generals, and city-state rulers. Understand that leadership could involve guidance in war, law or community organisation. Compare different types of leadership in early societies.</p>	<p>Study Roman emperors and Egyptian pharaohs as central figures in government, law and religion. Recognise that leadership could involve military conquest, governance, and public works. Understand how leaders influenced daily life, culture, and long-term stability. Compare leadership styles across Roman and Egyptian societies.</p>	<p>Learn about Saxon kings and local chieftains and their role in defending and governing communities. Recognise the importance of leadership during periods of invasion and settlement. Explore leadership in the Industrial Revolution, including innovators like Brunel and understand leadership in technological and societal change. Begin to consider qualities that make an effective leader across different contexts.</p>	<p>Study Viking leaders (chieftains, kings) and Mayan rulers and their influence on society, law, and religion. Recognise that leadership involved military, political, religious and social responsibilities. Compare leadership across civilizations and time periods. Evaluate what made leaders effective or ineffective and how their decisions impacted people and society.</p>
	Invasion and empire  <p>Begin to understand the idea of "my place" and "our space." Talk about sharing, taking turns and fairness in simple situations. Listen to stories that involve journeys, new places and different groups of people. Begin to recognise that people live in different places around the world.</p>	<p>Understand that people travel and move to new places. Talk about stories where characters explore or move to different lands. Begin to recognise that people from different places may look, dress and live differently. Use simple language to describe change and movement.</p>	<p>Learn that kings and queens maintained control over lands.</p>	<p>Recognise that England faced internal challenges and rebuilding after disasters. Learn about military campaigns linked to empire at this time. Begin to understand that leaders made decisions affecting people's lives.</p>	<p>Learn about invasions in early Britain (Stone Age to Iron Age) and Greek wars. Recognise why societies invaded or defended territories (land, resources, power). Understand that empires were formed when one group controlled many lands.</p>	<p>Study Roman conquest of Britain and expansion of the empire. Learn about Egyptian kingdoms and empire-building. Understand the impact of conquest on people, culture, and infrastructure.</p>	<p>Understand Saxon invasions and settlements after the Romans left Britain. Learn how empire-building and leadership affected trade and society. Recognise that industrial advancements (e.g., Brunel) extended Britain's influence globally.</p>	<p>Study Viking invasions and their impact on Britain and Europe. Learn about the Mayan civilisation and how its influence spread across Mesoamerica. Compare empires and invasions across time and evaluate consequences.</p>
	Settlements  <p>Begin to understand the idea of "home" and where people live. Talk about different types of homes. Recognise that people live together in groups and communities. Notice features of their local environment.</p>	<p>Understand that people live in different types of settlements (houses, villages, towns). Talk about what makes a place a good place to live. Recognise similarities and differences between their home and homes in stories or other places. Begin to understand that settlements have changed over time.</p>	<p>Learn about Victorian villages and towns. Compare different types of settlements (village, town, city).</p>	<p>Study London as a settlement before and after the fire. Understand how disasters and rebuilding shaped towns. Recognise that healthcare and sanitation affected settlement growth.</p>	<p>Learn how Stone Age/Iron Age people moved from nomadic life to farming settlements. Explore Ancient Greek city-states and their structure. Understand why settlements were located near water, fertile land, or trade routes.</p>	<p>Study Roman towns, roads, and infrastructure in Britain. Learn about Egyptian cities, temples, and planned settlements. Understand how settlements reflected culture, religion, and leadership.</p>	<p>Study Saxon villages and the growth of towns after Roman departure. Explore how the Industrial Revolution, including Brunel's railways, influenced settlement expansion. Recognise the relationship between trade, transport, and urban development.</p>	<p>Study Viking longhouses, towns, and trading centres. Explore Mayan cities, pyramids, and ceremonial centres. Compare settlement planning and purpose across different cultures and environments.</p>
	Crime and punishment  <p>Begin to understand rules and why they are important. Talk about right and wrong in simple situations. Understand that actions have consequences. Recognise that adults help keep people safe and fair.</p>	<p>Understand that rules help keep everyone safe and happy. Talk about fairness and making good choices. Recognise that when rules are broken, there are consequences. Begin to understand that different people have different jobs to help others follow rules (e.g. police).</p>	<p>Learn about school rules and consequences in Victorian schools. Understand that kings and queens influenced laws and justice.</p>	<p>Understand how disasters affected law and order.</p>	<p>Learn about law and order in early societies. Understand how tribes or city-states punished wrongdoing. Explore examples of rules, justice, and consequences in Ancient Greece.</p>	<p>Study Roman laws, courts, and punishments. Learn about Egyptian justice and consequences for breaking rules. Recognise the influence of religion and leadership on crime and punishment.</p>	<p>Learn about Saxon laws, trial methods, and punishments. Understand the role of local leaders in justice.</p>	<p>Study Viking laws, punishments, and community justice. Learn about Mayan justice systems, including leaders and rituals. Compare approaches to crime and punishment across time and culture.</p>



Starcross Primary School - History Progression

Learning for life

Knowledge	Religion and beliefs 	Begin to understand that people have different beliefs and ways of life. Talk about celebrations and special times (e.g. birthdays, festivals). Show respect for others and their differences. Listen to simple stories from different cultures and traditions.	Recognise that people celebrate different religious and cultural festivals. Talk about what is special or important to them and their families. Begin to understand that some people believe in God or gods. Identify simple symbols, buildings or objects linked to religions (e.g. church, mosque, candle).	Learn that kings and queens were connected to the Church of England. Recognise religious practices such as attending church and religious festivals.	Learn about the role of faith in Florence Nightingale's work caring for soldiers. Recognise that many people in 17th-century London relied on religion for comfort after the Great Fire. Begin to see how beliefs influenced everyday life and community support.	Understand how Ancient Greeks had gods and goddesses who influenced daily life and decisions. Recognise religious practices such as temples, sacrifices, and festivals.	Learn about Egyptian religious beliefs, including gods, the afterlife, and mummification. Understand how religion influenced governance, architecture, and daily life.	Understand Anglo-Saxon beliefs, including paganism, conversion to Christianity, and the role of monasteries. Recognise that religion influenced culture, law, and leadership in Saxon Britain. Begin to understand the influence of religious belief on scientific and engineering progress (e.g., ethical considerations).	Learn about Viking beliefs, including gods, myths, and rituals, and how religion influenced daily life and decision-making. Explore Mayan religion, including gods, astronomy, human sacrifice, and ceremonial practices. Understand that beliefs shaped social structure, leadership, and cultural achievements.
	Health 	Begin to understand that people get ill and need help to get better. Talk about people who help us when we are poorly (parents, doctors, nurses). Understand simple ways to stay healthy (washing hands, eating, resting). Recognise that medicine and care help people feel better.	Understand that doctors, nurses and hospitals help people when they are ill. Talk about how we look after our bodies. Begin to understand that people in the past did not always have the same healthcare as today. Recognise that caring for others is important.	Understand that healthcare was limited in the past. Learn that doctors and hospitals existed but were very different from today. Recognise that kings, queens, and wealthy people had access to better care than ordinary people. Begin to understand the importance of cleanliness, sanitation, and organisation in preventing illness.	Understand the role of Florence Nightingale in improving hospitals and care for soldiers. Recognise how hospitals and nursing practices improved during the 19th century. Learn how disasters like the Great Fire of London affected people's health and living conditions. Begin to understand the importance of cleanliness, sanitation, and organisation in preventing illness.	Learn how people in the Stone Age and Iron Age treated illness using herbs, potions, and simple remedies. Understand that Ancient Greeks began to study the human body and disease more systematically. Recognise that beliefs and superstition influenced early treatments.	Study Roman public health systems, such as aqueducts, baths, and sanitation, and their impact on society. Learn about Egyptian medical knowledge, including remedies, surgery, and the use of herbs. Understand how these societies combined practical care with religious beliefs. Recognise that both civilizations contributed knowledge that influenced later medicine.	Understand that Saxons had simple healthcare and relied on herbal remedies and local healers. Learn that communities had limited knowledge of disease and sanitation. Recognise the increasing need for organised healthcare due to urbanisation and travel.	Learn about Viking medicine, including herbs, rituals, and treatments. Explore Mayan knowledge of medicine, including surgery, herbs, and hygiene. Understand that different societies developed unique approaches to health based on environment, culture, and belief. Compare healthcare in different civilizations and evaluate long-term improvements.
Skills	Chronological Understanding 	Begin to use language related to time such as now, then, before, after, today, yesterday. Talk about their own daily routines and recognise familiar sequences (e.g. snack time comes after playtime). Begin to recognise that things change over time (e.g. growing older, seasons changing). Show interest in past events in their own lives through photographs and stories.	Use time-related vocabulary more confidently: past, present, future, long ago, recently. Talk about events in their own lives in sequence. Begin to understand that people's lives were different in the past. Recognise similarities and differences between now and the past through stories and artefacts.	Begin to sequence events within the Victorian period and key monarchs. Use simple time-related vocabulary: past, present, before, after. Understand that kings and queens ruled in a specific order. Recognise differences between school-life now and during the Victorian era.	Place the Great Fire and Florence Nightingale's lifetime in chronological order relative to Year 1 topics. Use timelines to order events within a century. Begin to understand cause and effect in historical events (e.g. Great Fire → rebuilding of London). Compare daily life across two historical periods.	Sequence periods from Stone Age → Bronze Age → Iron Age → Ancient Greece. Recognise that these periods occurred long before the events studied in Years 1-2. Use timelines to show overlap and duration of periods. Describe simple patterns of continuity and change across prehistory and early civilizations.	Place Roman Britain and Ancient Egypt in a wider chronological context. Use timelines to compare Roman expansion and Egyptian dynasties. Begin to understand BC/BCE and AD/CE in simple terms. Describe changes and continuities within and between these civilizations.	Sequence Saxon invasions after Romans and link to later historical periods. Place the Industrial Revolution and Brunel's achievements accurately on a timeline. Understand long-term developments: invasion, settlement, technology. Use chronology to explain cause and effect across centuries.	Sequence Viking invasions and Mayan civilisation alongside all previous periods studied. Use timelines to make comparisons of contemporaneous events across the world. Understand overlapping periods and connections between civilizations. Explain long-term trends and turning points in history, using evidence from multiple periods.
	Events, people and changes in the past 	Recognise that things happen in the past and now. Talk about familiar events in their own lives. Begin to notice that people and things change over time.	Talk about past events in their own lives in order. Recognise differences between "then" and "now." Begin to understand that some people did things differently in the past.	Identify key events and people from the Victorian period and British monarchs. Begin to describe changes within a familiar historical period. Use simple historical vocabulary: long ago, past, then, now.	Describe significant people and events from the Great Fire of London. Describe the life and work of Florence Nightingale, Mary Seacole and Edith Cavell. Recognise changes over time in everyday life and communities. Compare aspects of life now with life in the past.	Describe key events and people from Stone Age → Iron Age and Ancient Greece. Explain changes in society, technology, and culture over time. Use specific vocabulary such as civilisation, settlement, ruler, discovery.	Describe significant events, people, and achievements in Roman and Egyptian history. Explain patterns of change within these periods. Make links between people, events, and consequences.	Describe people, events, and developments in Saxon Britain and the Industrial Revolution (Brunel). Identify long-term and short-term changes and their effects on society. Use chronological and topic-specific vocabulary to explain events and people.	Describe key events, people, and achievements of the Vikings and Mayans. Explain complex patterns of change and continuity across different civilizations. Make links between events, people, and wider historical trends.
	Historical interpretation 	Listen to stories about the past and begin to notice differences with now. Recognise that people have different experiences.	Talk about stories and images from the past. Begin to notice that the past can be represented in different ways.	Recognise that pictures, stories, and accounts of the past may show different things. Begin to express simple opinions about whether sources are believable.	Compare two accounts of the same event (e.g., Great Fire of London). Begin to understand that people in the past may have had different perspectives.	Understand that different sources may give conflicting versions of events. Begin to interpret evidence from multiple sources to understand Ancient Greek or Stone Age societies.	Recognise that historical sources can be biased or incomplete. Consider why different interpretations exist. Express own views about which source is more reliable.	Evaluate sources critically to form a reasoned view. Compare interpretations and explain why they differ. Understand how perspective, status, or culture affects accounts of events.	Analyse multiple interpretations of the same event or person. Evaluate reliability, bias, and purpose of sources. Make substantiated judgements about historical events using evidence.



Starcross Primary School - History Progression

Learning for life

Skills	Historical enquiry 	Ask questions about people and objects from the past. Show curiosity about differences between now and then.	Ask and answer simple questions about the past. Investigate objects, photos, or stories to find out about people and events.	Begin to ask questions about people and events from the Victorian era and British monarchs. Use simple sources (pictures, stories, artefacts) to find answers.	Ask questions about the historical periods being studied. Begin to gather and record information from different sources. Make simple observations and comparisons.	Investigate the Stone Age → Iron Age and Ancient Greece using multiple sources. Begin to recognise which sources are useful for answering questions.	Investigate Romans and Egyptians using a wider range of sources. Begin to identify fact vs opinion in sources.	Carry out independent investigations about the historical period being studied. Select relevant information from a range of sources. Use enquiries to draw conclusions about the past.	Plan and conduct enquiries into the historical period being studied. Analyse, evaluate, and synthesise information from multiple sources. Draw substantiated conclusions
	Cause and consequence 	Begin to notice that actions have effects. Recognise simple causes and outcomes in stories or play.	Talk about why something happened and what happened as a result. Begin to use simple vocabulary: because, so, then.	Identify simple causes and effects of events in the Victorian era or monarchs' decisions. Begin to explain why things changed or happened.	Explain causes and consequences of the Great Fire of London and Florence Nightingale's reforms. Use historical vocabulary: consequence, result, impact.	Explain causes and consequences of events in the historical periods studied. Recognise short-term and long-term effects of decisions or events.	Explain how decisions made in the historical periods studied, affected society, culture, and daily life. Begin to consider multiple causes and outcomes.	Analyse causes and consequences of changes in the historical periods studied. Understand complex chains of events and link them to wider historical developments.	Explain multiple causes and consequences of the historical periods studied. Evaluate the significance of causes and consequences across time and cultures. Make links between events and longer-term patterns of change.
	Organisation and communication 	Begin to talk about past events in order. Share ideas about what happened using simple sentences or drawings.	Talk about past events using words like before, after, then. Begin to represent events with pictures, drawings, or simple timelines.	Sequence events from the Victorian era and British monarchs. Begin to communicate ideas using spoken sentences and simple drawings or labels.	Organise learned information about Florence Nightingale and the Great Fire. Use short sentences, captions, and basic diagrams to present findings.	Organise knowledge about the historical periods studied. Present ideas clearly using spoken and written formats, diagrams, or timelines. Begin to use historical vocabulary accurately. Record findings in simple ways (diagrams, charts, timelines).	Organise findings about the historical periods studied, logically. Use timelines, written descriptions, and labelled diagrams effectively. Communicate ideas orally with confidence. Present findings clearly using historical vocabulary.	Present investigations on the historical periods studied in a clear, structured way. Use appropriate historical terms, charts, tables, and diagrams to support communication. Communicate ideas for different purposes and audiences.	Organise and communicate complex knowledge about the historical periods studied. Use extended written explanations, oral presentations, timelines, and multimedia. Use historical vocabulary, evidence, and interpretations to support arguments and conclusions. Present findings in detailed written and oral forms.