



Appleton Wiske Community Primary School History Progression



Year	Knowledge	Skills	Key Vocabulary
Year 1	<ul style="list-style-type: none">- Develop awareness of the past using common words and phrases (e.g., old, new, long ago)- Know about changes within living memory- Learn about significant individuals in the past- Explore significant local events or people	<ul style="list-style-type: none">- Use simple chronological language to order events- Identify similarities and differences between past and present- Ask and answer questions about stories and pictures- Use parts of stories and sources to understand key features	past, present, old, new, then, now, before, after, long ago, change
Year 2	<ul style="list-style-type: none">- Know where studied people/events fit in a chronological framework- Learn about events beyond living memory significant nationally- Understand local historical places and their significance- Compare aspects of life in different periods	<ul style="list-style-type: none">- Use chronological language with increasing accuracy- Identify and describe similarities and differences in ways of life- Ask and answer questions using stories and sources- Begin to understand how the past is represented in different ways	century, decade, timeline, era, source, evidence, similarity, difference
Year 3	<ul style="list-style-type: none">- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history (the first railways)- The Roman Empire and its impact on Britain	<ul style="list-style-type: none">- Place events and periods on a timeline- Explore cause and effect in historical events- Use historical sources to gather information- Ask historically valid questions about change and similarity	chronology, civilisation, settlement, artefact, invasion, period, cause, effect

Year 4	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Construct clear narratives within studied periods - Make connections and contrasts between periods - Use a growing historical vocabulary accurately - Select and organise relevant historical information from sources 	<p>empire, conquest, settlement, kingdom, legacy, democracy, mythology, source reliability</p>
Year 5	<ul style="list-style-type: none"> - Changes in Britain from the Stone Age to the Iron Age - Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> - Develop chronological frameworks across periods - Devise and address historically valid questions about significance and cause - Construct informed responses using evidence - Evaluate how knowledge of the past is constructed 	<p>invasion, alliance, rebellion, chronology, significance, interpretation, artefact, primary source</p>
Year 6	<ul style="list-style-type: none"> - A non-European society that provides contrasts with British history – Mayan civilization c. AD 900 - A local history study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (World War 2) 	<ul style="list-style-type: none"> - Analyse connections, contrasts, and trends over time - Use precise historical vocabulary confidently - Critically evaluate sources and representations of history - Construct balanced and thoughtful historical arguments 	<p>chronology, civilisation, empire, revolution, continuity, change, perspective, bias</p>

This progression framework supports Appleton Wiske Community Primary School’s vision by providing a deep, rich, and challenging history curriculum that builds pupils’ knowledge and skills incrementally from Year 1 to Year 6. It aligns with the school’s priorities by ensuring high-quality teaching and learning with clear progression, supporting disadvantaged and SEND pupils through carefully scaffolded skills and vocabulary development. The framework also embraces the school’s community context through local history studies and global perspectives, fostering pupils’ understanding of diversity and continuity.