

Adlington St Paul's Primary School

History Knowledge & Skills Progression

Curriculum Intent

At St Paul's, history teaching inspires pupils to develop curiosity about the past, understand how the world has been shaped, and reflect on human choices through the lens of Christian values. Through British, local and global histories, pupils explore justice, compassion, peace and dignity, developing respect for different cultures and beliefs. History is taught through both substantive knowledge (what happened) and disciplinary knowledge (how we know about the past).

Curriculum Implementation

History is taught through carefully sequenced enquiry-led units. Pupils investigate historical questions using artefacts, texts, images, digital sources and educational visits. Chronological understanding is continually revisited through shared timelines. Vocabulary is explicitly taught and revisited. Opportunities for discussion, writing and essay presentation allow pupils to communicate historical understanding. Christian values are explored through reflection on moral choices, justice and human dignity in historical contexts.

Curriculum Impact

By the end of Year 6, pupils have a secure chronological understanding of British and global history. They can investigate historical questions, evaluate sources, recognise interpretation, explain cause and consequence, and communicate conclusions using evidence and accurate vocabulary. They leave St Paul's prepared for secondary history and equipped to reflect thoughtfully on the past.

Key Disciplinary Concepts

Chronology • Cause and Consequence • Change and Continuity • Historical Significance • Historical Interpretation • Historical Enquiry

Progressive History Vocabulary Spine

Phase	Core Vocabulary
EYFS	past, present, future, old, new, before, after
KS1 (Y1–Y2)	timeline, event, long ago, recent, artefact, monarch, explorer, local, significant
Lower KS2 (Y3–Y4)	BC, AD, decade, century, civilisation, invasion, settlement, empire, dynasty, primary source, secondary source
Upper KS2 (Y5–Y6)	BCE, CE, millennium, democracy, revolution, industrialisation, propaganda, interpretation, cause, consequence, significance, continuity

Chronological Understanding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about own life events using past/present/future. Sequence daily routines. Recognise old photos and objects.	Use vocabulary: past, present, future, long ago, before, after. Talk about how they have changed.	Sequence events in historical stories. Use before/after and recognise “recent” and “long ago”.	Begin to use dates on timelines. Understand decade and century. Introduced to BC/AD. Place studied periods on a class timeline.	Secure use of BC/AD. Compare periods across centuries. Place British and world history on timelines.	Use precise chronological vocabulary (BCE/CE, millennium). Create timelines linking prior learning.	Confidently place British and global history in chronological order. Use terms social, political, religious, technological and cultural when describing change.

Knowledge & Understanding of Events, People and Changes

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore stories of the past. Talk about special people and differences in old/new objects.	Identify objects and photos from the past. Describe using simple adjectives.	Compare artefacts and pictures. Link familiar events to past events.	Explain why people lived as they did. Describe simple causes of change. Make British and world links.	Identify causes and consequences. Recognise differing beliefs and values. Link to moral choices and justice.	Explain why events happened and how society changed. Recognise historical	Draw conclusions from sources. Explain long-term change and continuity. Link past to modern life, reflecting on justice and responsibility.

Historical Interpretation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to stories and talk about what might be real or made up.	Identify real and fictional parts of stories.	Compare two versions of the same event and identify differences.	Identify primary and secondary sources. Recognise different representations of the past.	Evaluate sources and consider reliability. Recognise beliefs influence records.	Explain why accounts differ and identify persuasive or misleading sources.	Critically compare sources. Recognise viewpoint, bias, propaganda and misinformation. Reflect on truth and justice.

Historical Enquiry

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask simple questions about old pictures and objects.	Ask “what/who/where” questions about the past.	Understand the term “source”. Sequence artefacts with support.	Ask relevant questions using who/what/when/why/how. Make simple deductions.	Gather information from a range of sources. Classify primary/secondary. Summarise findings.	Select appropriate sources to answer questions. Suggest impact of artefacts on lives.	Independently research, test hypotheses and use evidence to support conclusions.

Communication

Year	History Units
EYFS	Personal and family history
Year 1	School Days (local study) • Great Fire of London • Magnificent Monarchs • Professor Reddish
Year 2	Titanic • Flight Through Time • Explorers • Street Detectives (local study) • Castles (Elizabeth I)
Year 3	Stone Age • Bronze Age • Iron Age • Romans • Ancient Egypt
Year 4	Saxons • Vikings • Local Mining History (local study) • Shang Dynasty • Normans
Year 5	Dark Ages • Significant Figure • Tudors • Georgians • Ancient Greece
Year 6	Victorians • Industrial Revolution • Britain at War • Mayans • Civil Rights Movement

Year 7 Transition Summary

By the end of Year 6, pupils:

- Understand British and global history chronologically
- Use BC/AD and century vocabulary confidently
- Investigate historical questions independently
- Evaluate sources and recognise interpretation
- Explain cause, consequence, change and significance
- Communicate findings using evidence
- Reflect ethically on history through Christian values

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use role play to explore past experiences and feelings.	Role play past events and express empathy.	Use drama and begin to use historical vocabulary orally.	Use dates and vocabulary in speaking and writing. Choose simple presentation methods.	Consider audience and purpose. Present ideas using accurate dates and vocabulary.	Analyse how museums and media present history. Choose suitable recording methods.	Independently select communication methods for task and audience. Use evidence and imagination to reconstruct the past.

Breadth of Study

Christian Ethos & Global History

Across all year groups, history teaching at St Paul's:

- Encourages reflection on justice, compassion, forgiveness and dignity
- Explores belief and faith in historical societies
- Promotes respect for cultures and global citizenship
- Examines moral choices made by individuals and societies
- Values truth and critical thinking when interpreting the past