

HISTORY: PROGRESSION OF KNOWLEDGE

OUR VISION: At Crockham Hill, we believe that history is an essential part of every child's entitlement to a rich and ambitious curriculum. Our curriculum is underpinned by seven carefully chosen substantive concepts — civilisation, invasion, rulers, legacy, law and order, trade and religion — which run through children's learning from Reception to Year 6. Across their time at our school, pupils revisit and deepen their understanding of these 'big ideas' that have shaped societies throughout history. This conceptual approach ensures that learning is connected and cumulative, enabling children to build secure knowledge over time. By returning to these concepts in different historical contexts, pupils develop a richer, more meaningful understanding of the past and how it continues to influence the world today.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Civilisation 	<p>Understand that people lived differently in the past.</p> <p>Recognise that homes, food and daily life were not the same as today.</p>	<p>Identify simple features of life in the past (homes, clothes, toys).</p> <p>Recognise that groups of people lived together in communities.</p>	<p>Describe key features of a past society (e.g. transport, schools, housing).</p> <p>Recognise that some societies were very different from today.</p>	<p>Understand that a civilisation is an organised society with systems (e.g. farming, settlements, leadership).</p> <p>Describe key features of early civilisations.</p>	<p>Explain how civilisations developed structures such as writing, government and religion.</p> <p>Recognise similarities and differences between civilisations.</p>	<p>Analyse how geography, resources and trade contributed to the success of a civilisation.</p> <p>Evaluate achievements and limitations of a civilisation.</p>	<p>Compare civilisations across time.</p> <p>Evaluate what makes a civilisation 'advanced' and question that idea critically.</p>
	<p>Seaside</p> <p>Toys</p> <p>Great Fire of London</p>				<p>Roman Britain</p> <p>Ancient Greece</p> <p>Ancient Egypt</p> <p>Shang Dynasty</p>		<p>Early Islamic civilization</p>

Invasion 	Understand that sometimes people move to new places.	Know that people in the past sometimes fought or took over places.	Understand that invasions can change how people live.	Describe reasons why groups invaded (land, power, resources). Recognise that invasion can lead to settlement.	Explain short- and long-term impacts of invasions. Understand that invasions can lead to cultural change.	Compare different invasions and their consequences. Recognise that invasion can be viewed differently depending on perspective.	Evaluate motives behind invasions (economic, political, religious). Analyse how invasions shape national identity and long-term development.
	Queens – Elizabeth I&II and Victoria (Spanish Armada) Castles (defense from invasion in England)			Roman Britain (Caesar & Claudius; invasions of Britain) Vikings (Raid on Lindisfarne) Anglo-Saxons (Saxon invasion of Britain)		Second World War (Hitler’s invasion through Europe)	
Rulers 	Recognise that some people are in charge.	Identify important leaders from the past.	Describe what leaders did and why they were important.	Explain the role of rulers in maintaining control. Recognise that rulers made laws and decisions.	Compare different types of rulers (e.g. monarchs, emperors). Explain how rulers maintained power.	Analyse how personality, belief and circumstance shaped leadership. Recognise that rulers were viewed differently by different groups.	Evaluate the effectiveness and legacy of rulers. Consider how power was gained, used and challenged.
	Queens (Elizabeth I&II and Victoria) Castles (Exploring who castles for built for and what purpose they served for the King/Queen who lived there)			Shang Dynasty (Fu Hao & King Wu Ding, Di Xin) Roman Britain (Caesar, Claudius) Vikings (King Cnut) Victorians (Queen Victoria) Anglo-Saxons (Alfred the Great) Tudors (Henry VIII & Elizabeth I)		Early Islamic civilization (Caliph Al Mustasim & Hulagu Khan) Second World War (Winston Churchill, Adolf Hitler, Neville Chamberlain)	

Achievement



Recognise that some people are remembered for doing important things.	Identify why someone is remembered today.	Describe how a person's actions changed things.	Explain how contributions affected people at the time. Recognise that some contributions lasted beyond a lifetime.	Distinguish between short-term impact and long-term legacy. Compare contributions of different individuals.	Evaluate significance using criteria (impact, change, lasting influence). Recognise that significance can change over time.	Debate who or what was most significant and justify reasoning. Analyse how legacy shapes modern society.
<p>Mary Anning (pioneering paleontologist) Scott of the Antarctic (first British explorer to reach South Pole) Christopher Columbus (explorer – discovered the Americas) Queens – Elizabeth I (defeated Spanish, longest reigning Tudor) Queens – Elizabeth II (longest serving British monarch) Queens – Victoria (expansion of British Empire) Moon Landings (Neil Armstrong)</p>			<p>Shang Dynasty (invention of system of writing, bronze work & advanced weapons) Roman Britain (infrastructure – roads, towns etc, language etc) Victorians (technological change) Anglo-Saxons (establishment of Kingdoms, military prowess) Tudors (Exploration & Reformation) Ancient Greece (Democracy, philosophy & Olympics) Ancient Egypt (farming, construction, mathematics, medicine...) Stone-Age to Iron Age (materials, tool making, technology)</p>		<p>Early Islamic civilization (mathematics, medicine, translation...) Second World War (British resistance) Black and British (tbc – unit under review)</p>	

Law and Order 	Understand that there are rules to keep people safe.	Recognise that rules existed in the past.	Describe differences between past and present rules.	Understand that laws were created to maintain order. Recognise that punishments were different in the past.	Compare legal systems across periods. Explain why laws changed.	Analyse fairness and justice in different periods. Recognise that laws reflect beliefs and values of society.	Evaluate how law and order influenced stability and change. Compare historical justice systems with modern principles.
	Queens – Elizabeth I&II and Victoria (Queens ruling the country and making laws) Great Fire of London (rules before and after fire)			Ancient Greece (democracy & making laws) Anglo Saxons & Vikings (creation of own legal systems & laws created to maintain order between different communities)		Second World War (policy of appeasement + blackout, rationing, evacuation) Black and British (British Nationality Act 1948 + Race Relations Act 1965)	
Trade 	Understand that people buy and sell things.	Recognise that people in the past traded goods.	Identify items that were traded in the past.	Recognise trade routes and exchange of goods.	Understand how trade supported economic growth. Recognise that trade spreads ideas and culture.	Analyse how trade contributed to wealth and power. Compare trade networks across periods.	Evaluate how trade influenced global connections. Recognise the link between trade, empire and conflict.
	Christopher Columbus (spices, silk, gold – questioning fair trade?)			Shang Dynasty (Bronze, Jade, Silk – power of trade) Victorians (trade = central to Victorian Britain’s wealth)		Black and British (transatlantic slave trade) Early Islamic civilization (trade routes)	

Belief 	Recognise that people have different beliefs.	Identify simple features of religious life in the past.	Describe how religion influenced daily life.	<p>Explain the role of religion in shaping society.</p> <p>Recognise religious practices and beliefs.</p>	<p>Compare religious beliefs across societies.</p> <p>Understand how religion influenced law and leadership.</p>	<p>Analyse religious conflict and reform.</p> <p>Recognise religion as a cause of change.</p>	<p>Evaluate the role of religion in shaping identity and power.</p> <p>Consider how religious belief influenced political decisions.</p>
	Queens - Elizabeth I&II and Victoria (head of church of England)			<p>Vikings (pagan beliefs & Norse mythology)</p> <p>Ancient Egypt (gods and goddesses, afterlife)</p> <p>Anglo-Saxons (pagan vs Christian)</p> <p>Tudors (Catholics and protestants, Henry VIII & the pope)</p>			<p>Early Islamic civilization (Caliph – leader of Islamic world after death of Prophet Muhammad)</p> <p>Second World War (persecution of Jewish people)</p>