History Progression of Knowledge and Skills & Vocabulary – updated 2026

Learning for Life
LONGLEAZE PRIMARY SCHOOL

Golden Threads				
Society and Culture	***Conflict (rebellion & invasion)***	***Monarchy & Empire***	***Achievement & Legacy***	***Democracy***

Vocabulary KS1 & 2

Pupils will be exposed to a wide variety of vocabulary. As pupils progress through the key stage they will first experiment with using words orally and progress to becoming confident with using them in their written work. Four or five key words will be displayed on the Topic Wall.

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lives Relative Family Special Same Different Older Younger Past present Invent Festival Celebration Old New Yesterday Today Tomorrow Long ago Family Story remember king/queen	Old New A long time ago Grandparent Decade Timeline Explorer Similarity Difference Time period Timeline History The past Important Memory Event Important Significant Source Artefact/object museum	Before After Past Present Source Primary source Secondary source Famous person Monarch Conspirator Century Treason Plot Interrogated Chronology Cause Effect Tradition Rule Reign Monarch Nation Artefact museum	Empire Parliament Peasantry Settlement Society Civilisation Artefact source BC AD Invasion Ancient Consequence Change Affect War/fight Rule	Empire Parliament Peasantry Settlement Society Civilisation Evidence Archaeologist Excavated Fact Myth Legend Siege Traditional Chronological Belief Trade Democracy government	Empire Parliament Peasantry Settlement Society Civilisation Travel Conquer Ancient civilisation Discover Rediscover Rituals Sacrifice Despite Advantage Achievements Abandon accurate concurrently/simultaneously duration debate	Empire Parliament Peasantry Settlement Society Civilisation Concept Assumption Civil Collapse Controversial Cultural Association Expansion exploitation alter revolution justification
	A2: Gunpowder Plot, Houses of Parliament, Guy Fawkes, A4: Castle, monarch, king, queen A6: Tim Peake, space, explorer, astronaut B2: Queen Victorian B4: Fire of London, B6: Amelia Earhart, Circumnaviate, voyage,		A1: Maya, hierarchy, Mesoamerica, city state, settlement, pyramid, priest, scribe, craftsmen, slave, offering, myth, archaeologist, artefact, source, codex/codices, cacao, hieroglyph B1: pyramid, pharaoh, Egyptologist, hieroglyphs, hierarchy, priest, scribes, craftsmen, slave, offering, myth, archaeologist, artefact		A1: Maya, hierarchy, society, civilisation, Mesoamerica, city state, settlement, society, pyramid, priest, scribe, craftsmen, slave, offering, myth, archaeologist, artefact, source, codex/codices, cacao, hieroglyph B1: archaeologist, hieroglyphs, tomb, hierarchy, irrigation, ancient, tomb, pyramid, Shaduf, scribe, merchant, vizier, peasant, silt, archaeologist,	

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	journey, circumnavigate, national, international, significant, achievement	B3: crime, punishment, court, judge, jury, deterrent, detection, period of history, BC/AD, chronology, police force, introduced C1: Ancient Greece, achievements, influence, western world, BC/AD, beliefs, city state, culture, democracy, legacy, society, government, civilisation, expansion, dissolution C3: Pre-History, Stone Age, Iron Age, Bronze Age, tribe, bronze, nomad, gather, hillfort, settlement, tool, smelt, iron D1: Roman Empire, Impact, Britain, Celts, emperor, legion, invade, settle, legacy, conquer, revolt, expansion, dissolution D3: Isambard Kingdom Brunel, invention, m engineer, industrial revolution, locomotive, opinion, railway line, steam train, diesel train, electric train, D5: Anglo Saxons, Scots, Kingdom of England, kingdom, pagan, raid, invade, settlement, pillage, longship, barbarian	civilisation, artefact, source, mummification, canopic jar, embalm, sarcophagus, translate, inscription, papyrus, Rosetta Stone, B3: crime, punishment, rehabilitation, deterrent, tithings, court, jury, BC/AD, chronology, period of history, simultaneously, deter, severe. Gladiator, lawyer, jury, court, law, trial, tithing, abolish, execution, Tower of London, incriminate, pact, witchcraft, jailer, oakum, industrial, privileges, police force, promotion, unarmed, detective, evidence, prevention, detection, rehabilitation C1: Ancient Greece, achievements, influence, western world, BC/AD, beliefs, city state, culture, democracy, legacy, society, government, civilisation, expansion, dissolution C3: Pre-History, Stone Age, Iron Age, Bronze Age, tribe, bronze, nomad, gather, hillfort, settlement, tool, smelt, iron D1: Roman Empire, Impact, Britain, Celts, emperor, legion, invade, settle, legacy, conquer, revolt, expansion, dissolution D3: Isambard Kingdom Brunel, invention, m engineer, industrial revolution, locomotive, opinion, railway line, steam train, diesel train, electric train, D5: Anglo Saxons, Scots, Kingdom of England, kingdom, pagan, raid, invade, settlement, pillage, longship, barbarian

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EYFS and KS1

Subject Area	EYFS	Year 1	Year 2
Chronological knowledge and understanding	**3 & 4 Year Olds** **Understanding the World:** 1.Begin to make sense of their own life-story and family's history **Reception** **Understanding the World:** 1.Comment on images of familiar situations in the past. 2.Compare and contrast characters from stories, including figures from the past. **ELG – Understanding the World – Past and Present** 1. Talk about the lives of people around them and their roles in society. 2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 3. Understand the past through settings, characters and events encountered in books read in class and storytelling.	1. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born. When my parents were young… 2. understand the difference between things that happened in the past and the present. 3. To be able to talk about where people and events studied fit on their class timeline 4. Order a set of objects or events. 5. Describe things that happened to themselves and other people in the past.	1. Use words such as past, present, decade to talk about the passing of time. 2. Understand and use the words past and present when telling others about an event. 3. To be able to place people and events studied on a timeline. 4. Know where the people and events they study fit within history. 5. Recount changes in their own life and in the life of their family members e.g. Grandparents over time.
Historical enquiry		6. Explore events, look at pictures and ask questions i.e. 'which things are old and which things are new?' or 'What were people doing?' 7. Look at objects from the past and ask questions i.e. 'What were they used for?' and try to find answers. 8. Use some of the key historical vocabulary accurately. 9. Begin to talk about the different ways that we can find out about the past.	6. Ask questions and be curious about the past. 7. Use a range of sources and stories to answer questions about the past. 8. Use the historical vocabulary accurately when talking and/or writing about the past. 9. Understand some of the ways we can find out about the past. 9b. Identify different ways that the past is represented.
Using evidence and communicating ideas		10. Sort events or objects into groups (i.e. then and now). 11. Talk, write, draw and tell stories about things from the past.	10. Describe objects, people and events in history. 11. Use historical sources and stories to talk about key features of events from the past.
Interpretations of history		12. Use historical sources such as: books, videos, pictures, photographs and artefacts to find out about the past.	12. Use historical sources such as: books, videos, pictures, photographs and artefacts to find out about the past.
Knowledge and understanding of events, people and changes in the past		13. Describe the differences between life now and life when you were born or when your parents and grandparents were born. 14. Understand that some events happened a	13. Recall some aspects of change in Britain within living memory 14. Recall some facts about people/events before living memory.

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(may include: cause and consequences; similarities and differences; significant events and people)		long time ago, before we were born, and share some facts about those events. 15. To be able to say something that is the same and something that is different about life then and now.	15. To be able to talk about the similarities and differences between ways of life in different periods.

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KS2

Subject Area	Year 3	Year 4	Year 5	Year 6
Chronological knowledge and understanding	1. Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 2. Use a timeline to place periods of history in chronological order. 3. **Begin** to know some dates associated with significant events from a period studied. 4. Begin to understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Pre-historic Britain.	1. Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 2. Use a timeline to place periods of history in chronological order. 3. **Know** some dates associated with significant events from a period studied. 4. Begin to understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Pre-historic Britain.	1. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 2. Place events that they have studied in chronological order on a timeline. 3. **Order events within the period of history being studied and know** some dates associated with significant events from a period of history. 4. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Pre-historic Britain.	1. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 2. Place events that they have studied in chronological order on a timeline (British, local and world history). 3. **Order events within the period of history being studied and know** some dates associated with significant events from a period of history. 4. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Pre-historic Britain.
Historical enquiry	5. Use a range of historical sources such as: documents printed sources, the internet, data bases music, museums and galleries etc. as evidence about the past. 6. Begin to understand the difference between primary and secondary sources of evidence. 7. Begin to investigate questions about change, cause, similarity and difference and significance.	5. Use a range of historical sources such as: documents printed sources, the internet, data bases music, museums and galleries etc. as evidence about the past. 6. Understand the difference between primary and secondary sources of evidence. 7. **Investigate** questions about change, cause, similarity and difference and significance.	5. Use a range of historical sources such as: documents printed sources, the internet, data bases music, museums and galleries etc. as evidence about the past. 6. Begin to understand that some sources of evidence are more reliable than others and that we should choose thoughtfully (opinion V fact) and that there are sometimes contrasting interpretations about the past. 7. Begin to investigate **their own historical questions** e.g. change, cause, similarity and difference and significance.	5. Use a range of historical sources such as: documents printed sources, the internet, data bases music, museums and galleries etc. as evidence about the past. 6. Understand that some sources of evidence are more reliable than others and that we should choose thoughtfully. 7. Begin to **investigate their own historical questions** e.g. change, cause, similarity and difference and significance.

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Interpretations of history	8. Begin to explore the idea that there are different accounts of history. 9. Notice when a source of evidence might be someone's own ideas e.g. a diary	8. Explore the idea that there are different accounts of history. 9. Know that sometimes people in the past might represent events or ideas that persuades others.	8. Begin to understand that people in the past have a view point and that there are sometimes contrasting interpretations about the past (e.g. opinion V fact). 9. Give reasons why there might be different accounts of history.	8. Understand that people in the past have a view point and that there are sometimes contrasting interpretations about the past (e.g. opinion V fact). 9. Give clear reasons why there may be different accounts of history, linking this to the factual understanding of the past.
Using evidence and communicating ideas	10. Communicate their ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and ICT.	10. Communicate their ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and ICT.	10. Communicate their ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and ICT.	10. Communicate their ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and ICT.
Knowledge and understanding of events, people and changes in the past (may include: cause and consequences; similarities and differences; significant events and people)	11. Begin to use evidence to describe the way of life and actions of people in the past. 12. (e.g. beliefs, culture, food and farming, society, travel and exploration and conflict). 13. To begin to compare the ways of life in the past to today and how things have changed. 14. To begin to make links between the past and Britain today.	11. Use a range of sources of evidence to describe the way of life and actions of people in the past. 12. (e.g. beliefs, culture, food and farming, society, travel and exploration and conflict). 13. To compare the ways of life in the past to today and how things have changed. 14. Describe how some things I have studied in the past affect/influence life today. legacy.	11. Use a range of sources of evidence to describe the way of life and actions of people in the past. 12. (e.g. beliefs, culture, food and farming, society, travel and exploration and conflict). 13. Begin to describe and give reasons for the main changes/trends within in a period of history e.g. introduction of Christianity. 14. Begin to identify how historical events studied affect/influence other periods of history, including life today e.g. making links between beliefs, technology, housing.	11. Use a range of sources of evidence to describe the way of life and actions of people in the past. 12. (e.g. beliefs, culture, food and farming, society, travel and exploration and conflict). 13. Describe and give reasons for the main changes/trends over time in a period of history e.g. introduction of Christianity. 14. Identify how historical events studied affect/influence other periods of history, including life today e.g. making links between beliefs, technology, housing.

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