



# ALICE INGHAM RC PRIMARY SCHOOL

## History Progression Document 2025-2026

Statutory Requirements	EYFS	KS1		KS2			
	<p><i>In the EYFS history is taught through the Understanding of the World: Past and Present Strand. Pupils should talk about and explore the past and present events in their own lives and in the lives of family members and other people who are familiar to them. They should be taught to recognise similarities and differences between themselves and others, and among families, communities and traditions. They should learn that times passes in sequential order and begin to develop a sense of chronology. They should be introduced to and begin to use some of the key vocabulary associated with the passage of time and develop their understanding of the changes that occur over time. Our EYFS Curriculum documentation outlines the UW content more specifically to the theme</i></p>	<p><i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p>		<p><i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p>			
	<b><u>EYFS</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
	<b>Memories over time</b>	<b>Toys in the past</b>	<b>Guy Fawkes and the Gunpowder Plot</b>	<b>Stone age to Iron Age</b>	<b>Ancient Civilisations</b>	<b>Saxons and Vikings</b>	<b>Crime &amp; Punishment</b>
	<b>Space</b>	<b>Castles</b>	<b>Florence Nightingale</b>				



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	<b>Seaside past and present</b>	<b>Intrepid Explorers</b>	<b>What was the seaside like in the past?</b>	<b>Invaders and Settlers</b>	<b>Anglo Saxons, Picts and Scots</b>	<b>The Shang Dynasty</b>	<b>How has Greater Manchester changed the world?</b>
				<b>Ancient Egypt</b>	<b>Mayan Civilisation</b>	<b>Who were the Ancient Greeks</b>	<b>How has Britain changed?</b>
<b>Knowledge Local</b>	I am developing an understanding of growth, decay and changes over time.	<p>I can talk about 1 significant historical event, person and place in Heywood.</p> <p>I can use photographs to look at how Heywood has changed over time.</p>	<p>I can talk about more than 1 significant historical event, person and place in Heywood.</p> <p>I can use photographs to explain at how Heywood has changed over time.</p>	<p>I can describe significant historical events, people and places in the local area.</p> <p>I am beginning to explain how events from the past have helped shape our lives today.</p>	<p>I can confidently describe significant historical events, people and places in the local area.</p> <p>I can explain how events from the past have helped shape our lives today.</p>	<p>I can compare and contrast significant historical events, people and places in the local area.</p> <p>I can confidently explain how events from the past have helped shape our lives today.</p>	<p>I can compare and contrast significant historical events, people and places in the local area.</p> <p>I can confidently explain how different events from the past have helped shape</p>



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						<p>I can confidently explain how the Industrial Revolution has influenced our lives today.</p> <p>I can debate and discuss matters around the Industrial revolution.</p>	<p>our lives today.</p> <p>I can confidently explain how the WWII has influenced our lives today.</p> <p>I can debate and discuss matters around WWII.</p>
<b>Knowledge</b> British		<p>I can use photographs and artefacts to look at how holidays have changed over time.</p> <p>I can describe a place where people used to go on holiday.</p>	<p>I can use photographs and artefacts to explain differences from past and present.</p> <p>I can explain the main points about the great fire of London.</p>	<p>I can use photographs and artefacts to explain differences and similarities from past and present.</p>	<p>I can use photographs and artefacts to confidently explain differences and similarities from past and present.</p> <p>I can give different reasons</p>	<p>I can use photographs and artefacts to compare and contrast from past and present.</p> <p>I can discuss the changes Britain went</p>	<p>I can use photographs and artefacts to compare and contrast from past and present.</p> <p>I can confidently discuss the</p>



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		<p>I can describe a place where people go on holiday now.</p>	<p>I can explain 2 or more key points about the Victorian mills.</p> <p>I can talk about events beyond living memory.</p>	<p>I can say why Britain would have been an important country to have invaded and conquered.</p> <p>I can talk about the changes Britain went through during the Anglo Saxon period.</p> <p>I can talk about the impact the stone age to iron age period had on Britain.</p> <p>I can explain where and</p>	<p>why Britain would have been an important country to have invaded and conquered.</p> <p>I can explain the changes Britain went through during the Anglo Saxon and Viking period.</p> <p>I can explain how the reign of a British monarch has changed Britain over time.</p>	<p>through during the Industrial Revolution.</p> <p>I can discuss how the Industrial Revolution has shaped our lives today.</p> <p>I can discuss where and when the Industrial Revolution took place.</p>	<p>changes Britain went through during WWII.</p> <p>I can confidently discuss how WWII has shaped our lives today.</p> <p>I can confidently discuss the changes Britain went through regarding crime and punishment laws.</p> <p>I can confidently discuss how laws from the past has</p>
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				when the stone age and iron age period was.			shaped our lives today.
<b>Knowledge World</b>		I can retell a journey that an explorer took outside of the UK.	I can retell places that Florence Nightingale or Mary Seacole visited outside of the UK.	<p>I can talk about the impact the Romans had on the world.</p> <p>I can talk about where and when the Roman period was.</p>	<p>I can explain the achievements of one of the earliest civilizations the Ancient Egyptians.</p> <p>I can explain where and when the Ancient Egyptian period was.</p>	<p>I can confidently discuss the achievements of one of the earliest civilizations the Indus Valley.</p> <p>I can confidently explain where and when the Indus Valley period was.</p> <p>I can confidently discuss the achievements and influences the Ancient</p>	<p>I can debate reasons for and against how WWII affected the international community.</p> <p>I can confidently explain where and when WWII was.</p> <p>I can confidently discuss how the Mayan civilization provides contrasts with British history.</p>



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						<p>Greeks had on the western world.</p> <p>I can confidently explain where and when the Ancient Greek period was.</p>	<p>I can confidently explain where and when the Mayan civilization was.</p>
<b>Chronology</b>	<p>I can retell a simple past event in correct Order.</p> <p>I can remember and talk about significant events in my own life and my family members lives.</p>	<p>I can put 3 objects in chronological order on a time line.</p> <p>I can label timelines with pictures or words.</p> <p>I can tell others about changes that have happened in my own life since I was born.</p> <p>I can talk about how things have changed</p>	<p>I can put more than 3 objects in chronological order on a time line.</p> <p>I know where the people and events I have studied fit on a basic timeline.</p> <p>I can label timelines with words or phrases.</p> <p>I can confidently tell others about changes that have happened</p>	<p>I can order a number of objects or events on a time line.</p> <p>I am beginning to use dates and historical terms to describe events.</p> <p>I can begin to recognise different time</p>	<p>I can order a number of events on a time line from a specific time period.</p> <p>I can use dates and historical terms to describe events.</p> <p>I can recognise different time periods that exist between different groups</p>	<p>I can place features of historical events and people from past societies and periods in a chronological framework.</p> <p>I can use dates and historical terms more accurately in describing events.</p>	<p>I can place features of historical events and people from past societies and periods in a chronological framework.</p> <p>I can use dates and historical terms more accurately in</p>



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### History Progression Document 2025-2026

		<p>since my parents or grandparents were children.</p> <p>I can use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children.</p>	<p>in my own life since I was born.</p> <p>I can confidently talk about how things have changed since my parents or grandparents were children.</p> <p>I can use vocabulary such as: (year 1 vocabulary) years, decades and centuries, in my lifetime, in my parents'/ carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the ..... period, in ..... times.</p>	<p>periods that exist between different groups that invaded Britain.</p> <p>I am beginning to understand the concept of change over time, representing this on a time line.</p> <p>I can Identify a range of similarities and differences between different times in the past.</p>	<p>that invaded Britain.</p> <p>I understand the concept of change over time, representing this on a time line.</p> <p>I understand that the past is divided into different named periods of time.</p> <p>I can Identify a range of similarities and differences between different times in the past.</p> <p>I can use vocabulary such as: (KS1 vocabulary)</p>	<p>I can tell the story of events within and across the time periods studied.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious and cultural)</p> <p>I am beginning to understand the concepts of continuity and change over time, representing them on a time line.</p>	<p>describing events.</p> <p>I can confidently tell the story of events within and across the time periods studied.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</p> <p>I can identify periods of rapid change in history and</p>
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				<p>I can use vocabulary such as: (KS1 vocabulary) dates, BC, AD, time period, change, ancient, century, decade.</p>	<p>dates, time period, era, change, chronology, ancient, century, decade.</p>	<p>I am beginning to make connections and contrasts between different time periods studied.</p> <p>I can use vocabulary such as: (KS1 vocabulary) dates, time period, era, chronology, continuity, change, century, decade.</p>	<p>contrast them with times of relatively little change.</p> <p>I can understand the concepts of continuity and change over time, representing them on a time line.</p> <p>I can make connections and contrasts between different time periods studied and talk about trends over time.</p> <p>I can use vocabulary</p>
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							such as: (KS1 vocabulary) dates, time period, era, chronology, continuity, change, century, decade.
<b>Enquiry</b>	<p>I can question why things happen.</p> <p>I can answer how and why questions about experiences and in response to stories or events.</p>	<p>I can find answers to simple questions in a piece of writing or from a picture.</p> <p>I can show some understanding of how people find out about the past.</p> <p>I can ask questions such as: What was it like for people? What happened? How long ago?</p> <p>I can use vocabulary such as: questions,</p>	<p>I can find answers to questions in a piece of writing or from a picture.</p> <p>I can understand and talk about how people find out about the past.</p> <p>I can show understanding of how evidence is collected and used to make historical facts.</p> <p>I can ask questions such as: What was it like for people?</p>	<p>I am beginning to use evidence to ask questions and find answers to questions about the past.</p> <p>I am beginning to devise my own historically valid questions.</p>	<p>I can use evidence to ask questions and find answers to questions about the past.</p> <p>I can devise my own historically valid questions.</p> <p>I can suggest suitable sources of evidence for historical enquiry.</p> <p>I can use more than one source</p>	<p>I can devise my own historical questions about the period I am studying.</p> <p>I can analyse a range of evidence in order to justify claims about the past.</p> <p>I understand that no single source of evidence gives</p>	<p>I can my own devise historical questions about the period I am studying.</p> <p>I can seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>I understand that no single</p>



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		<p>find out, evidence, collect, history, information, research, objects, historians.</p>	<p>What happened? How long ago?</p> <p>I can answer questions by using a specific source, such as an information book, internet or other sources.</p> <p>I can research the life of a famous Briton.</p>	<p>I am beginning to suggest suitable sources of evidence for historical enquiry.</p> <p>I can use more than one source of evidence for historical enquiry.</p> <p>I am beginning to research what it was like for specific people who I can relate to e.g. children, during the time period I am studying.</p>	<p>of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>I can research what it was like for specific people who I can relate to e.g. children, during the time period I am studying.</p>	<p>the full answer to questions about the past.</p> <p>I can use different sources of evidence to deduce information about the past.</p> <p>I can give a reason to support an historical argument.</p> <p>I can research what it was like for a range of people during the time period I am studying.</p>	<p>source of evidence gives the full answer to questions about the past.</p> <p>I can use a wide range of sources of evidence to deduce information about the past.</p> <p>I can select suitable sources of evidence, giving reasons for choices.</p> <p>I can give more than one reason to support an</p>
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## History Progression Document 2025-2026



							<p>historical argument.</p> <p>I am starting to identify and explain my understanding of propaganda.</p> <p>I can research what it was like for a range of people during the time period I am studying.</p>
<b>Interpretation</b>	I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world.	<p>I can identify and talk about different accounts of real historical situations.</p> <p>I can answer questions using a range of artefacts/</p>	<p>I can confidently talk about different accounts of real historical situations.</p> <p>I can answer a range of questions using a range of artefacts/</p>	I can recognise differences between versions of the same event.	<p>I can describe how different interpretations arise.</p> <p>I can give reasons why certain events happened as</p>	<p>I can confidently describe how different interpretations arise.</p> <p>I can give reasons why</p>	<p>I can answer historical questions, using information and evidence that I have carefully</p>



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	<p>I can make observations of animals and plants and explain why some things change.</p> <p>I can look closely at similarities, differences, patterns and change.</p>	<p>photographs/pictures provided.</p> <p>I can recount an interesting fact from an historical event.</p> <p>I can use vocabulary such as: find out, explain, facts, reasons.</p>	<p>photographs/pictures provided.</p> <p>I can describe historical events.</p> <p>I can use vocabulary such as: (year 1 vocab) events, causes, consequences, impact, affected, actions, time periods.</p>	<p>I am beginning to give reasons why certain events happened as they did in history.</p> <p>I can I talk about the causes and consequences of some of the main events in history.</p> <p>I can talk about what type of evidence is reliable when finding out about the past.</p>	<p>they did in history.</p> <p>I am starting to understand that historical understanding is continuously being revised if we find new evidence.</p> <p>I can talk about what type of evidence is reliable when finding out about the past.</p>	<p>certain events happened as they did in history.</p> <p>I understand that Some interpretations are more reliable than others.</p> <p>I understand that historical understanding is continuously being revised if we find new evidence.</p> <p>I can discuss why types of evidence are reliable when finding out</p>	<p>considered and selected, giving reasons for the choices I have made.</p> <p>I understand how our knowledge of the past is constructed from a range of sources.</p> <p>I can describe in detail any historical events from the past I have studied.</p> <p>I understand that historical understanding is continuously</p>
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## History Progression Document 2025-2026

						about the past.	being revised if we find new evidence.  I can make comparisons and contrasts between historical periods.
<b>Significant figures</b>	I can compare and contrast characters from stories, including figures from the past.	I can talk about some important people from the past.  I can find out more about a famous person from the past.	I can describe significant people from the past and talk about what they did.  I can explain why someone in the past acted in the way they did.  I know what resources to use to find out more about a famous person from the past.	I can begin to talk about why certain people acted as they did in history.  I can explain whom Boudicca was and her impact on Britain.  I can explain how Roman	I can suggest why certain people acted as they did in history.  I can explain whom Edward the Confessor was and his impact on Britain.  I can explain the impact a famous Egyptian queen	I can debate reasons for and against why certain people acted as they did in history.  I can discuss why Greek gods were important in the Ancient Greek times.	I can debate reasons for and against why certain people acted as they did in history.  I can discuss why Mayan gods were important in the Ancient Mayan civilisation.



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## History Progression Document 2025-2026

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				<p>soldiers were trained and their part in the Roman empire. I know what resources to use to find out more about a famous person from the past.</p>	<p>had on the Egyptian period. I can explain the differences and similarities between British monarchs throughout time. I can use a variety of resources to find out more about a famous person from the past.</p>	<p>I can use a variety of resources to find out more about a famous person from the past.</p>	<p>I can explain who the windrush generation were and this impact on British society  I can give reasons political leaders throughout WWII made the decisions they did.  I can use a variety of resources to find out more about a famous person from the past.</p>
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