



TO LOVE GOD ABOVE ALL THINGS
BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF
AND
CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD GIVEN GIFTS.



Vision

Catholic vision and Catholic principles drive **the vision** of the school, at St. Mary's we aim: -

For every child to receive an outstanding education, so that they reach their full-human potential worthy of their God-given gifts.

For every child to leave St. Mary's equipped with the skills they need for the next stage of their education and lives, knowing their contribution makes a difference in our world.

History Progression Grid and Coverage Document

Vision intent and implementation

Vision

At St Mary's, we want children to become curious, knowledgeable and thoughtful historians. Rooted in our Catholic belief in the dignity of every person, our curriculum helps pupils understand people's lives, the choices they faced and the ways the past has shaped our communities. Children learn to ask questions, examine evidence and explain their own reasoned conclusions.

Intent

Our history curriculum builds knowledge of local, British and world history from Reception to Year 6. Personal and family memories provide a starting point for understanding time and change. Pupils move on to significant people, events and places, then study longer periods, ancient societies and themes such as settlement, migration, power and industry. They revisit earlier learning so that new knowledge fits within an increasingly secure chronological framework.

Aims

- Develop secure knowledge of the past, chronological understanding and accurate historical vocabulary.
- Ask worthwhile questions, use a range of sources and distinguish evidence, inference and interpretation.
- Explain change and continuity, cause and consequence, similarity and difference, and historical significance.
- Understand the diversity of human experiences and communicate supported conclusions with increasing independence.

Implementation

History is taught through the school's topic sequence and connects with Building the Kingdom. Teachers revisit prior knowledge, locate each unit in time and place, introduce key vocabulary and model how to investigate a historical question. Artefacts, photographs, accounts, maps, buildings and planned visits support enquiry. Retrieval, discussion and pupils' explanations help teachers check understanding and address misconceptions before moving learning on.

This document sets out the intended History curriculum and learning outcomes from Reception to Year 6. Knowledge develops through six recurring content strands, alongside the enquiry, explanation and communication used to study the past. Earlier learning is revisited within each unit, with modelling, discussion, images and selected texts supporting access and increasing independence.

Diversity and our Catholic ethos

Pupils encounter different communities, beliefs and experiences through local heritage, ancient societies, explorers, empire, industry, democratic change and Windrush. We include the experiences of women, workers, children and people whose voices are less visible in surviving records. Age-appropriate discussion of injustice, resistance and contribution connects with human dignity, solidarity and the common good. Children learn to understand the context of past lives and to support judgements with evidence.

Rights Respecting links

History contributes to pupils' understanding of children's rights through identity and family (Articles 7, 8, 9 and 20), equality and voice (2, 12 and 13), belief and culture (14 and 30), information and education (17, 28 and 29), play (31), health and living conditions (24 and 27), protection from harmful work (32) and the effects of war on children (38). These connections are explored within the historical contexts studied.

History pathway at St Mary's

History is organised through the following year-group and half-term pathway. A dash indicates a half term without a discrete History unit; pupils continue to draw on and revisit earlier learning.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	My family and familiar people	My family and memories	Achievements and milestones People who help us	Achievements and milestones Family memories	Changes School then and now Traditional tales	Seasides and pirates People and stories from the past
Y1	—	Toys Changes within living memory NPP	—	Local history Augustus Pugin and Birmingham buildings	—	Castles Kings and Queens NPP
Y2	—	British Empire and Commonwealth Birmingham 2022 Games	—	Cannock Chase Coal mining and communities Planned visit	—	Significant people Explorers NPP
Y3	Stone Age NPP	Bronze Age to Iron Age	—	Ancient Egypt NPP	—	—
Y4	Ancient Greece NPP	—	The Romans Metchley Fort and regional sites Planned visit	—	—	The Maya Non-European society NPP
Y5	Anglo-Saxons and Vikings NPP	—	—	Birmingham post 1300s Industrialisation and social reform	—	—
Y6	World Wars WW1 depth study	—	Origins of Government Democracy and rights	—	—	Windrush Migration and belonging WW2 connections

Reception foundations and Early Learning Goals

Reception builds foundations for History through Understanding the World, talk, stories, play, objects and everyday experiences. Birth to 5 Matters and the Early Learning Goals inform these foundations and their progression into Year 1.

Birth to 5 Matters notes

Birth to 5 Matters strand	Developmental range	Relevant foundations summarised
People and communities	Ranges 5 and 6	Range 5 supports familiar lives, personal memories, occupations and comparing experiences. Range 6 develops talk about past and present family events and the meaning of family and community customs.
Mathematics Measures	Ranges 5 and 6	Children recall and order events using everyday time language.
Communication and Language	Ranges 5 and 6	Understanding and Speaking support questions, explanations, connected accounts and listening to others.
Literacy Reading	Ranges 5 and 6	Children discuss characters, settings and events, drawing on stories and non-fiction in their talk and play.

BtM refers to Birth to 5 Matters second edition 2026, non-statutory guidance for early learning. The developmental ranges overlap and guide responsive teaching. They support the wider Reception curriculum rather than defining fixed termly expectations.

Past and Present Early Learning Goal

All three statutory statements are included in full. Children at the expected level of development will:

Statutory statement	School curriculum links
Talk about the lives of the people around them and their roles in society.	Family conversations, people who help us, visitors and discussion of familiar roles. Revisited through the year.
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Personal milestones, older people’s memories, objects and photographs; school and seaside comparisons. Revisited in spring and summer.
Understand the past through settings, characters and events encountered in books read in class and storytelling.	Shared reading and storytelling about past settings, characters and events, especially traditional tales and carefully chosen pirate accounts.

The Past and Present Early Learning Goal contributes to a holistic end-of-Reception judgement, informed by children’s learning across the curriculum.

Chronology and connections across units

Each study is located within a chronological framework. Recurring reference points connect local, British and world history and develop pupils' understanding of sequence, duration and overlap.

Chronological reference points

Year	Chronological knowledge and reference points
Y1	1066 and William I; Elizabeth I before Victoria; Victoria before Elizabeth II and Charles III. Pugin is located within the Victorian period, extending the timescale introduced through memories of toys.
Y2	Ibn Battuta in the fourteenth century; Columbus's 1492 voyage; Earhart's solo Atlantic flight in 1932; Armstrong's Moon landing in 1969; Birmingham's Commonwealth Games in 2022.
Y3	Britain: Neolithic from about 4000 BC, Bronze Age from about 2500 BC, Iron Age from about 800 BC. Ancient Egypt overlaps much of British prehistory and is located within the overview of the earliest civilisations.
Y4	Greek city-states before and alongside Roman expansion; Roman Britain from AD 43 to about AD 410; Maya society around AD 900 alongside Anglo-Saxon and Viking Britain.
Y5	Roman withdrawal about AD 410; Augustine's mission AD 597; Lindisfarne raid AD 793; Alfred and Athelstan, then later rulers through Edward the Confessor (1042–1066). Birmingham's industrial growth mainly in the eighteenth and nineteenth centuries.
Y6	1215 Magna Carta; Levellers in the 1640s; 1689 Bill of Rights; 1832 Reform Act; WW1 1914–1918; women's voting rights extended in 1918 and equalised in 1928; WW2 1939–1945; Empire Windrush arrival in 1948.

Connections across the curriculum

Family memories and toys lead into comparisons of lives and communities. Pugin and Cannock Chase prepare pupils for industrial Birmingham. Prehistoric settlement and Roman Britain prepare pupils for Anglo-Saxon and Viking Britain. Athenian democracy is revisited in Origins of Government. Empire, migration and wartime service connect earlier learning to Windrush.

Aligned timelines show how societies overlapped. Ancient Egypt is considered alongside prehistoric Britain. Maya society around AD 900 is compared with an overview of Britain at the same time, providing foundations for the Year 5 Anglo-Saxon and Viking depth study.

Key knowledge is revisited within and between units. In Years 3 and 5, summer retrieval strengthens pupils' understanding of the year's timelines, vocabulary and comparisons, preparing them for subsequent learning.

How learning builds across the school

Earlier learning provides the foundations for each new study. The sequence connects familiar knowledge with new people, places and periods, while comparisons across British and world history develop understanding of events happening at the same time.

Year	Foundations in earlier learning	Sequence and connections within the year	Foundations for subsequent learning
Reception	Familiar people, routines, memories and story sequence.	Learning develops from personal memories to other people's experiences, changes in school and selected past settings. Talk, play and books provide repeated opportunities to explore these ideas.	Family memories support the Year 1 Toys study. Familiar community roles lead into Pugin, while people and settings in stories provide foundations for castles and monarchs.
Y1	Reception memories, old and new objects, familiar roles and time words.	Toys introduces change within living memory. Pugin connects local buildings with Victorian life. Castles and monarchs extend pupils' chronological understanding beyond living memory.	Knowledge of Victoria and monarchy provides foundations for the Year 2 Empire study. Local buildings, work and community connections lead into Cannock Chase.
Y2	Y1 monarchy, Victoria, local buildings, work and comparisons of everyday life.	Empire and the Commonwealth are explored through significant people and places. Mining communities and explorers' journeys extend comparisons across time, supported by a shared chronological framework.	Understanding of life beyond living memory, questions about sources and changes in materials prepares pupils for Year 3 prehistory.
Y3	KS1 time words, changes in objects and lives, and using sources.	The Stone Age study leads into the Bronze and Iron Ages. Ancient Egypt is placed alongside prehistoric Britain on overlapping timelines and within an overview of the earliest civilisations.	Knowledge of farming, settlement, social roles and beliefs provides foundations for comparisons within Greek and Roman societies.
Y4	Y3 settlement, technology, social hierarchy and beliefs; Y2 empire.	Greek city-states introduce contrasts in society and government. Roman conquest connects with Iron Age Britain. Maya society around AD 900 is compared with an overview of contemporary Britain.	The British overview around AD 900 provides foundations for Year 5 Anglo-Saxon and Viking depth. Athenian democracy supports the later study of government and rights.
Y5	Y4 Roman Britain and AD 900 overview; Y1 Birmingham and Y2 mining.	Roman withdrawal provides the starting point for Anglo-Saxon, Scots and Viking settlement and the struggle for England to Edward the Confessor. Birmingham's post-1300s overview leads into industrial history and brings earlier local studies together.	Knowledge of technology, industry, empire and changing rule supports the Year 6 studies of war, government and migration.
Y6	Y2 empire; Y4 Athens; Y5 kingdoms, industry and social reform.	WW1 deepens understanding of conflict and technological change. Origins of Government draws on earlier centuries to trace power and rights. Windrush connects empire, wartime service and post-war migration.	Local, British and world history are brought together through connected chronology, evaluation of sources and explanations supported by evidence, providing foundations for further historical study.

Substantive knowledge progression

The six content strands show how knowledge develops from Reception to Year 6. Each year-group column brings together learning from its units, while connections across the rows show how pupils' understanding becomes more detailed. BtM notes and ELG links identify the Reception foundations.

Content strand	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Everyday life and society	Describe familiar roles, recall personal events and compare family, school and seaside experiences. Recognise that memories and family experiences differ. BtM: People and communities R5–6. ELG: Past and Present.	Compare toys and play across living generations, identifying changes and things that continue. Describe differences between Victorian and present-day homes, buildings, transport and work through Pugin and Birmingham. Compare royal homes and lives in the monarchs study.	Describe miners' and children's lives in Cannock Chase and compare them with today. Explain how mining and mine closures affected families and communities. Use the Empire and Commonwealth study, including Alice Kinloch, to recognise unequal treatment and different experiences.	Compare Palaeolithic, Mesolithic and Neolithic life using Creswell Crags and Paviland. Explain gradual, uneven changes from hunting and gathering towards farming and settled life. Compare food, homes and social roles in prehistoric Britain and Ancient Egypt.	Compare life and social roles in Athens and Sparta, Roman Britain and Maya society. Know that status affected work, rights and opportunities. Describe Maya food, farming, housing and community life, and compare Maya society around AD 900 with Britain.	Compare life and social roles in Anglo-Saxon and Viking communities. Explain how industrial Birmingham changed work, housing and family life. Compare workers, factory owners and children, including child labour and the uneven benefits of welfare measures and social reform.	Explain how experiences differed between soldiers, civilians and other groups during WW1. Connect social position with political rights and access to the vote. Describe Windrush experiences of work, contribution, belonging and discrimination, recognising differences within communities.
Settlement and migration	Talk about familiar homes and community places. Use memories and stories to discuss journeys, changes of home and joining a community sensitively. BtM: People and communities R5–6. ELG: Past and Present.	Know that growing Birmingham needed homes, schools and churches. Use Pugin's buildings to connect the needs of a community with its development. Recognise that people moved to the city for work and that buildings can tell us about earlier communities.	Explain how coal mining supported settlement and changed the Cannock Chase landscape. Compare the purposes and journeys of Ibn Battuta, Columbus, Earhart and Armstrong. Distinguish travelling from settling, and recognise that places already had communities and histories before European arrivals.	Explain how farming supported more permanent settlements, using Skara Brae. Connect Beaker-associated migration and new materials with change in Britain. Compare settlement around the Nile with prehistoric Britain. Locate Egypt alongside Sumer, the Indus Valley and Shang China in an overview.	Compare Greek city-states, Roman towns and Maya settlements, connecting location and resources with daily life. Explain movement of soldiers, traders and settlers through the Roman Empire. Use Metchley Fort, Wroxeter and regional remains to investigate settlement and Roman influence.	Explain several reasons for Anglo-Saxon and Viking migration and settlement, including the development of Mercia and Danelaw. Explain Scots settlement from Ireland into northern Britain. Connect movement into industrial Birmingham with work, transport and urban growth.	Know that Black presence in Britain predates 1948. Explain Caribbean migration through empire, wartime service, employment and family connections. Locate the arrival of Empire Windrush in 1948 and explain how migrants made homes and contributed to British communities.

Substantive knowledge progression continued

Power monarchy and government brings together who ruled and how decisions were made. Beliefs culture and achievements follows how people's ideas, practices and contributions shaped their societies.

Content strand	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Power monarchy and government	Talk about familiar roles and responsibilities. Encounter kings, queens and other leaders through carefully chosen stories and real examples. BtM: People and communities R5; Reading R5–6. ELG: Past and Present.	Know that a monarch is a king or queen. Sequence William I, Elizabeth I, Victoria, Elizabeth II and Charles III. Explain how William's conquest in 1066 changed the ruler of England and how castles provided defence and displayed royal power.	Locate Victoria in the past and explain the British Empire as control over territories and peoples. Distinguish this from cooperation between independent countries in the modern Commonwealth. Connect the Commonwealth with Birmingham 2022 and recognise unequal power in the empire.	Describe chiefs and the organisation of prehistoric communities using surviving evidence. Explain the position of the pharaoh within Egyptian hierarchy and the relationship between authority, resources and beliefs. Recognise that political control in Egypt changed over time.	Compare Athenian democracy and its exclusions with government in Sparta. Explain Roman imperial power and Maya rulers within city-states. Compare who held authority, who could participate in decisions and who was excluded in the societies studied.	Explain competing Anglo-Saxon kingdoms and changing control through Viking settlement and Danelaw. Follow Alfred, Athelstan and later rulers to Edward the Confessor. Compare power held by industrial owners and workers and explain the purposes and limits of social reform.	Trace changes in royal and parliamentary authority through Magna Carta, the Levellers, the 1689 Bill of Rights and the 1832 Reform Act. Explain women's suffrage, representation and the limits of each reform, including people who remained excluded from political rights.
Beliefs culture and achievements	Share customs, celebrations and achievements. Discuss past settings and people through books and pictures, beginning to distinguish real accounts from imagined stories. BtM: People and communities R5–6; Reading R5–6. ELG: Past and Present.	Know that Augustus Pugin was an architect and identify St Chad's Cathedral as part of his legacy. Recognise the religious purpose of churches and cathedrals. Describe why studied monarchs are remembered, connecting people with buildings, events and changes.	Explain the role of faith in Ibn Battuta's journey. Compare the purposes and achievements of Ibn Battuta, Columbus, Earhart and Armstrong, including the effects of exploration on others. Recognise Alice Kinloch's challenge to unequal treatment and why achievements may be remembered differently.	Use prehistoric burial evidence and Stonehenge to explore beliefs cautiously. Describe Egyptian gods, temples, beliefs about death, writing and achievements. Use Tutankhamun's tomb and other remains as evidence; recognise that some explanations about past beliefs remain uncertain.	Compare Greek, Roman and Maya beliefs and their relationship with daily life and leadership. Explain Greek influence on language, architecture, ideas, government and the Olympics. Describe Maya writing, calendars, mathematics and art, recognising continuing Maya communities and cultural traditions.	Explain Anglo-Saxon conversion to Christianity and Augustine's mission. Use verified Staffordshire Hoard objects to explore craftsmanship, wealth and beliefs. Connect Cadbury's Quaker beliefs with worker welfare and social reform, considering the benefits and limits of these changes.	Explain how religious and political beliefs shaped conflict and rights, including exclusions in the 1689 settlement. Describe Caribbean service in both World Wars and contributions to British society. Explain how accounts of war, reform and Windrush shape remembrance and understanding.

Substantive knowledge progression continued

Work trade and technology connects making, exchange and innovation. Conflict invasion and empire follows how the pursuit of territory, resources and power affected different people and communities.

Content strand	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Work trade and technology	Talk about people's jobs. Compare familiar objects now with older examples and describe how they help people in everyday life. BtM: People and communities R5–6. ELG: Past and Present.	Compare materials and mechanisms in old and new toys, alongside continuing purposes of play. Know that architects design buildings. Use Victorian Birmingham to describe changes in buildings, transport and work, connecting new needs with changes in how things were made.	Explain coal mining as an industry that supported jobs and communities. Connect changes in mining and transport with working life. Compare explorers' means of travel and the technology that made different journeys possible, including ships, aircraft and spacecraft.	Explain changes in tools, farming, craft and exchange from stone to bronze and iron. Use Ötzi as an Alpine comparison. Describe the Nile's importance to Egyptian farming and connect Egyptian writing and other innovations with the organisation of daily life.	Explain how resources and trade supported Greek, Roman and Maya societies. Describe Roman roads, engineering and changes to life in Britain using regional examples. Compare farming and technical achievements, including Maya mathematics and calendars, and their uses within each society.	Connect Anglo-Saxon and Viking craft, farming and trade with settlement. Trace Birmingham's development from the post-1300s overview to industrialisation. Explain steam power, factories, canals, railways and global trade; evaluate Boulton, Watt and the Cadbury family alongside workers' experiences.	Explain how weapons, communications and propaganda shaped WW1 and how war disrupted work and everyday supply. Recognise that innovation can cause harm as well as benefit. Explain how employment needs and opportunities influenced Caribbean migration and migrants' contributions to Britain.
Conflict invasion and empire	Supporting social foundations: cooperate, consider others' needs and discuss disagreements in familiar experiences and stories. Formal war and empire teaching begins later. BtM: Making relationships R5–6. ELG: Building Relationships.	Know that William's Norman conquest took place in 1066 and that he was the first Norman king of England. Explain how castles helped defend and control territory. Begin to connect a ruler's power with the places and people they ruled.	Explain that empire involved control of other peoples and could involve force, resistance and loss of freedom. Use the British Empire and explorers to consider consequences for existing communities. Distinguish imperial control from relationships within the modern Commonwealth.	Use weapons and hillforts as possible evidence of defence, while considering other purposes. Recognise that burial finds reveal only part of a society. Connect Egyptian expansion and changing control with rulers and neighbouring powers without assuming every change resulted from conflict.	Explain Roman expansion, attempts to invade Britain, conquest and resistance, including different experiences of invaders and existing inhabitants. Distinguish an empire from separate city-states. Consider several environmental, social and political explanations for the decline of some Maya cities.	Distinguish raiding, invading, trading and settling in Anglo-Saxon and Viking Britain. Explain the Lindisfarne raid, Danelaw and struggles for control. Connect Birmingham's industrial growth with overseas trade and unequal power, recognising links between local industry and wider imperial relationships.	Explain WW1's underlying causes and immediate trigger, alliances, recruitment, propaganda, trenches and major events from 1914 to 1918. Compare consequences for different groups. Connect empire and Caribbean service in both World Wars with the context of post-war migration.

Disciplinary knowledge and skills

Historical thinking develops through each year's units and enquiry questions. Increasingly complex explanations draw on secure knowledge of the people, places and periods studied, alongside growing independence in the use of evidence.

Strand	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Disciplinary knowledge	Begin to understand that memories, photographs, objects and stories tell us about the past. Some story details are imagined. BtM: People and communities; Reading R5–6. ELG: Past and Present.	Know that objects, buildings, photographs and accounts provide different information. A surviving toy can show how it worked; an adult's memory can describe play. A modern fact card is a later account.	Know that sources answer particular questions and may leave gaps. Different accounts can describe the same person or event. A person may be remembered differently by different groups.	Know that prehistory is studied mainly through material remains. Archaeologists interpret evidence; reconstructions are explanations, not direct records. New finds can change an explanation, and some questions remain uncertain.	Know that historical accounts combine selected evidence. The creator, purpose and date of a source affect what it can tell us. Myths, contemporary objects and modern reconstructions need different treatment.	Know that evidence can support or challenge a claim. Survival and selection of sources can privilege powerful groups. An elite hoard cannot represent every person's life; industrial accounts may reflect different interests.	Know that interpretations may differ because evidence, questions and perspectives differ. Reliability and usefulness depend on the enquiry. Propaganda can be useful evidence of persuasion while being limited as a record of experience.
Disciplinary skills	Ask questions, notice a detail and compare then and now with support. Listen to another person's recollection and explain an idea. BtM: Understanding; Speaking R5–6. ELG: Past and Present; Speaking.	Ask and answer questions about toys, monarchs and buildings. Use an observable detail to support an answer. Sequence a few events and identify a simple change, reason or similarity.	Choose details from more than one source. Compare explorers' journeys or Cannock mining communities. Explain why a person or event is remembered and give a simple cause or consequence with a relevant example.	Infer from prehistoric objects, sites or Egyptian remains and explain the clue used. Separate observation from suggestion, compare ways of life and explain a change with a supported reason.	Combine sources about Greek, Roman or Maya society. Compare experiences, explain linked causes and identify limits in a reconstruction or account. Support an enquiry answer with relevant historical detail.	Compare accounts, consider whose view is represented and test a claim against other evidence. Explain interacting causes and uneven change. Justify a judgement about migration, power or industrialisation.	Frame a focused enquiry, select and cross-check sources, weigh explanations and communicate a reasoned conclusion. Acknowledge uncertainty and alternative interpretations when evaluating war, democracy and Windrush.
Procedural skills	Handle objects carefully, order pictures and retell a memory through talk, drawing or play. Use familiar time words. BtM: Measures; Speaking R5–6. ELG: Past and Present; Speaking.	Sort and label artefacts or images; construct a simple timeline; ask an older person prepared questions; record observations through drawings, captions and supported sentences.	Use a dated timeline and a map together; complete a comparison table; record a source detail; use artefacts and visit observations to create a short account.	Use BC and AD on timelines; label an artefact or site plan; record observations and inferences separately; use maps, books and selected digital resources.	Place overlapping civilisations on aligned timelines; use source captions and dates; record notes or sketches from Roman sites; organise evidence into comparisons and illustrated explanations.	Use timelines at different scales; read historical maps and adapted documents; record source origin; organise causes and evidence into a coherent explanation or debate.	Plan enquiry steps; record source references; align timelines across periods; organise and review notes; distinguish quotations, evidence and inference in presentations and sustained historical writing.

Historical enquiry and chronological understanding

Chronology, evidence, enquiry, interpretation and communication are revisited throughout every year.

Strand	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Chronology	Order familiar events using before, after, then and now. Begin to distinguish a recent memory from long ago. BtM: Measures R5–6. ELG: Past and Present.	Sequence toys, lives and monarchs. Place events within or beyond living memory using simple timelines and everyday time vocabulary.	Use dates and century with support. Place explorers, Victorian mining and Birmingham 2022 in order and compare their distance from today.	Use BC and AD; order prehistoric periods and Ancient Egypt. Recognise that some societies and developments existed at the same time.	Place Greek, Roman and Maya periods on a common timeline. Describe overlap, sequence and duration, including Maya c. AD 900.	Connect Roman withdrawal, settlement and changing kingdoms to 1066. Use a separate scale for Birmingham’s long-term industrial development.	Build connected narratives across medieval, early modern and modern history. Use dates, duration and overlapping timelines to relate wars, rights and migration.
Evidence and enquiry	Ask about an object or photograph. Say what can be seen and what a familiar adult remembers. BtM: People and communities; Understanding R5–6. ELG: Past and Present; Listening, Attention and Understanding.	Use clues from toys, portraits and buildings to answer a question. Explain how the clue helped.	Select relevant details from objects, photographs, maps or accounts. Ask what else would help answer the question.	Infer from archaeological evidence. Separate what survives from a possible explanation of its use or meaning.	Use several source types to answer a focused question. Consider date, creator and purpose when comparing evidence.	Cross-check an account against other evidence. Explain what elite objects or factory testimony can and cannot show.	Select and evaluate sources for a self-framed enquiry. Explain usefulness, limitations, missing voices and the strength of a supported conclusion.
Interpretation	Begin to notice that a story or picture can show the past and may include imagined details. BtM: Reading R5–6. ELG: Past and Present; Comprehension.	Recognise different representations, such as a portrait, story, toy display or modern reconstruction of a castle.	Compare two accounts or images. Notice what each includes and that the same explorer or event may be remembered differently.	Explain why limited remains allow more than one interpretation of a prehistoric site such as Stonehenge.	Compare interpretations of ancient life or Maya decline. Explain how evidence supports an idea without treating every theory as equally strong.	Suggest why views of Vikings or industrialisation differ. Connect interpretation to source selection, perspective and the questions being asked.	Explain and evaluate differing accounts of war, democratic change or Windrush. Distinguish disagreement based on evidence from an unsupported assertion.
Historical communication	Retell an event and explain an idea through talk, pictures, small-world play or adult-supported recording. BtM: Speaking; Reading R5–6. ELG: Speaking; Comprehension.	Use historical words in a simple recount or caption. Answer a question with a relevant example.	Create a short ordered account or comparison. Explain why a chosen person or event is remembered.	Organise a response around an enquiry question, using topic vocabulary and a source detail to support an inference.	Construct an explanation that links evidence to a claim. Use dates, comparisons and subject vocabulary accurately.	Develop a structured argument using selected examples and acknowledge a contrasting view. Separate an imagined diary from original evidence.	Present a sustained, balanced answer with a clear conclusion, precise vocabulary, supporting evidence and qualification where the evidence is incomplete.

Historical explanation and organising concepts

Pupils apply these concepts to increasingly complex content and use more precise evidence as they move through school.

Strand	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Continuity and change	Describe something about ourselves or school that has changed and something that has stayed the same. BtM: People and communities R5–6. ELG: Past and Present.	Identify changes and continuities in toys, buildings and royal homes using concrete examples.	Describe changes in mining, travel and communities, recognising that familiar activities may continue in different forms.	Explain changes in food, settlement and tools across prehistory, alongside continuing needs and practices.	Compare change and continuity in ancient societies and Roman Britain. Recognise that not everyone experienced change in the same way.	Explain the pace and uneven effects of settlement and industrialisation, distinguishing a major change from a continuing feature.	Evaluate turning points and longer trends in rights, war and migration. Explain why legal or political change does not transform every experience immediately.
Cause and consequence	Give a simple reason for a familiar change, such as practising a skill or moving into a new class. BtM: Understanding; Speaking R5–6. ELG: Speaking.	Give a reason why castles were built or why a toy changed, and describe a simple result.	Explain a reason for exploration, mining growth or closure and describe consequences for people and places.	Connect farming, migration and new materials with changes in settlement, work and trade and recognise that changes can have several causes.	Explain several motives for Roman expansion and consequences for different communities. Consider several explanations for Maya city decline.	Explain interacting reasons for migration and industrial growth. Distinguish consequences for rulers, workers and families.	Distinguish underlying causes from triggers and short-term from longer-term consequences, using WW1, reform and Caribbean migration as examples.
Similarity and difference	Compare memories, objects and family experiences respectfully. Notice a simple similarity and difference. BtM: People and communities R5–6. ELG: Past and Present.	Compare two toys, monarchs or buildings from different times using visible features and taught information.	Compare explorers' journeys and mining families' lives, recognising that experiences differed within a period.	Compare prehistoric communities and social roles in Egypt using evidence about food, homes, work and beliefs.	Compare Athens and Sparta, Roman and Iron Age settlements, and Maya society with Britain at a comparable time.	Compare Anglo-Saxon and Viking communities and different groups in industrial Birmingham; explain similarities as well as contrasts.	Explain differences within and across societies, including wartime roles, access to the vote and Windrush experiences, without treating any group as uniform.
Historical significance	Talk about people and events that matter to us and our families and give a simple reason. BtM: People and communities; Speaking R5–6. ELG: Past and Present; Speaking.	Explain why a monarch or Pugin is remembered, linking a person to an event, building or lasting feature.	Give reasons for remembering an explorer or local event. Begin to distinguish personal importance from wider historical importance.	Explain why farming, metalworking, archaeological discoveries and Egyptian achievements help us understand historical change.	Use impact and legacy to explain the significance of Greek ideas, Roman changes and Maya achievements.	Justify the significance of a ruler, discovery, invention or reform by considering its reach, duration and effects.	Evaluate significance using explicit criteria. Explain why an event or individual may matter differently to different communities and at different times.

Vocabulary progression

Vocabulary is introduced in context, modelled and revisited through discussion, reading and writing. Learning is cumulative: pupils continue to use earlier terms as their understanding becomes more precise. Unit names and significant people are taught alongside these core words.

Strand	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Time and chronology	before, after, first, next, then, now, yesterday, long ago BtM: Measures; Speaking R5–6. ELG: Speaking; Past and Present.	past, present, future, timeline, order, older, newer, living memory	date, century, sequence, earlier, later, beyond living memory	BC, AD, ancient, prehistory, Palaeolithic, Mesolithic, Neolithic, period	chronology, duration, overlap, contemporary, civilisation, c. or circa	era, millennium, succession, transition, medieval, industrialisation	turning point, long-term, short-term, chronology, continuity, change
Enquiry and explanation	remember, photograph, object, story, clue, same, different	source, evidence, question, compare, change, reason, significant	account, artefact, similarity, difference, cause, consequence, commemorate	archaeology, excavation, remains, inference, interpretation, reconstruction	primary source, secondary source, provenance, purpose, legacy	corroborate, perspective, claim, reliability, motive, significance	propaganda, bias, usefulness, limitation, omission, interpretation, conclusion
Autumn units	family, memory, baby, younger, older, celebration	toy, material, mechanism, wooden, plastic, electronic, generation	monarch, Victoria, empire, colony, resistance, Commonwealth, Games	hunter-gatherer, nomad, agriculture, domestication, settlement, bronze, alloy, iron, hillfort	city-state, Athens, Sparta, democracy, citizen, oligarchy, Olympics	Angles, Saxons, Scots, Vikings, Mercia, Danelaw, hoard, conversion, raid	alliance, imperialism, assassination, enlistment, conscription, trench, stalemate, armistice
Spring units	achievement, milestone, job, adult, child, change	architect, Pugin, Gothic, cathedral, Victorian, factory, community	coal, mine, miner, industry, population, strike, closure	Nile, pharaoh, hierarchy, polytheism, temple, hieroglyphics, tomb	Roman Empire, conquest, resistance, legion, fort, forum, hypocaust	industrialisation, urbanisation, Boulton, Watt, Cadbury, Quaker, child labour, reform, canal	Magna Carta, charter, Levellers, Parliament, constitutional monarchy, representation, suffrage
Summer units and revisiting	seaside, journey, pirate, real, imagined, old, new	monarch, reign, coronation, castle, moat, drawbridge, defence, conquest	explorer, pilgrimage, Hajj, voyage, navigation, aviation, astronaut, achievement	Prehistoric and Egyptian vocabulary is consolidated through retrieval and comparisons.	Maya, Mesoamerica, city-state, maize, codex, glyph, calendar, decline, legacy	Settlement, trade, migration, kingdom, industry, exploitation and social reform are revisited and applied.	Caribbean, migration, Windrush, citizenship, discrimination, racism, contribution, belonging

BC and BCE refer to the same numbered years; AD and CE do likewise. Pupils become familiar with the convention used in class and equivalent labels encountered in sources.

National Curriculum coverage for Key Stage 1

The curriculum develops the following National Curriculum knowledge and skills across Key Stage 1 through the school's chosen people, events and local studies.

National Curriculum statement	Year groups	Units covered	How it is covered
Changes within living memory, used where appropriate to reveal changes in national life.	Y1	Toys	Pupils compare toys and play across living generations using objects, photographs and oral accounts, explaining changes in materials and mechanisms alongside examples of continuity.
Events beyond living memory that are significant nationally or globally.	Y1 and Y2	Castles Kings and Queens; Explorers	William's conquest in 1066 and Columbus's 1492 voyage develop knowledge of significant events beyond living memory. Their significance and place in time are contrasted with the 1969 Moon landing, which remains within living memory.
Lives of significant individuals who contributed to national or international achievements; compare aspects of life in different periods.	Y1 and Y2	Monarchs; Pugin; British Empire and Commonwealth; Explorers	Comparisons of monarchs and the journeys of Ibn Battuta, Columbus, Earhart and Armstrong reveal lives in different periods. Pugin's local legacy and Alice Kinloch's challenge to unequal treatment develop understanding of historical contribution.
Significant historical events, people and places in pupils' own locality.	Y1 and Y2	Pugin and Birmingham buildings; Birmingham 2022; Cannock Chase	Birmingham's buildings and the 2022 Games provide local contexts, alongside the regional mining study of Cannock Chase. Buildings, photographs, accounts and visits support enquiry.
Develop awareness of the past, everyday historical vocabulary and a chronological framework; identify similarities and differences between periods.	Y1 and Y2	Across all KS1 units	Learning develops from personal and family timelines to dated events and people. Comparisons of toys, buildings, work, monarchy and travel draw on increasingly precise vocabulary.
Ask and answer questions using stories and sources; understand ways of finding out about the past and how it is represented.	Y1 and Y2	Across all KS1 units	Artefacts, photographs, accounts, portraits, buildings and maps support enquiry. Pupils select relevant details, distinguish evidence from later representations and explain answers.

National Curriculum coverage for Key Stage 2

The intended Key Stage 2 curriculum combines British, local and world history through the following overview and depth studies.

National Curriculum statement	Year groups	Units covered	How it is covered
Changes in Britain from the Stone Age to the Iron Age.	Y3	Stone Age; Bronze Age to Iron Age	Food, farming, settlement, migration, technology and beliefs reveal changes in prehistoric Britain. Archaeological evidence from Skara Brae, Stonehenge and hillforts supports explanations of change and continuity.
The Roman Empire and its impact on Britain.	Y4	The Romans	Expansion, invasion, conquest, towns and daily life develop understanding of Roman Britain. Regional remains, including Metchley Fort and Wroxeter, provide evidence of Roman influence.
Britain's settlement by Anglo-Saxons and Scots.	Y5	Anglo-Saxons and Vikings	Intended learning includes Anglo-Saxon migration, kingdoms, culture and Christian conversion, alongside Scots settlement from Ireland into northern Britain.
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Y5	Anglo-Saxons and Vikings	Raids, settlement, Danelaw and changing control are connected through a sequence including Alfred, Athelstan and later rulers to Edward the Confessor.
A local history study.	Y4 and Y5	Roman West Midlands; Birmingham post 1300s	Regional Roman sites and Birmingham's development provide local and regional studies, with depth in industry, transport, working conditions and social reform. Earlier local learning is connected and extended.
An aspect or theme in British history extending chronological knowledge beyond 1066.	Y5 and Y6	Birmingham; WW1; Origins of Government; Windrush	Industrialisation, war, political power and rights, and post-war migration extend pupils' chronological knowledge beyond 1066. Overview timelines connect these developments with earlier periods.
Earliest civilisations: an overview of where and when they appeared and a depth study of one specified civilisation.	Y3	Ancient Egypt	The Ancient Egypt depth study is set within an overview of where and when Ancient Sumer, the Indus Valley, Ancient Egypt and Shang China developed, supported by dated maps and timelines.
Ancient Greece: life, achievements and influence on the western world.	Y4	Ancient Greece	City-states, democracy and its exclusions, daily life and the Olympics are studied alongside Greek influence on language, architecture and ideas.
A non-European society contrasting with British history: one of the specified studies.	Y4	The Maya	Maya society around AD 900 is compared with contemporary Britain. Learning includes daily life, beliefs and achievements, alongside recognition of continuing Maya communities.

National Curriculum historical thinking across Key Stage 2

National Curriculum expectation	Year groups	Units covered	How it is covered
Secure chronology and narratives within and across British, local and world history.	Y3 to Y6	All KS2 units	Recurring chronological reference points, overlapping timelines and different scales connect new studies with familiar periods and show that civilisations could develop at the same time.
Connections, contrasts, trends and appropriate historical terms.	Y3 to Y6	All KS2 units	Settlement, power, belief, migration, trade and technology recur in different contexts. Subject vocabulary becomes more precise through discussion and writing.
Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Y3 to Y6	All KS2 units	Supported questions and inferences develop into pupils' own focused enquiries, comparisons and reasoned judgements.
Construct informed responses through thoughtful selection and organisation of relevant historical information.	Y3 to Y6	All KS2 units	Annotated evidence and short explanations develop into organised arguments, comparisons and conclusions supported by selected information.
Understand how knowledge of the past is constructed from a range of sources.	Y3 to Y6	Archaeology; ancient societies; kingdoms; industry; war; Windrush	Objects, buildings, maps, documents, images and oral accounts are compared. Their origin, purpose, perspective, survival and limitations are considered in relation to the enquiry.
Combine overview and depth studies to understand broad developments and specific aspects.	Y3 to Y6	All KS2 units	Overview timelines and maps connect focused studies, including Skara Brae, Egyptian beliefs, Metchley Fort, the Staffordshire Hoard, Cadbury and wartime accounts.