



Christopher Pickering History Long Term Plan 2025-2026

History

Progression Document

EYFS – Y6







The intention for our young Historians:

To ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- Inspire pupils' curiosity to know more about the past.
- Equip them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.



Key Concepts Studied	
<p>The below key concepts of history repeat throughout the curriculum. These provide lens which to consider the different aspects of history. The key concepts and second order concepts are explored through all of the areas identified in the long term plan.</p>	
Key Concepts linking to the Substantive knowledge of history	
Community and Culture 	Architecture, art, civilisation, communication, economy, inspiration, legends, myth, nation, religion, settlement, story, trade, traditions
Conflict and Disaster 	Conquest, liberation, occupation, military, peace, plague, surrender, treaty, war, invasion, disaster
Exploration and invention 	Discovery, migration, navigation, progress, tools, technology
Hierarchy and Power 	County, Democracy, Empire, Economics, Equality, Government, Law, Monarchy, Oppression, Parliament, Peasantry, Politics, Prejudice, Slavery, Poverty, Protection, Tyranny
Second order concepts – relating to the disciplinary knowledge of history	
Chronological Understanding	<i>Chronological understanding is the knowledge of historical events and the order in which they occurred. Chronological understanding also demonstrates and awareness of the longevity of events.</i>
Evidence and Interpretation	<i>In order to make judgments and form opinions about past events, historians need to gather as much information/evidence as possible. Historical interpretation is the process by which we describe, analyse, evaluate, and create an explanation of past events.</i>
Continuity and Change	<i>Historical change happens constantly and includes both major events and seemingly insignificant events. Historical change takes place through the process of cause and effect. Continuity refers to the continuance of themes over time, or similarities over time.</i>
Cause and Consequence	<i>Cause and consequence is the factors or circumstances that cause something to happen and. the consequent results or impact on future events.</i>
Similarity and Difference	<i>Similarity and difference is based upon an understanding of the complexity of people’s lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society.</i>
Historical Significance	<i>Historical significance is a decision that modern people make about what is important from our past</i>



End points

By the end of EYFS, pupils will be able to:

- Recognise and describe a special time or event
- Speculate why things happen and give explanations about simple cause and effect
- Identify and describe some similarities and differences
- Observe and describe how things have changed or stayed the same in their lives
- Sequence a few events using language relating to time

By the end of Key Stage 1, pupils will be able to:






























- develop an awareness of the past and know where the people and events they study fit within a chronological framework.
- make comparisons by identifying similarities and differences between life in different historical periods
- show an understanding of how we know about the past
- describe changes in living memory using historical vocabulary
- Recall some significant people from history and events beyond living memory

By the end of Key Stage 2, pupils will be able to:

- develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time
- use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people
- understand how our knowledge of the past is constructed from a range of sources
- select, organise and use relevant historical information to communicate their understanding of history in a variety of ways



Substantive Concepts Overview

Year Group	Autumn	Spring	Summer
F1			
F2			
Y1	Community and Culture 	Exploration and Invention 	Community and Culture 
Y2	Exploration and Invention 	Community and Culture  Hierarchy and Power 	Community and Culture  Hierarchy and Power 
Y3	Community and Culture  Exploration and Invention  Hierarchy and Power  Conflict and Disaster 	Community and Culture  Exploration and Invention 	
Y4	Community and Culture  Hierarchy and Power 	Community and Culture  Hierarchy and Power  Conflict and Disaster 	
Y5	Community and Culture  Hierarchy and Power 	Community and Culture  Exploration and Invention  Conflict and Disaster 	
Y6	Community and Culture 	Community and Culture  Hierarchy and Power 	Community and Culture  Exploration and Invention 



Disciplinary Concepts Coverage

	Chronological Understanding	Historical Enquiry	Historical Interpretation	Continuity and Change	Cause and Consequence	Similarity/ Difference	Significance
F1	<p>I can talk about my own immediate family</p> <p>I am gaining an understanding about the passing of time (e.g. within the school day)</p> <p>I am able to fit (2) events into a chronological framework (then and now) see progression of timelines</p> <p>I am beginning to understand and use past tense plurals correctly and vocabulary that relates to the passing of time e.g. yesterday – see progression of vocabulary.</p>	<p>I can ask questions about my own immediate community and environment to extend my knowledge.</p> <p>To begin to understand ‘how’ and ‘why’ questions.</p> <p>I can use artefacts in my play and I am beginning to understand that some are old and some are new e.g. cameras.</p>	<p>I can make sense of my own life story and family’s history through photographs, stories and role play.</p>	<p>I can identify some similarities and differences between my own family and others.</p>	<p>I know that there are consequences to my own behaviour</p>	<p>I can talk about my own immediate family</p> <p>I am gaining an understanding about the passing of time (e.g. within the school day)</p>	<p>I can remember and talk about significant events in my own life e.g. birthday.</p>



<p>F2</p>	<p>I can talk about my own family and know how they are similar/different to others</p> <p>I am developing an understanding of things were different in the past and know things happened before I was born</p> <p>I can fit people/events onto a chronological framework – see progression of timelines.</p> <p>I can use simple language that relates to the passing of time - see progression in vocabulary.</p>	<p>I know that some things are from the past and were used before I was born e.g. the telephone, quill and old bicycle.</p> <p>I am able to answer 'how' and 'why' questions</p> <p>I can ask simple questions about artefacts/sources of evidence</p>	<p>I am beginning to identify ways in which the past is represented through artefacts, photographs and stories.</p>	<p>I can identify some similarities/differences between ways of life at different times. E.g. changes in telephones</p>	<p>I can talk about how my own behaviour and know how this impacts on others</p>	<p>I know some similarities and differences between the past and now e.g.</p>	<p>I can talk about how the lives of my parents/grandparents were different than today.</p> <p>I know that events of the past have impacted celebrations and events today e.g. Christmas.</p>
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	Chronological Understanding	Historical Enquiry	Historical Interpretation	Continuity and Change	Cause and Consequence	Similarity/ Difference	Significance
KS1	<p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; 	<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; <p>choose and select evidence and say how it can be used</p>	<p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to compare two versions of a past event; b observe and use pictures, photographs and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction; <p>explain that there are different types</p>	<p>Pupils should understand that there are aspects of history which have stayed the same other time, whilst also many aspects which have changed due to various factors</p> <p>Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.</p> <p>Identify that changes have happened in history that can impact on life today and state that there are reasons for continuities and changes.</p> <p>Identify that continuity or change can be a good thing or a bad thing</p>	<p>Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.</p> <p>Children can: identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes, motives and effects of the Gunpowder Plot).</p>	<p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in 	<p>Pupils should understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p> <p>Children can: identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. give reasons why they have chosen particular aspects of the life of a famous explorer).</p>



	<p>d describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>to find out about the past.</p>	<p>of evidence and sources that can be used to help represent the past</p>			<p>different periods;</p> <p>c know and recount episodes from stories and significant events in history;</p> <p>d understand that there are reasons why people in the past acted as they did;</p> <p>e Describe significant individuals from the past.</p>	
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	Chronological Understanding	Historical Enquiry	Historical Interpretation	Continuity and Change	Cause and Consequence	Similarity/ Difference	Significance
LKS2	<p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the 	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of sources to find out about the past; b construct informed responses about one aspect of life or a key event 	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at more than two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>Children should understand that changes throughout history have had important consequences.</p> <p>Children can:</p> <p>Identify WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.</p> <p>Identify the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: housing, society, food, entertainment, beliefs</p> <p>Identify the continuity and changes to the key historical periods taught within the Egyptian and Roman period.</p>	<p>Children should address and devise historically valid questions about cause.</p> <p>Children can: comment on the importance of causes and effects for some of the key events and developments within topics.</p>	<p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <p>note key changes over a period of time and be able to give reasons for those changes.</p> <p>find out about the everyday lives of people in time studied compared with our life today;</p> <p>explain how people and events in the past have influenced life today;</p> <p>identify key features, aspects and events of the time studied</p> <p>describe connections and contrasts between aspects of history, people, events and</p>	<p>Pupils should address and devise historically valid questions about significance.</p> <p>Children can:</p> <p>Explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant).</p>



	<p>unit being studied and passing of time;</p> <p>b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>in the past through careful selection and organisation of relevant historical information;</p> <p>c gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>d regularly address and sometimes devise own questions to find answers about the past;</p> <p>e begin to undertake their own research.</p>				<p>artefacts studied.</p>	
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	Chronological Understanding	Historical Enquiry	Historical Interpretation	Continuity and Change	Cause and Consequence	Similarity/ Difference	Significance
UKS 2	<p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates 	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of 	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> *find and analyse a wide range of evidence about the past; *use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past. start to understand the difference 	<p>Children should understand how and why changes throughout history have occurred and the impact these changes have had.</p> <p>Children can:</p> <ul style="list-style-type: none"> Identify the continuity and changes to the key historical periods taught within the Greek, Anglo-Saxon, Viking and Scots, and Maya period Children can show an awareness of continuity and change throughout a historical thread through exploring crime and punishment post 1066-the present day. 	<p>Children can address and devise historically valid questions about cause.</p> <p>Children can:</p> <ul style="list-style-type: none"> explain the role and significance of different causes and consequences of a range of events and developments (e.g. explain how and why the Vikings were such successful travellers and how important this was in their success). 	<p>Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great 	<p>Pupils should address and devise historically valid questions about significance.</p> <p>Children can:</p> <ul style="list-style-type: none"> explain reason why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks).



	<p>on a timeline using dates accurately;</p> <p>b accurately use dates and terms to describe historical events;</p> <p>c understand and describe in some detail the main changes to an aspect in a period in history;</p> <p>d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>	<p>information to investigate the past;</p> <p>use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>investigate</p>	<p>between primary and secondary evidence and the impact of this on reliability.</p> <p>show an awareness of the concept of propaganda.</p> <p>know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources.</p>			<p>events and the impact these had on people;</p> <p>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	
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		their own lines of enquiry by posing historically valid questions to answer.					
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Substantive Concepts Coverage

 Community and Culture - Architecture, art, civilisation, communication, economy, inspiration, landmarks legends, myth, nation, religion, settlement, story, trade, traditions									
Term	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Autumn			My Local Area Children to identify at the buildings, facilities and architecture within living memory. Architecture, buildings, settlement, traditions			One Hull of a City	Ancient Egypt	Ancient Greece	Ancient Maya
Spring			Land Ahoy! Children to describe and compare the lives of significant pirates Myths, legends, stories, traditions, civilisations	London Calling To identify and describe the changes to the London landscape since the Great fire of London by identifying the cause and consequence. Architecture, landmarks,		Rock of Ages	Roman Britain	Anglo Saxons, Scots and Vikings	Crime and Punishment



 Hierarchy and Power - County, Democracy, Empire, Economics, Equality, Government, Law, Monarchy, Oppression, Parliament, Peasantry, Politics, Prejudice, Slavery, Poverty, Protection, Tyranny								
Term	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn					One Hull of a City	Ancient Egypt	Ancient Greece	
Spring				London Calling To identify the current monarchy and to describe their role in society Monarchy		Roman Britain		Crime and Punishment
Summer				The Unsinkable Ship				

