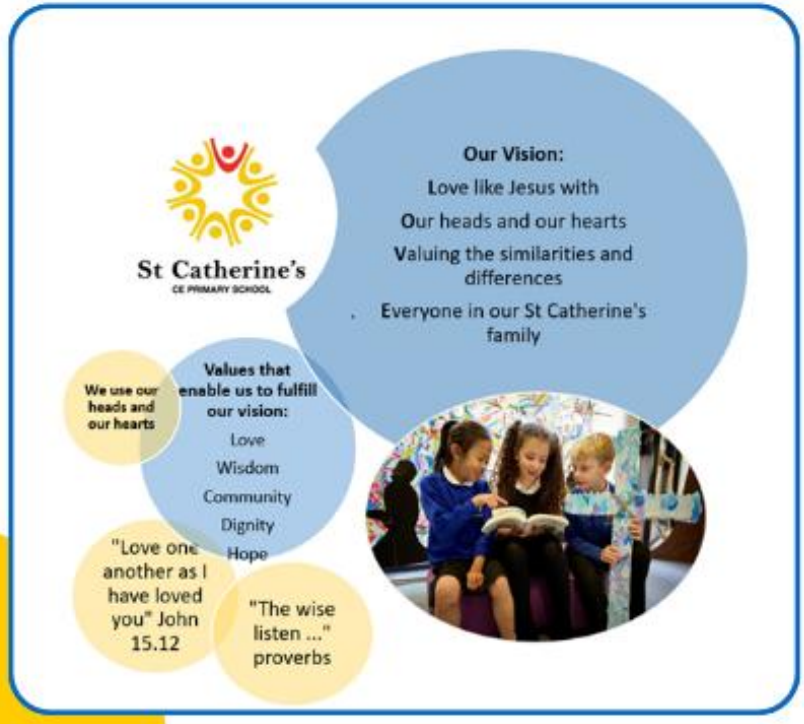
ST CATHERINE'S CE PRIMARY SCHOOL
HISTORY CURRICULUM PROGRESSION



At St Catherine's, history supports our vision to "love like Jesus with our heads and our hearts" by helping children understand the choices, challenges, and courage of people across time.

With their heads, children learn about real events where individuals acted with love or caused harm, gaining wisdom from times of conflict, compassion, injustice, and change. They explore how the past has shaped the world we live in and how courageous acts of love, sacrifice, and justice have brought about hope and progress.

With their hearts, children grow in empathy as they hear the stories of those who suffered, stood up for others, or showed great selflessness. These stories encourage deep reflection on how they can follow Jesus' example by being kind, standing up for what is right, and using their actions to serve and support others.

History also helps children recognise the importance of both unity and diversity. As they learn about different cultures, voices, and movements for fairness, they are inspired to celebrate the similarities and differences in our St Catherine's family with compassion, respect, and understanding.

Through learning about the past, children are equipped to build a more just, loving future; rooted in wisdom, dignity, and hope.

St Catherine's
CE PRIMARY SCHOOL

History Progression Map

Early Years	Characteristics of Effective Learning
Historical Skills	Build up vocabulary that reflects the breadth of their experience Show curiosity about objects, events and people Questions why things happen Engage in open-ended activity Take a risk, engage in new experiences and learn by trial and error Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Use senses to explore the world around them Make links and notice patterns in their experiences
Past and Present	Talk about the lives of the people around them and their roles in society. 15 • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

	Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Key Vocabulary	today day long ago yesterday the past week old memory tomorrow the future month Who? What? Parent grand parent great grandparent remember	chronological order living memory remembers memories opinion fact research evidence Recent lifetime history inquiry **Great Fire of London:** Leader London Fireman Fire brigade Escape Pudding Lane	chronological order living memory remembers memories opinion fact interpret research evidence experts significant Recent lifetime history inquiry Artefacts **The Gunpowder Plot** Catholic Protestant	Chronological opinion fact interpret research evidence experts significant Ancient Timeline Age/era/period BCE CE AD BC Artefacts **Stone Age to Iron Age** Prehistoric Fossils Tribe Settlement	Chronological opinion fact interpret research evidence experts significant Ancient Timeline Age/era/period BCE CE AD BC Invasion Settlement Conflict Conquer **Vikings** Britain	Chronological Ancient Timeline Age/era/period BCE CE AD BC Achievements Legacy Reign Millennium Comparison Primary evidence Secondary evidence Civilisation Archaeologists Artefacts Culture **Ancient Egypt** Ancient Egyptians	Chronological Ancient Timeline Age/era/period BCE CE AD BC Comparison Primary evidence Secondary evidence Civilisation Artefacts Reign Monarchy Democracy Invasion Conflict Cause Consequence Empathy

St Catherine's
CE PRIMARY SCHOOL

History Progression Map

		Samuel Pepys Lord Mayor River Thames Stuart leather Buckets King Charles II Plague fire chain Gunpowder rich/poor Wealthy/Poor Possessions Sir Christopher Wren **Toys** Toy Modern Old Historic Century Similarities Differences Family Year Children Play Wooden Plastic Electricity Period **Florence Nightingale** Scutari Hospital Nurse Crimean War Lamp Soldier Injured Medicine Dirty / Clean Patient Hygienic Bandage	King Plot Gun powder Confession London Houses of Parliament Government Monarchy King James I Guy Fawkes Treason **Victorians** Queen Victoria Prince Albert Bonnet Industrial Revolution Workhouse Gentleman Chimney sweep Orphan Gruel Carriage **The Severn Valley Railway** Train Steam Transport Railway Station Platform Vehicles Carriages Harbour Conductor	Village Archaeology Artefacts Homosapien Neanderthal Neolithic Mesolithic Palaeolithic Hunter gatherers Nomad Skara Brae Stonehenge Bronze/Iron Roundhouse Hillfort Monument **A local study** Kidderminster Industrial Revolution Carpet Industry factory Act Census **Shang Dynasty** Dynasty Hu Acupuncture Bamboo Buddhism Oracle bones Ding Terracotta Peasant Artisan Diviner Sacrifice Ancestor Rural Yellow River Ritual Bronze	Scandinavia Viking Saxon Normans Raids Settlements Pagan Christianity Myth Legend Longboat Longhouse Chieftain Trade Runes Farmer-warrior Pagan Danelaw Asgard Figurehead Chainmail Valhalla **The Romans** Ancient Rome Empire Emperor Centurion Chariot Invade/invasion conquer Settle/settlers Villa Amphitheatre Gladiator Empire Toga Coliseum Senate Republic Legionary **Ancient Greece** Democracy	River Nile Cairo Pyramid Sphinx Pharaoh Tomb God / Goddess Temple Hieroglyphics Tutankhamun Mummification Canopic jars Papyrus Scarab beetle Scribe Sarcophagus Afterlife Mummification Irrigation Shaduf Sphinx Egyptologist **Anglo Saxons** Angles Saxons Jutes Mead Rune Wattle-and-daub Thatch Farmer-warrior Lindisfarne Monk Illumination Manuscript Christianity Augustine Alfred the Great **Mayans** Dynasty Maize Codex	**World War I** Allied Powers Armistice Artillery Balklans Blockade Christmas Truce Front Line Kaiser No Mans Land Trench Propaganda Treaty **World War II** Tank Blitz Evacuee Nazi German Spitfire Soldier Anderson shelter Winston Churchill Air raid shelter Ration book Adolf Hitler Munitions Neville Chamberlain Refugee **Tudors** King Henry VIII Protestant Catholic War of Roses Monarch Nobles Anne Boleyn Catherine of Aragon Court

St Catherine's
CE PRIMARY SCHOOL

History Progression Map

					Acropolis City-state Parthenon Marathon Olympics Citizen Philosopher Alphabet Tragedy Aristocrat Mythology Column Oracle Terraced	Hieroglyphics Stela Scribe Jade Sacrifice City-states Terraced Pyramid Peasant Bloodletting Cacao Cenote	Reformation Treason Expand Unison
Chronological Understanding		Sequence events from their life on a timeline. Sequence artefacts / events on a timeline. Remembers parts of stories and memories about the past. Know that things change over time. Tell others about that happened when they were little and note changes in their life.	Sequence events from their life on a timeline. Sequence artefacts / events on a timeline. Describe a key moment from their lives. Begin to recognise CE and BCE (BC and AD)	Place the significant events on a timeline, in relation to other key events in history. Sequence several key events or artefacts relating to this period in history. Develop understanding of CE and BCE and the meaning of year labels.	Place the significant events on a timeline, in relation to other key events in history. Sequence several key events or artefacts relating to this period in history (including previous historical events covered). Understand when historical civilisations existed. Embed understanding of CE and BCE and the meaning of year labels.	Understand when historical civilisations existed. Understand when historical civilisation began. Place the significant events on a timeline, in relation to other key events in history. Draw comparisons with a period of history previously studied Compare, contrast and identify similarities and differences between life in an historical time and today. Uses more sophisticated time markers within, as well as between periods	Place the significant events on a timeline, in relation to other key events in history. Draw comparisons with a period of history previously studied Compare, contrast and identify similarities and differences between life in an historical time and today. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Know how to place features of historical events and people from past societies and periods in a chronological framework.

St Catherine's
CE PRIMARY SCHOOL

History Progression Map

							Use relevant dates and terms.
Historical Enquiry		Show some understanding of how people find out about the past Show some understanding of how evidence is collected and used to make historical facts Ask questions such as: What was it like for people? What happened? How long ago? Answer questions by using different sources, such as an information book or pictures	Understand and talk about how people find out about the past Show understanding of how evidence is collected and used to make historical facts Ask questions such as: What was it like for people? What happened? How long ago? Answer questions by using a specific source, such as an information book Research about the history of local area using the Internet and other sources to find out information Research the life of a famous Briton from the past using different resources to help	Beginning to use evidence to ask questions and find answers to questions about the past Beginning to suggest suitable sources of evidence for historical enquiry Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history Beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past Beginning to use research skills in finding out facts about the time period studying Beginning to compare and contrast different forms of evidence in my research	Use evidence to ask questions and find answers to questions about the past Suggest suitable sources of evidence for historical enquiry Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history Recognise the part that archaeologists have had in helping us understand more about what happened in the past Use research skills in finding out facts about the time period studying Through research, compare and contrast	Devise historical questions about the period I am studying Seek out and analyse range of evidence in order to justify claims about the past Understand that no single source of evidence gives the full answer to questions about the past Test out a hypothesis in order to answer a question Appreciate how historical artefacts have helped us understand more about British lives in the present and past Use some different sources of evidence to deduce information about the past	Can devise historical questions about change, cause, similarities and differences, and significance relating to the period studying. Seek out and analyse a wide range of evidence in order to justify claims about the past Use sources of information to form testable hypotheses about the past Understand that no single source of evidence gives the full answer to questions about the past Test out a hypothesis in order to answer a question Appreciate how historical artefacts have helped us understand more about British lives in the present and past Use a wide range of sources of evidence to

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CE PRIMARY SCHOOL

History Progression Map

				Beginning to research what it was like for specific people	different forms of evidence Research what it was like for men, women and children in a given period from the past and use different forms to present my findings	Select suitable sources of evidence, sometimes giving reasons for choices Give a reason to support an historical argument Refine lines of enquiry as appropriate?	deduce information about the past Select suitable sources of evidence, giving reasons for choices Give more than one reason to support an historical argument Identify and explain my understanding of propaganda Refine lines of enquiry as appropriate
Enquiry Question		**Changes in living memory: Toys** **Enquiry Question:** How are toys I play with different to those from 50 years ago? **Significant events beyond living memory: Great Fire of London** **Enquiry Question:** What do leaders do to help people? **Significant individuals: Florence Nightingale** **Enquiry Question:** What is Florence Nightingale remembered for? What difference did it make?	**Significant individuals: Queen Victoria and a comparison of Schools** **Enquiry Question:** How have schools changed? **Significant events beyond living memory – The Gun Powder Plot:** **Enquiry Question:** How do people challenge leaders? **Significant historical event, people or places in our own locality – Severn Valley Railway:**	**Stone Age to Iron Age** **Stone Age 2.6 million years ago – 3,300 BC/BCE** **Enquiry Question:** What were the major achievements of the stone age? **A local study** **Industry (Local Study – Kidderminster Carpets) 1735-1932 AD/CE** **Enquiry Question:** Did the carpet industry change Kidderminster? If so, how?	**Vikings** **Vikings 410 -1066 AD/CE** **Enquiry Question:** Vikings – ruthless invaders or peaceful settlers? **The Romans** **Romans 753 – 476 AD/CE** **Enquiry Question:** Was it internal conflict or repeated invasions that ended Roman rule?	**Ancient Egypt** **Ancient Egypt 3,500 – 31 BC/BCE** **Enquiry Question:** Why and how do civilisations gain and lose power? **Anglo Saxons** **Anglo Saxons and the Battle of Hastings 449 – 1066 AD/CE** **Enquiry Question:** Were there any differences between the Anglo-Saxon and Viking invaders?	**World War I** **World War I 1914 – 1921 AD/CE** **Enquiry Question:** How does opposition create conflict? **World War II** **World War 2 1918 – 1945 AD/CE** **Enquiry Question:** How did the war start and how can it be prevented in the future? What are the consequences of invasion?

History Progression Map

			Enquiry Question: How did trains change Kidderminster?	**The Shang Dynasty** **Ancient China – The Shang Dynasty** **1600-1046 BC/BCE** **Enquiry Question:** How did disagreements about how to treat others cause the conflict that ended the Shang Dynasty?	**Ancient Greece** **Ancient Greece** **776 – 146 BC/BCE** **Enquiry Question:** What makes a great leader?	**Mayans** **Mayans** **250 BC/BCE – 900 AD/CE** **Enquiry Question:** What can we learn from the Mayans and their achievements? Have they influenced today? If so, how?	**Tudors** **Tudors** **1485 – 1603 AD/CE** **Enquiry Question:** Is it right to inherit power?

Year Group	Knowledge and Interpretation		
1	**The Great Fire of London** Investigate the causes and effects of the Great Fire of London, looking at the way the fire began and the reasons why it spread so quickly. Read eye-witness accounts of the Great Fire and use these to build an understanding of what it would have been like to live in London at the time. Place the events of the Great Fire on a timeline, linking this to other time periods that have been studied in Year 1.	**Florence Nightingale** Investigate the main events in the life of Florence Nightingale. Explore evidence about conditions in the hospital in Scutari and consider how these can add to our understanding of Florence Nightingale. Place key events from the Crimean war on a timeline, linking this to other time periods that have been studied in Year 1. Investigate how hospital conditions today have been affected by Florence Nightingale.	**Toys have changed over time** Understand that historically, toys were made of wood and metal. Plastic had not been invented yet. Recognise that In the present day many toys are made of plastic. In the past, toys with moving parts were generally mechanical. You had to move a part of the toy to make another part move. Explore how electricity has changed toys - Many modern toys are electrical and can move when you turn them on

St Catherine's
CE PRIMARY SCHOOL

History Progression Map

	Compare the ways that firefighters combat fire today compared to 1666 and discuss reasons for these changes. Investigate the way the Great Fire is remembered and think about the way that this can change over time.	Draw comparisons between hospital conditions in the time of the Crimea war and the present day.	
2	**Queen Victoria and a comparison of Schools** Investigate when the Victorian period was and place key events on a timeline, linking this to other time periods that have been studied in Year and 2. Compare the ways in which schooling now differs to those of a Victorian child. Read eye-witness accounts of schooling during the Victorian era and use these to build an understanding of what it would have been like to live in Britain at the time. Contrast children's experiences, contrasting the lives of the rich and poor. Investigate how education has changed over time. Explore investigations that were made during this period and reflect on those that we still use today.	**The Gun Powder Plot:** Investigate the causes of the Gunpowder Plot, looking at the way the fire began and how a disaster was narrowly avoided. Read eye-witness accounts of the Gunpowder Plot and use these to build an understanding of the conflict between Catholics and Protestants at this time. Place the events of the Gunpowder Plot on a timeline, linking this to other time periods that have been studied in Years 1 and 2. Investigate the way the Gunpowder Plot is remembered and think about the way that this can change over time.	**Local Study: Trains - Severn Valley Railway** Explore changes to the local area as a result of the Severn Valley Railway. Begin to develop an understanding of the concept of change over time. Plot the development of the rail over time. Investigate the purposes of trains in the past and compare this to train usage today. Investigate how and why the Severn Valley Railway began. Identify key parts of a train
3	**Stone Age to Iron Age** Find out about everyday lives of people in the Stone Age. Compare the lives of the people in the Stone Age with our lives today.	**A local study - Kidderminster Carpet Industry** Construct informed responses by beginning to select and organise relevant historical information.	**Shang Dynasty** Investigate the Shang Dynasty, considering the key features that marked them out from civilizations that had gone before Identify the impact of the landscape on everyday life, and in particular the role of the environment. .

St Catherine's
CE PRIMARY SCHOOL

History Progression Map

	Understand how Stone Age people developed the use of farming / agriculture. Construct informed responses by beginning to select and organise relevant Historical information. Discuss the idea that much of our evidence for what took place in the Stone Age will be based on artefacts as there is no written evidence. Study artefacts and discuss what we can learn from them.	Describe changes that have happened in the locality of the school and across Kidderminster. Give a broad overview of life in Kidderminster over time. Understand the concept of change over time. Explore the rise of the carpet manufacturing industry. Investigate the impact of the Industrial Revolution on Kidderminster and give reasons why. Recognise the impact William Brinton had on the carpet manufacturing industry in Kidderminster.	Discuss what it would have been like to live in China during the Shang Dynasty, beginning to understand how this varied depending on your status. Explore how the objects, artefacts and inscriptions may give an insight into a minority of people during the Shang Dynasty: the wealthy and most privileged. Reflect on the qualities of a good leader and what it means to rule effectively. Compare this with the way the Shang kings governed their empire.
4	**Vikings** Investigate who the Vikings were, where they came from and why they invaded (recognising that lack of farmland pushed them towards raiding.) Explore Viking raids and the invasion of Britain. Examine Viking tactics and weapons, discovering why longships were so effective. Understand what it was like to live and grow-up in Viking settlements, looking at houses, clothes, families, food, Norse mythology etc. Study the resistance led by Alfred the Great (leading to the division between England and the Danelaw); the English reconquest (the defeat of Eric Bloodaxe in 954 and the	**The Romans** Explore life in Britain before the Roman invasion (recapping learning on Iron Age life). Investigate the Roman Empire in AD42 - key features of Roman life, how the Empire was ruled, Roman gods, what made the Roman army so powerful? Examine the Roman invasion of Britain - how were the Romans able to conquer Britain? How long did this take? Investigate British resistance to the Romans (eg. Boudica) and the building on Hadrian's Wall. Discuss the impact of the Roman Empire on Britain - road building, new towns & villas, changes in lifestyle,	**Ancient Greece** Explore the way in which Ancient Greece was governed - looking at rival City states, and in particular at differences between life in Athens & Sparta. Understand what made the Greek armies and navies so effective. Investigate Greek Gods and myths - including the roles of different Gods and key stories (Medusa, Icarus, the Minotaur, Odysseus etc.) Research life in Ancient Greece, using artefacts where possible (eg. what can we learn about the Ancient Olympics by looking at pictures of vases and sculpture?) Explore the impact of Ancient Greece on modern world (eg.

St Catherine's
CE PRIMARY SCHOOL

History Progression Map

	establishment of a single Kingdom of 'England'.); Ethelred, the Danegeld and the invasion of King Canute. Plot all of the above on an annotated timeline	introduction of new technology, changes in religion Identify changes during Roman times - how the Empire developed and grew, introduction of new foods, how local people were treated by the Romans, the spread of early Christianity, end of rule etc.	the legacy of Greek philosophers, scientists, mathematicians; similarities between Greek alphabet and our own; influence of Greek architecture on our buildings).
5	**Ancient Egypt** Investigate early civilisations around the world, considering the key features that marked them out from tribal settlements that had gone before Plot these on maps & consider why civilisations first developed in these places (typically fertile soils & flood plains), linking to Geography topics. Focus on Ancient Egypt - what do artefacts tell us Identify the impact of the landscape on everyday life, and in particular the role of the River Nile. Explore Egyptian Gods and beliefs around life after death - tombs, pyramids & burial sites. Why were these built on such a massive scale? Investigate the lives of the Pharaohs - how did they rule? Which were the most significant? Discuss what it would have been like to live in Ancient Egypt, beginning to understand how this varied depending on your status.	**Anglo Saxons** Explore the decline of the Roman Empire, leading to Roman withdrawal from Britain in Ad 410 - what impact would this have had on everyday life? Study the invasions that took place in the wake of Roman departure - the Scots attacked north Britain (now Scotland) from Ireland, while the Anglo Saxons arrived from Germany and Denmark. Investigate life in Anglo-Saxon settlements (eg. return to tribal communities, decline of Roman cities, pagan religions). Discuss the battles between Anglo-Saxons and Britons and their long-term effects - the story of King Arthur and the birth of 'England'. Understand what it was like to grow-up in Anglo-Saxon England (clothes, art, food, jobs etc.) and begin to investigate the Christian conversion (St Augustine, monasteries and cathedrals at Canterbury, Iona and Lindisfarne)	**Mayans** Place Mayan civilisation on a timeline, and position it in relation to other historical periods and civilisations that have been studied across KS1 & KS2. Understand what it was like to live in Mayan society, comparing their homes, schools, clothes, food and warriors with other historical civilisations that have been studied across KS2. Describe what life was like for different people living at the same point in history (eg. men / women, rich / poor, military / priests / civilians etc). Explore Mayan Gods and religion, comparing their beliefs and customs with those of other cultures (eg. comparing Mayan and Egyptian pyramids). Investigate sources of information on life in Mayan society, and consider the reasons why many questions about them are hard to answer. Recognise that much of our knowledge comes from later invaders, and then discuss the reasons why these may be biased or incomplete.
6	**World War I** Investigate elements that led to start of World War 1 including alliances and the assassination of Franz Ferdinand.	**World War II** Identify key facts of World War 2 (eg. who fought in the War, why it is called a "world" war, the reasons why it was fought.)	**Tudors** Identify key events within the Tudor period and place these on a timeline in relation to other key periods studied.

St Catherine's
CE PRIMARY SCHOOL

History Progression Map

	Explore what life was like for the people of Britain in WW1. What was the impact of the war on every day people? Develop an understanding of life on the western front and analyse historical evidence and sources to answer questions such as: why were so many lives lost on the Western Front? Investigate how the war ended and what happened afterwards. Focus on armistice and the Treaty of Versaille - what was the impact.	Explore the way the War was fought, and identify how it was similar / different to what had been used before (eg. in WW1) and modern militaries. Investigate the lives and role of key leaders, such as Churchill and Hitler. Identify the impact of the Blitz on life in the UK, and imagine what it would have been like to have been an evacuee. Focus on The Battle of Britain, looking at key events, a comparison of aircraft, what it was like to be a pilot, tactics and objectives of each side. Consider The Battle of Britain as a 'turning point' in history - Germany postpones the invasion and looks to the East; the later stages of the war - Normandy landings & Victory in Europe. Debate arguments for and against the view that this was a decisive turning point in the War.	Explore Henry VIII as a leader and his impact on the lives of everyday Britons. Investigate the role of a monarch. Explore secondary sources of life in Tudor Britain and use these to build an understanding of what it would have been like to live in Britain at the time. Reflect on the qualities of a good leader and what it means to rule effectively. Compare this with the way Henry VIII ruled Britain. Investigate the religious structure of the United Kingdom and discuss the changes caused by Henry VIII. Consider the impact of these changes on Britain today.

St Catherine's
CE PRIMARY SCHOOL

History Progression Map

Our Intention is to ensure that the children at our school:

- **Enjoy it**
- **Believe they can do it**
- **See the purpose in it**
- **Do it confidently**
- **Can do it now, tomorrow and forever**

Every subject, every cross- curricular theme, every aspect of our work is an 'it'!
Every child has at least one 'it' – we need to find it!