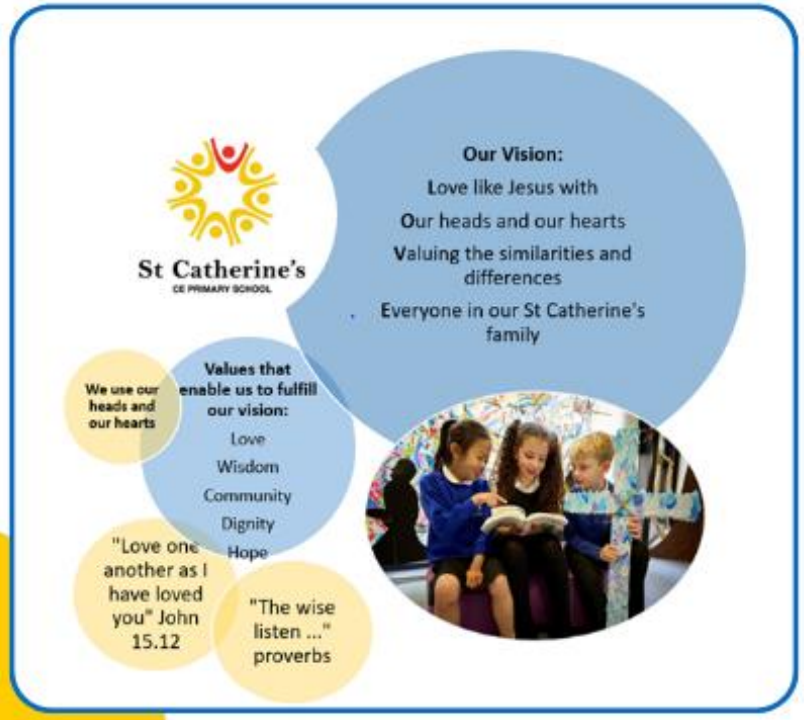
ST CATHERINE'S CE PRIMARY SCHOOL
HISTORY CONCEPT PROGRESSION



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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Toys – how they have changed Changes within living memory **Key Concept:** Continuity and Change **Other Concepts:** Chronology, Evidence **Enquiry Question:** How are toys I play with different to those from 50 years ago?	Victorians: Schools – How they have changed 1820-1914 AD/CE **Key Concept:** Continuity and Change **Other Concepts:** Chronology, Evidence, Reasoning Empathy **Enquiry Question:** How have schools changed?	Stone Age 2.6 million years ago – 3,300 BC/BCE **Key Concept:** Significance **Other Concepts:** Chronology, Evidence, Reasoning Interpretation, Duration, Empathy Contestability **Enquiry Question:** What were the major achievements of the stone age?	Vikings 410 -1066 AD/CE **Key Concept:** Invasion **Other Concepts:** Chronology, Evidence, Reasoning Interpretation, Perspective Duration, Culture, Cause and Consequence, Empathy **Enquiry Question:** Vikings – ruthless invaders or peaceful settlers?	Ancient Egypt 3,500 – 31 BC/BCE **Key Concept:** Democracy **Other Concepts:** Chronology, Evidence, Reasoning Interpretation, Perspective, Duration Culture, Empathy **Enquiry Question:** Why and how do civilisations gain and lose power?	Tudors 1485 – 1603 AD/CE **Key Concept:** Democracy **Other Concepts:** Chronology, Evidence, Reasoning Interpretation, Perspective Duration, Cause and Consequence, Empathy, Contestability **Enquiry Question:** Is it right to inherit power?
Great Fire of London 1666 AD/CE **Key Concept:** Democracy **Other Concepts:** Chronology, Evidence, Duration, Empathy **Enquiry Question:** What do leaders do to help people?	The Gun Powder Plot – Guy Fawkes 1605 AD/CE **Key Concept:** Democracy **Other Concepts:** Chronology, Evidence, Reasoning Interpretation, Cause and Consequence **Enquiry Question:** How do people challenge leaders?	Industry (Local Study – Kidderminster Carpets) 1735-1932 AD/CE **Key Concept:** Continuity and Change **Other Concepts:** Chronology, Evidence, Reasoning Interpretation, Empathy **Enquiry Question:** Did the carpet industry change Kidderminster? If so, how?	Romans 753 – 476 AD/CE **Key Concept:** Conflict **Other Concepts:** Chronology, Evidence, Reasoning Interpretation, Perspective, Duration, Culture, Cause and Consequence, Empathy **Enquiry Question:** Was it internal conflict or repeated invasions that ended Roman rule?	Anglo Saxons and the Battle of Hastings 449 – 1066 AD/CE **Key Concept:** Invasion **Other Concepts:** Chronology, Evidence, Reasoning Interpretation, Perspective, Duration Cause and Consequence, Empathy **Enquiry Question:** Were there any differences between the Anglo-Saxon and Viking invaders?	World War 1 1914 – 1921 AD/CE **Key Concept:** Conflict **Other Concepts:** Chronology, Evidence, Reasoning Interpretation, Perspective, Duration Cause and Consequence, Empathy **Enquiry Question:** How does opposition create conflict?
Florence Nightingale 1820-1910 AD/CE **Key Concept:** Significance **Other Concepts:** Chronology, Evidence, Reasoning **Enquiry Question:** What is Florence Nightingale remembered for? What difference did it make?	Local Study: Trains - Severn Valley Railway 1862-today AD/CE **Key Concept:** Significance **Other Concepts:** Chronology, Evidence, Reasoning, Duration **Enquiry Question:** How did trains change Kidderminster?	Ancient China – The Shang Dynasty 1600-1046 BC/BCE **Key Concept:** Conflict **Other Concepts:** Chronology, Evidence, Reasoning, Interpretation, Perspective, Duration Culture, Cause and Consequence **Enquiry Question:** How did disagreements about how to treat others cause the conflict that ended the Shang Dynasty?	Ancient Greece 776 – 146 BC/BCE **Key Concept:** Democracy **Other Concepts:** Chronology, Evidence, Reasoning, Interpretation, Perspective, Duration, Culture **Enquiry Question:** What makes a great leader?	Mayans 250 BC/BCE – 900 AD/CE **Key Concept:** Significance **Other Concepts:** Chronology, Evidence, Reasoning Interpretation, Perspective, Duration Culture, Contestability **Enquiry Question:** What can we learn from the Mayans and their achievements? Have they influenced today? If so, how?	World War 2 1918 – 1945 AD/CE **Key Concept:** Invasion **Other Concepts:** Chronology, Evidence, Reasoning Interpretation, Perspective Duration, Cause and Consequence Empathy **Enquiry Question:** How did the war start and how can it be prevented in the future? What are the consequences of invasion?

St Catherine's CofE Key Historical Concepts

Continuity and Change Historians recognise that over time some things stay the same, while others change. This concept is referred to as continuity and change. Examples of continuity and change can be seen across every civilisation and any given period of time. Many aspects of history influence how we act and live today. Change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods. 'Change' refers to something that is obviously different from what occurred previously.	**Evidence** Evidence is an important part of historical inquiry and refers to the information that is collected from various sources. It can come in many different forms, from an individual account, letters, photographs, paintings, clothing. Any object from history can be classed as evidence and used then to hypothesis and allow historians to piece together the past. Evidence can be separated into two categories, primary evidence and secondary evidence.	**Similarity and Difference** 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.	**Chronology** The chronology of a series of past events is the times at which they happened in the order in which they happened. Learning about the complex concept of chronology is often considered very challenging for EYFS Year 1 Year 2 young children, yet this understanding underpins children's developing sense of period, as well as key concepts such as change and causation. It is a challenging concept to teach because of its abstract nature and children's many misconceptions illustrate the difficulties they experience in understanding and using it. Chronology, however, contributes to children's sense of identity and helps them create a context for understanding the present. In order to grasp and consider the 'big questions' of history, children need to establish in their own minds a chronology of events to enable them to make connections between them and see the wider implications of their studies in history.
Democracy Democracy is a system of government in which laws, policies, leadership, and major undertakings of a state or other policy are directly or indirectly decided by the "people". The word democracy describes a form of government. The word comes from two Greek words that mean "rule by the people." In a democracy the people have a say in how the government is run. They do this by voting, though there are usually rules about who can vote.	**Significance** Significance can be defined as anything that has a bearing on a situation. This could be a person who shaped what came after them, an event that had an effect on things that followed or place. The importance or significance of a person, place or event defines and influences the way that the past is remembered.	**Reasoning** We can explain reasoning as a way to make sense of things where facts are established and verified using logic and justification, based upon existing or new information. Historians define historical reasoning as an action which a person organises materials about the past so that they can describe, compare, and/or explain historical people places or events.	**Conflict** Conflict is the process of actual or perceived opposition between individuals or groups. This could be opposition over positions, interests or values. Historians distinguish between non-violent and violent conflict. In this distinction, non-violent conflict can be a useful mechanism for social change and transformation, while violent conflict is harmful and requires resolution. Disagreements and conflict can occur in our everyday lives. Our children will learn about the impact and consequences that conflict which goes unresolved has had upon our world, nation and local area.
Interpretation Historical interpretation is the way people in later times explain people, places and events in history. It has been said that the concept interpretation is the national curriculum's 'jewel in the crown'. When pupils use the concept of 'interpretation' they are thinking and evaluating the historical information they have been presented with. What parts are factual, which are points of view or imagined.	**Perspective** Perspectives are an important part of historical inquiry. Perspectives can be explained as a point of view - a personal explanation of what people believe is going on around them. Points of view of an event, person, place or artefact can differ and will be shaped on an individual's age, gender, beliefs and values. Historians are no different and their 'perspective' is also influenced depending upon their own interpretation and beliefs. As historians it is therefore important that we take into consideration the different values and beliefs that have affected the lives of people in the past.	**Duration** Duration can be described as 'the time during which something exists or lasts'. In historical terms it refers to a period in history. This may be an event such as World War II or the length of time a monarchy reigned a country. It encompasses everything that happened during this time, no matter how long or short.	**Culture** Examining the concept of culture will open up inquiries into how people deal with the past. It involves the attitudes, beliefs, values and views of a group of people in history. It will allow historians the opportunity to reflect and examine how communities have been influenced by people or events in the past.
Invasion and Settlement Invaders are an army or country that uses force to enter and take control of another country. Settlers are a person or group of people who arrive, especially from another country, in a new place in order to live there and use the land.	**Cause and Consequence** Cause and effect can be defined as the process historians use to identify a chain of events. Its objective is to identify, examine and analyse the reasons why events have happened and then the consequences of the event. It is useful to think of the concept in terms of 'why' and 'what'. Sometimes the link is clear but not always. Usually there are many reasons that lead to an episode or act. There can also be many outcomes. Often the outcomes are easily identifiable but sometimes they are difficult to predict and on some occasion may not be detected until long after the event.	**Empathy** Empathy as a concept helps us to make sense of the influence past events had on people. It also comprises an awareness of the conditions that people faced and inspiration, values and beliefs at this time. It could be described as the capability to 'walk in someone else's shoes' – to have insight into their feelings, thought and experiences. It brings history to life and connects people now matter how many time has passed.	**Contestability** The concept of contestability refers to accounts of historical events or people that are debatable. Historians may have access to artefacts that are incomplete or have elements missing, or be damaged. As a result, historians draw different conclusions about the evidence. Historians find this to be one of the exciting things about history – it is open to arguments. Often there is no correct answer with historian constantly seeking more to develop their own interpretation of the past.

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!