

History Education

Progression Curriculum

Cycle A 2025 – 2026

Cycle B 2026 - 2027

Key Stage 1 – How to be an Historian

Cycle A

Unit	How have people stood up for what is right?	How can we learn from Robin Hood?	What caused the Great Fire of London?
Main aims	<p>To explore the lives of significant individuals who have made a stand for justice and equality.</p> <p>To help children understand what it means to stand up for what is right, fair, and kin</p>	<p>To explore the legend of Robin Hood and understand how stories from the past can teach values like justice, kindness, and bravery.</p> <p>To consider the difference between right and wrong, and why people might choose to challenge unfairness.</p>	<p>Help children understand the causes and consequences of the Great Fire of London. Explore how and why the fire started and spread.</p> <p>Learn about the response to the fire and the changes it led to in London.</p> <p>Develop historical understanding through storytelling, discussion, and evidence.</p>
Key concept	Justice, fairness, courage, equality, and standing up for others	Justice, fairness, helping others, and moral choices	Cause, Change over time, Community response. Learning from history.
Skills	<p>Comparing similarities and differences between the past and present.</p> <p>Understanding historical significance</p>	<p>Retelling and sequencing events from a story or legend. Identifying characters' motives and feelings.</p> <p>Discussing right and wrong in different situations.</p> <p>Using historical vocabulary to talk about the past.</p> <p>Expressing ideas through drama, discussion, and creative writing</p>	<p>Sequencing events in chronological order using timelines.</p> <p>Identifying and explaining causes and effects of historical events. Using historical sources such as diaries, maps, and images to gather information</p>
Media/Resources	books, videos, speakers, photographs,	BBC bitesize, kids film Robin Hood, Sherwood Forest trip – Major oak	Story book Toby and the Great Fire of London, Samuel Pepy's Diary, bitesize
Vocabulary	Justice, Fairness, Equality, Bravery, Rights, Change, Protest, Kindness, Respect, Activist, Discrimination, Peace	Legend, hero, justice, fairness, sheriff, outlaw, brave, kind, steal, give, help, choice.	Fire, flames, London, bakery, Pudding Lane, wood, wind, spread, damage, rebuild, change, evidence, eyewitness, Samuel Pepys, diary, timeline, cause, effect, response, safety.

KS1 - Cycle B

Unit	How have homes changed over time?	How did kings and queens live and rule?	How have seaside holidays changed over time?
Main aims	To identify different types of homes, now and throughout history. To identify similarities and differences over time.	Begin to understand what a king and queen are and what they do. Begin to describe royal palaces and castles. Tell simple narratives about famous kings or queens using everyday chronological language.	Identify and describe key features of seaside holidays in the past. Identify similarities and differences between seaside holidays in the past and present.
Key concepts	Homes might include detached and semi-detached houses, terraces, flats and cottages. Houses have doors, windows and roofs. Older housing might have thatched roofs, timber framing and sash windows. Modern homes might have double glazing, garages for cars, electric car charging points, and solar panels. Modern steel and concrete led to taller building. In the past, it was common for multiple generations of families to share a single home. Technology has changed homes: electric lighting, indoor plumbing, central heating systems, refrigerators and ovens, washing machines, vacuum cleaners, and televisions/internet.	A king or queen rules a kingdom or country, making important decisions and representing their country. Royal symbols include crowns and thrones. Our current king is Charles Windsor III. He is the son of Queen Elizabeth, who ruled for 70 years. Kings and queens live in palaces and castles. Palaces and castles are often old and large. Monarchs of the past have faced attacks, so castles have various defensive features. Other countries have kings and queens too, for example, Cleopatra in ancient Egypt. King William I travelled across the English Channel from Normandy and fought a battle in 1066 to defeat King Harold II.	In the early 1800s, seaside resorts like Brighton and Blackpool became popular among the wealthy elite who travelled by horsedrawn carriages. In the 1840s/1850s the introduction of steam trains and the railway network made travel to seaside resorts more accessible. Between the 1920s and 1970s holidays developed in many ways: purpose-built holiday camps, the rise of car culture and day trips to the seaside, the introduction of package holidays. Accommodation in the past included guesthouses, beach huts, and small hotels near the coast. Today we use campsites, caravan parks and hotels. Seaside activities and beachwear have changed over time.
Skills	To begin to use sources to explore the past. To sequence events related to the home using simple chronological language (eg older, newer).	To identify royal symbols. To identify similarities and differences in the appearance of monarchs. To use everyday chronological language. Begin to use sources to explore the past.	Sequence and order events related to seaside holidays using everyday chronological language. Use sources to explore the past.
Media/Resources	<i>Nibbles the Book Monster</i>	<i>Major Glad, Major Dizzy</i>	<i>Commotion in the Ocean</i>

Vocabulary	Old, past, new, modern, flat, cottage, door, window, roof, chimney, electricity, first, next, then.	King, queen, monarchs, royal symbols, palaces, castles, battle, defence, moat, drawbridge	Seaside, holidays, transportation, steam train, aeroplanes, coast, accommodation, activities, postcards, technology, clothing
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KS1 Endpoints	
Knowledge and understanding	<ul style="list-style-type: none"> • 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. • They should identify similarities and differences between ways of life in different periods. • They should use a wide vocabulary of everyday historical terms. • In planning to ensure the progression described above, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. • Pupils should be taught about: <ul style="list-style-type: none"> ○ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. ○ Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight, or events commemorated through festivals or anniversaries). ○ The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell). ○ Significant historical events, people and places in their own locality.
Expressing Ideas and Insights	<ul style="list-style-type: none"> • Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
Enquiry and Critical Thinking	<ul style="list-style-type: none"> • Pupils should understand some of the ways in which we find out about the past. • Pupils should identify different ways in which the past is represented.



LKS2 – How to be an Historian

Cycle A

Unit	How far did the River Nile shape life in Ancient Egypt?	How did life in Britain change from the Stone Age to the Iron Age?	How did the Vikings affect Britain?
Main aims	<p>To know the timeline of Ancient Egypt.</p> <p>To describe various features of Ancient Egyptian life, society and culture.</p> <p>To begin to explain how the Nile shaped various aspects of life in Ancient Egypt.</p>	<p>To know the timeline of the Stone Age and Iron Age.</p> <p>To describe the Stone and Iron Ages.</p> <p>To begin to explain changes from the Stone Age to the Iron Age.</p>	<p>To know the timeline of the settlement of Britain after 410 CE.</p> <p>To describe the features of life in Anglo-Saxon England.</p> <p>To describe the features of life for the Vikings.</p> <p>To describe the Viking raids and presence in Britain.</p>
Key concepts	<p>Ancient Egypt existed from 3100 to 332 BCE with Alexander the Great's conquest.</p> <p>The Nile is the longest river in the world, flowing northward through northeastern Africa.</p> <p>Ancient Egyptian settlements were concentrated along the Nile, due to fishing, irrigation and agriculture, trade and defence.</p> <p>The Nile was considered sacred.</p> <p>The Nile allowed the construction of pyramids, temples, palaces, tombs and fortresses.</p> <p>The Nile provided a barrier against invasion.</p> <p>The flooding of the Nile was seen as proof of the Pharaoh's divine power.</p> <p>The Ancient Egyptians had celebrations to honour the Nile.</p>	<p>The Stone Age was a global prehistoric period, when societies relied on tools crafted by stone, usually flint.</p> <p>It started approximately 3 million years ago and represents most of human history.</p> <p>The oldest evidence of stone tool use is fossilised animal bones with tool marks found in Ethiopia.</p> <p>The Stone Age is divided into three periods: the Palaeolithic Age, the Mesolithic Age, and the Neolithic Age.</p> <p>Local area Cresswell Crags was occupied in this period.</p> <p>The Bronze Age, circa 2000 BCE, marked the transition to metal tools and weapons.</p> <p>The Iron Age started circa 800 BCE and lasted until the Roman conquest in Britain in 43 CE.</p> <p>Craftsmen made iron brooches, needles, nails, horseshoes, weapons and tools.</p>	<p>When the Romans left Britain, tribes from Germany and Denmark called the Angles, Saxons and Jutes began migrating to Britain. They settled down and became known as the Anglo-Saxons.</p> <p>England was divided into seven small kingdoms.</p> <p>At the same time, the Scoti from Ireland began to settle in Northern Britain.</p> <p>Anglo-Saxon society had nobles, warriors, peasants and slaves.</p> <p>The economy was based on agriculture, trade and craftsmanship. Their religion was a blend of pagan and Christian beliefs.</p> <p>Vikings were from Scandinavia; they were organised into tribes led by chiefs and farmed, traded and raided.</p> <p>Vikings believed in Norse mythology.</p> <p>In the 8th century, Vikings began to raid Britain, travelling in their longships.</p> <p>Alfred the Great resisted the Vikings. King Aethelstan encouraged the unification of the kingdoms to defeat the Vikings. Areas of England lived under Danelaw (Viking law).</p>
Skills	<p>To explain how human history and geography are linked.</p> <p>To investigate history using sources.</p> <p>To develop a timeline of history beyond living memory.</p>	<p>To investigate history using sources.</p> <p>To investigate different interpretations of history.</p> <p>To develop a timeline of history beyond living memory.</p>	<p>To simply explain the influence of one group (the Vikings) making changes to another group's history.</p> <p>To investigate history using sources and interpretation.</p> <p>To develop a timeline of history beyond living memory.</p> <p>To draw links between different times in the past.</p>
Media/Resources		<p><i>Stone Age Boy</i></p> <p><i>The Iron Man</i></p>	<p><i>Blue John</i></p>

Vocabulary	Nile, Ancient Egypt, irrigation, settlements, agriculture, hieroglyphics, pyramids, pharaohs, defence	BCE, CE, prehistory, Stone Age, archaeology, Palaeolithic, Mesolithic, Neolithic, Bronze Age, Iron Age, circa	Century, Britain, Anglo-Saxons, kingdoms, monasteries, Vikings, raids, longships, Scandinavia, Norse mythology
LKS2			

Cycle B			
Unit	What impact did the ancient Greeks have on life today?	How did the Roman Empire impact the people of Britain?	What made the Mayan civilisation so successful?
Main aims	<p>To know the timeline of the Ancient Greeks. Describe life in Ancient Greece. Explain ways the Ancient Greeks effected long term change.</p>	<p>To know the timeline of the Ancient Romans. Describe the Roman Empire. Describe life in Britain under the Roman Empire. Explain ways the Roman Empire impacted the people of Britain.</p>	<p>Understand where and when the Maya lived and explore their geographical context.</p> <p>Investigate key aspects of Mayan civilisation, including their writing, mathematics, astronomy, architecture, religion, and farming.</p> <p>Explore how the Mayans developed a complex and advanced society.</p> <p>Compare Mayan achievements with those of other ancient civilisations studied.</p> <p>Recognise the legacy and influence of the Mayan civilisation today.</p> <p>Develop historical enquiry skills by examining sources, asking questions, and drawing conclusions.</p>
Key concepts	<p>Ancient Greece flourished from 800 BCE to 31 BCE. It was a collection of independent city-states instead of a country. They believed in many gods and goddesses, each with their own powers, who lived on Mount Olympus. They told stories about heroes and monsters that still inspire stories today.</p>	<p>The Roman Empire, led by Emperor Claudius, invaded and conquered Britain in 43 CE (1st century) and ruled England until 410 CE (5th century). The Roman army was a disciplined force of professional soldiers known as legionaries. There were periods of resistance in Britain, eg Boudicca's revolt in 60-61 CE.</p>	<p>Understanding what defines an advanced society and how the Maya fit this.</p> <p>Exploring the accomplishments of the Maya in science, writing, agriculture, and architecture.</p>

	<p>Ancient Greece is known as the birthplace of democracy, although they did enslave people. Philosophers such as Socrates, Plato and Aristotle developed concepts of ethics and morality. The Ancient Greeks held the Olympic games every four years. Modern Olympic games were reinstated in 1896.</p> <p>The Ancient Greeks have a huge influence on today's architecture, mathematics, medicine, art and language.</p>	<p>Hadrian's Wall, near the border of Scotland, was built by the Romans as the edge of their empire.</p> <p>Romans established towns with organised layouts and roads, as well as markets and trade routes. They engineered bridges, aqueducts and baths.</p> <p>Cities like Londinium (London) became important centres of administration, trade and culture.</p> <p>Newark was a key Roman settlement due to its position on the river Trent.</p> <p>The Roman language, Latin, influenced the development of modern English.</p>	<p>Investigating the religious practices and worldviews of the Mayan people.</p> <p>Examining how Mayan society was structured and governed.</p> <p>Identifying what stayed the same and what evolved throughout Mayan history.</p> <p>Understanding the lasting impact of the Mayan civilisation on the modern world.</p> <p>Considering how we know about the Maya and how historical evidence shapes our understanding.</p>
<p>Skills</p>	<p>To investigate history using sources and interpretation.</p> <p>To develop a timeline of history beyond living memory.</p> <p>To draw links between the past and modern day.</p>	<p>To investigate history using sources and interpretation.</p> <p>To simply explain the influence of one group (the Romans) making changes to another group's history.</p> <p>To develop a timeline of history beyond living memory.</p> <p>To draw links between different times in the past.</p>	<p>Develop chronological understanding by placing the Mayan civilisation on a historical timeline.</p> <p>Ask and answer historical questions using a range of sources.</p> <p>Make comparisons between the Mayan civilisation and other societies studied.</p> <p>Use evidence to describe features of past civilisations and explain their significance.</p> <p>Identify and explain reasons for the success and achievements of the Mayan people.</p> <p>Evaluate the reliability of different sources and accounts of the past.</p> <p>Present findings in a variety of ways, including discussion, written work, and visual presentations.</p>
<p>Media/ Resources</p>	<p><i>Greek Myths</i></p>	<p><i>Escape from Pompeii</i></p>	

Vocabulary	BCE, CE, circa, Ancient Greece, city-states, democracy, Olympic games, columns, ethics	Century, invasion, emperor, empire, conquer, tribe, rebellion, baths, Londinium, chariot, gladiator	Civilisation, Temple, Hieroglyphs, Astronomy Calendar, Maize, City-state, Pyramid, Gods Sacrifice, Archaeologist, Legacy, Codex, Ritual Empire
LKS2 Endpoints			
Knowledge and understanding	<ul style="list-style-type: none"> • Pupils develop a secure understanding of chronology by placing historical events, people and periods on a timeline. • They describe changes over time and make comparisons between historical periods. • Pupils understand key features of a range of historical periods, including achievements, beliefs, and daily life. • They use historical vocabulary accurately (e.g. century, decade, empire, invasion, settlement). • Pupils recognise connections and contrasts between different time periods and significant individuals or events. 		
Expressing Ideas and Insights	<ul style="list-style-type: none"> • Pupils communicate their understanding of the past through writing, drama, art, discussion, and presentations. • They use evidence and appropriate vocabulary to explain what they have learned and express their own ideas. • Pupils show awareness that people in the past may have had different values and experiences. • They explain how historical events or individuals have influenced the present day or their local community. 		
Enquiry and Critical Thinking	<ul style="list-style-type: none"> • Pupils ask and answer historically valid questions, such as "What changed?", "What stayed the same?" and "Why did this happen?". • They use a range of sources (e.g. artefacts, documents, images, oral accounts) to find out about the past. • Pupils begin to evaluate the reliability of sources and understand that different versions of the same event may exist. • They make reasoned conclusions based on evidence and begin to justify their opinions with historical understanding. 		

Key Stage 2 – How to be a Historian?			
Cycle A			
Unit	How far did World War Two impact the lives of civilians in the UK?	What were the causes and consequences of the Pilgrim Fathers' journey to the New World?	Were the miners right to strike?
Main aims	<p>To know the timeline of World War Two.</p> <p>To describe the nature of warfare in World War Two.</p> <p>To describe and explain varying effects of World War Two on different groups of civilians.</p> <p>To evaluate whether the effects of World War Two were long-lasting.</p> <p>To know the timeline of the Pilgrim Fathers.</p> <p>To explain the Pilgrim Fathers' religious motivation to go to the New World.</p> <p>To describe the Pilgrims' journey and explain the consequences of the journey, both for themselves and the indigenous people.</p>	<p>To understand the historical context of the mining industry.</p> <p>To understand the conditions miners experienced in the nineteenth century.</p> <p>To explore the causes and examine the impact of the 1972 and 1984-85 miners' strikes on families and communities.</p> <p>To understand different perspectives on the miners' strikes.</p> <p>To reflect on the legacy of the miners' strikes and their significance in shaping modern labour rights and industrial relations in Britain.</p>	<p>To understand who the miners were and what their job involved in British industry and community life.</p> <p>To explore the reasons behind the miners' strikes, particularly during the 1970s and 1980s.</p> <p>To examine the impact of the strikes on miners, their families, local communities, and the government.</p> <p>To evaluate both sides of the argument using historical evidence and different perspectives.</p> <p>To develop skills in debating and forming a balanced judgement.</p> <p>To reflect on the importance of fairness, rights, and responsibilities in the workplace and society.</p>
Key concept	<p>WWII spanned from 1939 to 1945 and involved conflicts in the air, at sea, and on the ground.</p> <p>Approximately 400,000 military personnel died, including 1,500 of the Sherwood Foresters regiment.</p>		<p>Understanding workers' rights and the reasons behind strikes.</p> <p>Exploring the impact of industrial action on communities and society.</p>

	<p>The Blitz was a sustained bombing campaign in 1940-41 by the German Luftwaffe, resulting in evacuation, air shelters, Blitz spirit, destruction and death. It led to post-war reconstruction in a number of British cities.</p> <p>Nottingham was a target. On one night in 1941, 159 people were killed.</p> <p>War at sea led to rationing and 'make do and mend' efforts.</p> <p>Women gained economic independence in the workforce although many of these jobs were taken away from them after the war. Long-term effects include the NHS.</p> <p>The Pilgrims were Puritans who emphasised simplicity in worship and a strict moral code. They faced persecution for these beliefs in England.</p> <p>In search of religious freedom and economic opportunities, they set sail from Plymouth to the New World in September 1620 (after spending several years in the Netherlands).</p> <p>The two-month journey on the Mayflower was difficult, with rough seas, cramped conditions and limited supplies.</p> <p>Before disembarking, they signed the Mayflower Compact, where the men agreed to work together and make fair laws for the good of the colony. This was the basis of democracy in North America.</p> <p>Key Pilgrims came from Scrooby in Nottinghamshire.</p> <p>Life in the New World was challenging</p>		<p>Investigating causes and consequences of conflict between workers and employers.</p> <p>Considering different viewpoints and perspectives in historical events.</p> <p>Recognising the role of protest and negotiation in social change.</p> <p>Reflecting on fairness, justice, and decision-making.</p> <p>Developing empathy by understanding people's experiences during the miners' strikes.</p>
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Skills	<p>To consider how history affects different groups (eg women, children) in different ways.</p> <p>To investigate history using sources and interpretations.</p> <p>To begin to evaluate the consequences of actions in history.</p> <p>To investigate history using sources.</p> <p>To understand and make judgments on different interpretations of history.</p>	<p>To understand causation and consequence in history.</p> <p>To understand legacy and impact of a group.</p> <p>To investigate history using sources.</p> <p>To investigate controversy in history and different interpretations.</p>	<p>Ask historically valid questions about cause, impact, and consequence.</p> <p>Use a range of historical sources to gather evidence and build understanding.</p> <p>Identify different viewpoints and explain why people may interpret events differently.</p> <p>Develop empathy by exploring personal experiences and oral histories.</p> <p>Construct and present a balanced argument using evidence.</p> <p>Make connections between past and present issues of rights and fairness.</p> <p>Communicate findings clearly through discussion, writing, drama, or debate.</p>
Media/ Resources	<p><i>Star of Fear, Star of Hope</i> <i>When We Were Warriors</i></p>		
Vocabulary	<p>Casualties, Home Front, civilians, Blitz, Blitz spirit, evacuation, air raid shelters, Anderson shelters, rationing, NHS. Pilgrims, Church of England, Puritan, persecution, Mayflower, colony, colonisation, Native Americans, indigenous, Wampanoag</p>		<p>Strike, Union, Protest, Coal, Mine, Picket line Wages, Right, Dispute, Community Government, Scab, Solidarity, Industry Negotiation, Employment, Miners, Fairness, Power, Conflict</p>
UKS2 – How to be a Historian?			

Unit	What were the effects of the transatlantic slave trade?	Was the moon landing in 1969 the greatest achievement of the space race?	How did the Industrial Revolution impact Nottinghamshire?
Main aims	<p>To understand the causes and impact of the transatlantic slave trade.</p> <p>To explore how it shaped lives, societies, and global trade.</p> <p>To develop empathy and historical understanding.</p>	<p>To explore the events of the space race and the context of the Cold War.</p> <p>To evaluate the significance of the 1969 moon landing.</p> <p>To encourage historical enquiry and debate.</p>	<p>To understand how the Industrial Revolution transformed life in Nottinghamshire.</p> <p>To explore changes in transport, technology, and working life.</p> <p>To develop local history awareness.</p>
Key concept	Human rights and injustice, Cause and consequence, Global interconnectedness	Innovation and technological advancement Competition and progress Evidence and interpretation	Innovation and technological advancement Competition and progress Evidence and interpretation
Skills	Chronological understanding, Historical enquiry, Use of sources, Empathy and reflection	Questioning and reasoning, comparing evidence, presenting a balanced argument, Understanding significance	Interpreting historical sources, Research and investigation, making connections to local area, Describing change and continuity
Media/ Resources	- Slave trade triangle maps - Eyewitness accounts and primary sources - Artefacts/images - Documentaries & books	- Videos of moon landing - Timeline of the space race - Newspaper articles - Astronaut interviews & NASA clips	- Maps of Nottinghamshire - Photos of mills/mines/factories - Diaries and newspaper clippings - Museum or local archive visits
Vocabulary	Enslaved, Trade, Abolition, Plantation, Resistance, Empire	- Astronaut - NASA - Cold War - Spacecraft - Innovation - Mission	- Industry - Invention - Steam power - Mill - Transport - Workforce

UPKS2 Endpoints	
Knowledge and understanding	<ul style="list-style-type: none"> • Pupils can confidently place historical periods, events and key individuals in chronological order using dates and historical terms. • They describe in detail the characteristic features of different historical periods, including beliefs, politics, culture, and everyday life. • Pupils can explain cause and consequence, continuity and change, and the impact of significant events or individuals across different time periods. • They use precise vocabulary such as <i>civilisation</i>, <i>empire</i>, <i>parliament</i>, <i>revolution</i>, and <i>legacy</i> to explain historical ideas. • Pupils make connections between local, national, and global history, identifying patterns across time and cultures.
Expressing Ideas and Insights	<ul style="list-style-type: none"> • Pupils explain ideas clearly and confidently in writing, discussions, and presentations using appropriate historical language. • They analyse the significance of individuals, groups, and events, and express opinions about their impact on the modern world. • Pupils show understanding of different viewpoints and the reasons why people in the past acted as they did, taking context into account. • They make comparisons across historical periods and explain the similarities and differences between cultures and societies.

**Enquiry and
Critical Thinking**

- Pupils develop thoughtful and valid historical questions, selecting the best sources to help answer them.
- They critically evaluate sources of evidence, identifying bias, reliability, and perspective.
- Pupils explain how historical accounts may differ and why interpretations of the past can change over time.
- They use evidence effectively to construct well-reasoned arguments and balanced historical explanations.