

# St Charles' CVA History Knowledge Progression 2026–2027

## Whole school progression at a glance

| Class                     | Substantive / topic knowledge                      | Chronology & concepts                                       | Historical enquiry / disciplinary knowledge                          | Progression in thinking                        |
|---------------------------|----------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------|
| <b>Haddon – Reception</b> | Personal past; family generations; familiar change | Past/present; personal chronology; similarities/differences | Photographs, objects, stories; talk and simple sequencing            | Notice, describe and begin to compare          |
| <b>Chatsworth – Y1</b>    | Personal history; toys; explorers                  | Chronology within living memory; change and significance    | Simple timelines; questions; artefacts/photos; inference             | Describe, sequence and compare                 |
| <b>Bolsover – Y2/3</b>    | School; flight; monarchy                           | Living/beyond living memory; significance; power and change | Dated timelines; primary sources; comparison; cause/consequence      | Explain change and use evidence                |
| <b>Melandra – Y3/4</b>    | Prehistory; childhood; Maya                        | BC/AD; change/continuity; civilisation; adaptation          | Archaeology; deduction; source evaluation; multiple causes           | Explain relationships and evaluate evidence    |
| <b>Peveril – Y4/5</b>     | Ancient Greece; Anglo-Saxons; Tudors               | Legacy; invasion/settlement; belief; monarchy; power        | Interpretation; reliability; propaganda; significance                | Analyse, interpret and justify                 |
| <b>Hardwick – Y6</b>      | WW2; census/local history; unheard histories       | Complex causation; perspective; local change; significance  | Corroboration; reliability/usefulness; independent enquiry; criteria | Evaluate, argue and reach supported judgements |

## Chatsworth Class – Year 1

### History Knowledge Progression

| Term / unit                                              | Builds on                                                                                                        | Knowledge progression                                                                                                                                                                                                                                                                                                                                           | Historical skills / enquiry                                                                                                                                                                                                             | Key vocabulary                                                                                                      | Where this leads next                                                                                                           |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Advent – How am I making history?</b>                 | Builds on Reception learning about personal memories, family, past/present and simple sequencing.                | Know that everyone has a personal history. Understand that photographs and memories can provide evidence about the past. Use before and after to place personal events in sequence. Recognise that childhood has similarities and differences across generations and that celebrations and routines can change over time.                                       | Order photographs on a simple timeline; talk about memories; ask a visitor questions about childhood; compare childhood now and in the past; use photographs as sources; communicate ideas through a time capsule.                      | past; present; future; before; after; memory; timeline; childhood; celebration; source; photograph; time capsule    | Prepares pupils to sequence artefacts, ask historical questions and identify change and continuity in toys.                     |
| <b>Lent – How have toys changed?</b>                     | Builds on personal chronology, photographs as evidence and comparing childhood now with the past.                | Know that toys have changed over time in materials, technology, appearance and how they are made. Recognise that some toys remain similar across generations. Understand that artefacts can be ordered by age and examined for clues. Know that teddy bears and other familiar toys can show change over roughly the last 100 years.                            | Ask questions about old toys; handle and observe artefacts; sequence toys from different periods; compare old and modern examples; use evidence to describe change and continuity.                                                      | toy; artefact; old; modern; past; present; sequence; timeline; material; similar; different; change                 | Supports later work on significant events and people by strengthening chronology, source observation and explanation of change. |
| <b>Pentecost – How have explorers changed the world?</b> | Builds on sequencing objects and events, asking questions and using images and artefacts as historical evidence. | Know what explorers do and why people explore. Know selected explorers, including Christopher Columbus, Matthew Henson, Mary Kingsley and Dame Ellen MacArthur, and identify aspects of their journeys and achievements. Understand that exploration, equipment and transport have changed over time and that historical achievements can have lasting effects. | Sequence photographs and events on timelines; select important events from historical stories; describe and infer from photographs; ask questions of sources; compare exploration in the past and present; retell a historical account. | explorer; exploration; voyage; journey; achievement; equipment; transport; timeline; significant; source; inference | Leads into Year 2 study of significant events and individuals in aviation and increasingly precise chronological ordering.      |

## Bolsover Class – Year 2/3

### History Knowledge Progression

| Term / unit                                           | Builds on                                                                                                             | Knowledge progression                                                                                                                                                                                                                                                                                                             | Historical skills / enquiry                                                                                                                                                                                                               | Key vocabulary                                                                                                                | Where this leads next                                                                                                       |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Advent – How was school different in the past?</b> | Builds on KS1 chronology, comparing familiar life across generations and using photographs and artefacts as evidence. | Know that schools have changed within and beyond living memory. Recognise features of classrooms and school routines around 100 years ago and compare them with school today. Understand that sources such as photographs, registers, log books and maps can reveal information but may not answer every question.                | Order and date photographs on a timeline; ask historical questions; use primary and secondary sources; identify similarities and differences; make a supported judgement about whether school life was preferable in the past or present. | living memory; beyond living memory; decade; school; classroom; source; evidence; similarity; difference; timeline; compare   | Develops source-based comparison and prepares pupils to investigate significant people and events in the history of flight. |
| <b>Lent – How did we learn to fly?</b>                | Builds on sequencing dated events, using sources and explaining how aspects of life have changed.                     | Know key developments in the history of flight, including the Wright brothers' first powered flight, achievements of Bessie Coleman and Amelia Earhart, and the Moon landing. Understand that individual achievements can be historically significant and that developments in flight changed travel and people's lives.          | Identify significant events; ask questions about people and events; use primary sources; order events chronologically; explain causes of change in air travel; connect achievements to their wider impact.                                | flight; aviation; inventor; aircraft; significant; achievement; primary source; timeline; chronological; Moon landing; change | Prepares pupils to consider power, leadership and long-term change through the study of monarchy.                           |
| <b>Pentecost – What is a monarch?</b>                 | Builds on significant individuals, chronological change and using evidence to explain past events.                    | Know that a monarch is a king or queen and identify key roles of a monarch. Understand coronation as a special ceremony. Know how William the Conqueror became king and used castles and control to secure power. Recognise that castles and the power of monarchs changed over time and compare monarchy in the past with today. | Use sources to explain events; sequence developments; compare past and present monarchy; identify change in castles and royal power; explain cause and consequence in William's conquest and rule.                                        | monarch; monarchy; king; queen; coronation; crown; William the Conqueror; castle; power; rule; conquest; succession           | Provides a bridge into KS2 British chronology, invasion and settlement, beginning with prehistoric Britain.                 |

## Melandra Class – Year 3/4

### History Knowledge Progression

| Term / unit                                                                                      | Builds on                                                                                             | Knowledge progression                                                                                                                                                                                                                                                                                                                                                                                                            | Historical skills / enquiry                                                                                                                                                                                                        | Key vocabulary                                                                                                                            | Where this leads next                                                                                                                      |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Advent – Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?</b>         | Builds on KS1 timelines, change over time, evidence and early understanding of monarchy and conquest. | Know that prehistory covers a very long period before written records. Place the Stone, Bronze and Iron Ages in chronological order using BC/AD. Understand how archaeology helps us know about prehistoric life and its limitations. Know how bronze changed tools and farming, how trade developed and why coins became useful. Identify change and continuity across the three periods.                                       | Interpret archaeological evidence and artefacts; distinguish certainty from possibility; make deductions; identify gaps in evidence; compare periods; explain change and continuity; reach an evidence-based preference.           | prehistory; Stone Age; Bronze Age; Iron Age; BC; AD; archaeology; artefact; settlement; trade; coin; continuity; deduction                | Establishes KS2 chronological frameworks and evidence evaluation used in later British and world-history units.                            |
| <b>Lent – How have children's lives changed?</b>                                                 | Builds on comparing life across time, using sources and explaining change and continuity.             | Know that children's work, leisure and health have changed significantly from Tudor and Victorian times to today. Understand why many children worked and the conditions they experienced. Know how Lord Shaftesbury contributed to reform. Recognise changes in leisure and in understandings and treatment of disease.                                                                                                         | Make inferences and deductions from primary and secondary sources; compare periods; explain reasons for child labour; evaluate the impact of reform; use evidence to trace change and continuity.                                  | childhood; apprentice; labour; factory; Tudor; Victorian; reform; Lord Shaftesbury; leisure; disease; source; inference; impact           | Strengthens thematic comparison and evaluation before pupils study a non-European civilisation and construct more complex interpretations. |
| <b>Pentecost – How did the achievements of the ancient Maya impact their society and beyond?</b> | Builds on chronology, settlement, beliefs, evidence and evaluating causes and consequences.           | Know the broad chronology of the ancient Maya and relate it to events in Britain. Understand how Maya people adapted to rainforest environments, their beliefs and key features of cities. Know selected Maya achievements and recognise their influence. Understand that the decline of Maya cities had multiple possible causes and that archaeologists, archivists and historians construct accounts from surviving evidence. | Sequence periods; make cross-period chronological links; infer from archaeological evidence; explain adaptation and achievement; evaluate competing reasons for decline; consider how interpretations of the past are constructed. | Maya; civilisation; rainforest; city; temple; belief; achievement; decline; archaeologist; archivist; historian; evidence; interpretation | Prepares pupils for increasingly sophisticated studies of invasion, settlement, governance, legacy and interpretation.                     |

## Peveril Class – Year 4/5

### History Knowledge Progression

| Term / unit                                                           | Builds on                                                                                                    | Knowledge progression                                                                                                                                                                                                                                                                                                                                                                                               | Historical skills / enquiry                                                                                                                                                                                              | Key vocabulary                                                                                                                                    | Where this leads next                                                                                                             |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>Advent – What is the legacy of the ancient Greek civilisation?</b> | Builds on ancient-civilisation chronology, beliefs, achievements and evaluating historical significance.     | Know key periods and features of ancient Greek civilisation. Understand important beliefs about gods and goddesses and compare Athens and Sparta. Know how Athenian democracy worked and how it differs from modern democracy. Understand philosophy and selected contributions of Greek thinkers. Identify enduring Greek legacies in politics, thought, mathematics, science, language, architecture and culture. | Place periods chronologically; infer beliefs from sources; research historical figures; compare societies; analyse systems of government; evaluate significance and legacy; connect ancient achievements to the present. | Ancient Greece; Athens; Sparta; city-state; democracy; citizen; philosophy; legacy; civilisation; government; source; significance                | Deepens pupils' ability to evaluate legacy and governance, supporting later study of power, monarchy and historical significance. |
| <b>Lent – What changed in Britain after the Anglo-Saxon invasion?</b> | Builds on invasion, settlement, monarchy, chronology and the use of artefacts to infer past life.            | Know why Anglo-Saxons came to Britain after Roman rule ended and how Britons may have responded. Identify features of Anglo-Saxon settlements and compare them with earlier settlements. Understand aspects of Anglo-Saxon beliefs and the spread of Christianity. Know the threat posed by Vikings and recognise the contested question of who should rule in 1066.                                                | Explain reasons for migration/invasion; identify change and continuity; infer from artefacts; trace changes in belief; explain cause and consequence; use criteria to consider qualities of leadership and succession.   | Anglo-Saxon; invasion; settlement; migration; kingdom; pagan; Christianity; missionary; Viking; monarch; succession; artefact                     | Continues the coherent narrative of British history and supports later Tudor study of monarchy, power and interpretation.         |
| <b>Pentecost – What was life like in Tudor England?</b>               | Builds on monarchy, succession, religion, power, source inference and evaluating historical interpretations. | Know key features of Tudor monarchy through Henry VIII and Elizabeth I. Understand that portraits and written sources can present particular images of rulers. Know why Henry VIII's marriages mattered in the context of succession and royal power. Understand royal progresses as displays of power and propaganda. Know that inventories reveal aspects of ordinary and wealthy Tudor lives.                    | Extract and select evidence; make and justify deductions; evaluate reliability; interpret royal images; explain propaganda; reconstruct an eyewitness account; use inventories to infer status and daily life.           | Tudor; Henry VIII; Elizabeth I; monarch; succession; portrait; propaganda; royal progress; inventory; primary source; reliability; interpretation | Prepares pupils for upper-KS2 evaluation of complex sources, perspectives and the impact of national events on ordinary people.   |

## Hardwick Class – Year 6

### History Knowledge Progression

| Term / unit                                                                  | Builds on                                                                                                                 | Knowledge progression                                                                                                                                                                                                                                                                                                                                                                                           | Historical skills / enquiry                                                                                                                                                                                                                | Key vocabulary                                                                                                                                        | Where this leads next                                                                                                                               |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Advent – What was the impact of World War 2 on the people of Britain?</b> | Builds on British chronology, causation, source reliability, propaganda and interpreting experiences of different groups. | Know major causes of the Second World War and key phases of the Battle of Britain. Understand the impact of the Blitz and evacuation on civilians and children. Recognise how wartime needs changed women's roles and how the war and its aftermath affected migration to Britain, including African-Caribbean lives. Understand that experiences of war varied and sources may present different perspectives. | Construct and use timelines; make deductions from photographs and oral/written sources; evaluate accuracy, reliability and usefulness; compare perspectives; explain causes and consequences; use evidence to describe varied experiences. | World War 2; invasion; Battle of Britain; RAF; Blitz; evacuation; evacuee; propaganda; reliability; perspective; migration; consequence               | Provides a demanding modern-history context for independent source evaluation and evidence-based historical argument.                               |
| <b>Lent – What can the census tell us about local areas?</b>                 | Builds on Victorian history, local history, primary-source interpretation and identifying change and continuity.          | Know what a census records and how census information changed between the nineteenth and twentieth centuries. Understand how census entries reveal age, occupation, household structure and aspects of working life. Recognise that historians corroborate census evidence with other sources. Know that census evidence can reveal changes in local communities and support a local historical enquiry.        | Interrogate census records; make inferences; formulate historical questions; compare census years; corroborate with other primary and secondary sources; identify change and continuity; plan and carry out a local-history enquiry.       | census; decade; occupation; household; Victorian; Edwardian; primary source; secondary source; corroborate; inference; continuity; historical enquiry | Develops independent enquiry and source triangulation, directly supporting transition to KS3 History.                                               |
| <b>Pentecost – Unheard histories: Who should go on the £10 banknote?</b>     | Builds on evaluating significance, legacy, source interpretation and constructing supported historical judgements.        | Know why historical figures appear on banknotes and what this communicates about national memory. Investigate the achievements and legacies of a range of people, including figures whose stories may be less widely represented. Understand that historical significance can be judged using explicit criteria and that judgements may differ depending on the evidence and criteria used.                     | Make inferences from visual and written sources; research achievements; compare historical figures; define and apply criteria for significance; evaluate legacy; select evidence; construct and defend a reasoned judgement.               | banknote; historical significance; legacy; achievement; criteria; representation; evidence; inference; interpretation; judgement; commemoration       | Culminates primary History by preparing pupils for KS3 source analysis, significance, interpretation, debate and evidence-based extended reasoning. |

