



THE STOKE POGES SCHOOL

History Learning Journey

At The Stoke Poges School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's history as well as that of the wider world, and be able to communicate historically.



History Overview						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Toys How have toys changed?	They made a difference. What makes someone a hero?	Changes in Britain from the Stone Age to the Iron Age When was the best time to live?	The Roman Empire and its impact on Britain Why did the Romans settle in Britain?	Geography and Science focus	World War II Whose lives were changed by World War II?
Spring Term	Flight How did we learn to fly?	The Great Fire of London What lessons were learnt from the Great Fire of London?	Ancient Egyptians What was important to ancient Egyptians?	The Mayans c.900AD How did the achievements of the ancient Maya impact their society and beyond?	Anglo-Saxons In what way did the Anglo-Saxons change life in Britain? The Vikings Why can't historians agree about the Vikings?	Geography focus
Summer Term	Explorers How have explorers changed the world?	Geography focus	Ancient Greece How did the Ancient Greeks leave their mark on the world?	The Tudors What was life like in Tudor England?	Life as a Victorian Child How have children's lives changed?	Independent enquiry What can the census tell us about local areas?



Designing our History Curriculum

Substantive knowledge strands	Topic knowledge	Chronological awareness	Substantive (abstract) concepts
Disciplinary strands	Historical enquiry		Disciplinary concepts
	Historical knowledge		

Substantive knowledge strands	Topic knowledge	Gaining a rich knowledge of the current topic, time period, society or event being studied
	Chronological awareness	Understanding language related to chronology. Building a mental timeline of the periods in chronological order. Developing awareness of general features of periods and knowing particular dates and events.
	Substantive (abstract) concepts	Invasion and settlement Power Beliefs Civilisations Achievements Tax and trade Significant people
Disciplinary concepts	Disciplinary concepts	Change and continuity Similarities and differences Cause and consequence Historical significance Sources of evidence Historical interpretations
	Historical enquiry	Posing a historical question Gathering, organising and evaluating evidence Interpreting findings, analysing and making connections Evaluating and drawing conclusions Communicating findings



Progression of knowledge: Chronological awareness

Reception	Year 1	Year 2
- To know that someone's age is the time since they were born - To know that they started life as a baby but have since grown and changed - To know that parents are older than children and grandparents are older than parents - To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year)	- To know that a timeline shows the order in which events in the past happened - To know that we start by looking at 'now' on a timeline, then look back - To know that 'the past' is events that have already happened - To know that 'the present' is time happening now - To know that within living memory is 100 years - To know that beyond living memory is more than 100 years ago	- To know that events in history may last different amounts of time - To know a decade is ten years
Lower Key Stage 2		Upper Key Stage 2
- To know that history is divided into periods of history eg. ancient times, Middle Ages and modern - To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods - To know that BC means 'Before Christ' and is the term used to date the years before Christ was born - To know that AD means Anno Domini and can be used to show years from the year AD - To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43 - To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools - To know that the Tudor period is the name of the period from 1485-1603, as this was when the Tudor family were the ruling family in England - To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled		- To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled - To understand the term 'century' and how dating by centuries works (eg. the 1500s are known as the 16th century) - To know relevant dates and relevant terms for the period and period labels, eg. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Tudors, Greeks, Mayans and Victorians

Progression of Skills: Chronological awareness

Reception	Year 1	Year 2
- Beginning to sequence events when describing them (eg. daily routines, events in a story) - Recognising that some stories are set a long time ago - Recognising significant dates for them (birthday) - Beginning to use common words and phrases for the passage of time, even if used inaccurately (eg. yesterday, today, tomorrow, last week, 'when I was in nursery') - Recounting activities that happened in their past using photos as a prompt	- Sequencing 3 or 4 events in their own life (eg. birthday, starting school, starting Year 1) - Using common words and phrases for the passing of time (eg. now, long ago, then, before, after) - Sequencing 3 or 4 artefacts/photographs from different periods of time - Placing events on a simple timeline - Recording on a timeline a sequence of historical stories heard orally	- Sequencing up the 6 photographs, focusing on the intervals between events - Placing events on a timeline, building on times studied in Year 1 - Beginning to recognise how long each event lasted - Knowing where people/events studied fit into a chronological framework
Lower Key Stage 2		Upper Key Stage 2
- Sequencing events on a timeline, referring to times studied in KS1 to see where they fit in - Understanding that history is divided into periods of history, e.g. ancient times, the Middle Ages and modern - Using dates to work out the interval between periods of time and the duration of historical events or periods - Using BC/AD/Century - Sequencing 8-10 artefacts, historical pictures or events - Beginning to develop a chronologically secure knowledge of local, British and World history across the periods studied - Using dates and terms related to the unit and passing of time, e.g. millennium, continuity and ancient - Noticing connections over a period of time - Making a simple individual timeline		- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups - Understanding the term 'century' and how dating by centuries works - Putting dates in the correct century - Using the terms AD and BC in their work - Using relevant dates and relevant terms for the period and period labels, eg. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Tudors, Greeks, Mayans and Victorians - Developing a chronologically secure understanding of British, local and world history across the periods studied - Placing the time, period of history and context on a timeline - Relating current study on a timeline to other periods of history studied - Comparing and making connections between different contexts in the past - Sequencing 10 events on a timeline



Progression of knowledge: Substantive (abstract) concepts

Concept	Summary
Invasion & Settlement 	Through this study, students explore the challenges and opportunities associated with migration, invasion, and settlement, including conflict, cooperation, cultural exchange and the establishment of new forms of rule. They develop an understanding of how these processes have shaped societies over time and influenced the communities and cultures we see today. Studied within this concept: Migration, location, colony, conflict, war
Power 	Leadership is studied by introducing young learners to influential figures and their roles in shaping the past. Students explore leaders such as ancient pharaohs, emperors, and notable monarchs. The focus is on their leadership qualities, accomplishments, and the impact they had on their societies. Students gain insights into leadership styles, decision-making, and the responsibilities of rulers. Studied within this concept: Power, government, empire, monarchy, democracy
Beliefs 	The study of beliefs revolves around exploring the religious, cultural, and philosophical systems that have shaped societies throughout history. Students learn about ancient mythologies, indigenous spiritual practices and major world religions. The curriculum explores key figures, sacred texts, and significant rituals, emphasising how beliefs influence people's daily lives, traditions, and values. Studied within this concept: Religion, worship, traditions
Civilisation 	The study of society focuses on how communities have evolved. Students explore topics such as the roles of individuals within a society, the development of social structures, and the impact of key events on people's lives. They learn about the lifestyles, traditions, and daily routines of different historical societies, from ancient civilisations to more recent periods. Studied within this concept: Society, culture, food & farming pastimes, rich & poor, law, crime & punishment
Achievements 	The concept of legacy is introduced by exploring the enduring impact of past events, individuals, and civilisations on the present and future. Students learn about influential figures, such as leaders, inventors, and reformers, and how their contributions shaped society. They also examine the legacies of ancient cultures, like the Greeks and Egyptians, through art, architecture and ideas that continue to influence modern life. By studying historical legacies, students gain an appreciation for the interconnectedness of time and history's lasting imprint on contemporary society, fostering a sense of continuity and the importance of preserving cultural heritage. Studied within this concept: Societal change, invention/technological advances, impact on today's world
Tax & Trade 	Through this study, students investigate the motivations behind trade and taxation, the challenges of transporting goods and collecting revenue, and the ways these systems influenced daily life. They develop an understanding of how tax and trade contributed to economic development, cultural exchange, and the growth of settlements and civilisations, shaping societies throughout history. Studied within this concept: Trade and exchange, goods, resources and production, money and economic systems, taxation and government, trade networks and civilisations, cultural exchange, challenges and consequences

Significant people



The study of significant people involves introducing students to influential figures from the past who have made notable contributions to society. Students explore the lives and accomplishments of historical figures like explorers, inventors, leaders, and civil rights activists. Through simplified narratives and engaging activities, they gain insights into the challenges these individuals faced and the positive impact they had on their communities and the world.

Studied within this concept:

Contribution, overcoming challenges, influence, local heroes



Progression of Knowledge: Substantive (abstract) concepts

Sub-strand	Reception	Year 1	Year 2
Power (monarchy, government and empire)	To know that in fairy tales kings/queens are usually important, powerful people who rule over others.	N/A	- To know that a monarch in the UK is a king or queen. - To begin to understand that power is exercised in different ways in different cultures, times and groups, e.g. monarchy - To know that Britain was organised into kingdoms and these were governed by monarchs
Achievements and follies of mankind	To recognise some interests and achievements from their own lives and lives of their families and friends	- To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc) - To know some achievements and discoveries of significant individuals (e.g. explorers) - To know the legacy and contributions of some inventions (e.g. flight)	- To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel) - To be aware of the achievements of significant individuals

Sub-strand	Lower Key Stage 2	Upper Key Stage 2
Power (monarchy, government and empire)	- To understand the development of groups, kingdoms and monarchy in Britain - To know who became the first ruler of the whole of England - To understand the expansion of empires and how they were controlled across a large empire - To understand that societal hierarchies and structures existed, including aristocracy and peasantry - To understand some reasons why empires fall/collapse	- To understand how the monarchy exercised absolute power - To understand the process of democracy and parliament in Britain - To understand that different empires have different reasons for their expansion - To understand that there are changes in the nature of society - To know that there are different reasons for the decline of different empires
Invasion, settlement and migration	- To know that there were different reasons for invading Britain - To understand that there are varied reasons for coming to Britain - To know that there are different reasons for migration - To know that settlement created tensions and problems - To understand the impact of settlers on the existing population - To understand the earliest settlements in Britain	- To understand there are increasingly complex reasons for migrants coming to Britain - To understand that migrants come from different parts of the world - To know about the diverse experiences of the different groups coming to Britain over time

	To know that settlements changed over time	
Civilisation (social and cultural)	- To understand how invaders and settlers influence the culture of the existing population - To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles - To know that education existed in some cultures, times and groups	- To understand the changes and reasons for the organisation of society in Britain - To understand how society is organised in different cultures, times and groups - To be able to compare development and role of education in societies - To be able to compare education in different cultures, times and groups - To understand the changing role of women and men in Britain - To understand that there are differences between early and later civilisations
Trade	- To know that communities traded with each other and over the English Channel in the Prehistoric Period - To understand that trade began as the exchange of goods - To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times - To understand that the Roman invasion led to a great increase in British trade with the outside world - To understand that trade develops in different times and ways in different civilisations - To understand that the traders were the rich members of society	- To know that trade routes from Britain expanded across the world - To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain - To understand there was a race to discover new countries and that this resulted in new items to be traded (e.g. silk, spices and precious metals) - To understand that the expansion of trade routes increased the variety of goods available - To understand that the methods of trading developed from in-person to boats, trains and planes - To understand the development of global trade
Beliefs	- To understand that there are different beliefs in different cultures, times and groups - To know about paganism and the introduction of Christianity in Britain - To know how Christianity spread - To compare the beliefs in different cultures, times and groups	- To be aware of the different beliefs that different cultures, times and groups hold - To understand the changing nature of religion in Britain and its impact - To be aware of how different societies practise and demonstrate their beliefs - To be able to identify the impact of beliefs on society
Achievements and follies of mankind	- To be able to identify achievements and inventions that still influence our lives today from Roman times - To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain - To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science	- To understand that people in the past were as inventive and sophisticated in thinking as people today - To know that new and sophisticated technologies were advanced, which allowed cities to develop - To understand the impact of war on local communities - To know some of the impacts of war on daily lives



Progression of Skills and Knowledge: Disciplinary concepts

Sub-strand	Reception	Year 1	Year 2
Change and continuity	Being aware of changes that happen throughout the year (eg., seasons, nature)	- Being aware that some things have changed and some have stayed the same in their own lives - Describing simple changes and ideas/objects that remain the same - Understanding that some things change while other items remain the same and some are new	- Recognising some things which have changed/stayed the same as the past - Identifying simple reasons for changes
	To know that the environment around us changes as time passes	- To know that people change as they grow older - To know that throughout someone's lifetime, some things will change, and some things will stay the same - To know that everyday objects have changed over time	To know that daily life has changed over time but that there are some similarities to life today
Cause and consequence	Experiencing cause and effect in play – achieved through continuous play	Asking why things happen and beginning to explain why with support	- Asking questions about why people did things, why events happened and what happened as a result - Recognising why people did things, why events happened and what happened as a result
	N/A	To know that everyday objects have changed as new materials have been invented	To know that changes may come about because of improvements in technology
Similarities and differences	- Beginning to recognise similarities and differences between the past and today - Using photographs and stories to compare the past with the present day	Beginning to look for similarities and differences over time in their own lives	- Identifying similarities and differences between ways of life at different times - Finding out about people, events and beliefs in society - Making comparisons with their own lives
	N/A	- To know that there are similarities and differences between their lives today and the lives in the past - To know some similarities and differences between the past and their own lives	To know that there are explanations for similarities and differences between children's lives now and in the past

		- To know that people celebrate special events in different ways - To know that everyday objects have similarities and differences with those used for the same purpose in the past	
Historical Significance	Recalling special people in their own lives	Recalling special events in their own lives	Discussing who was important in a historical event
	To know the names of people who are significant to their own lives	To know that some people and events are considered more 'special' than others	- To know that some events are more significant than others - To know the impact of a historical event on society - To know that 'historically significant' people are those who changed many people's lives
Sources of evidence	- Using photographs and stories to compare the past with the present day - Using stories and non-fiction books to find out about life in the past	- Using artefacts, photographs and visits to museums to answer simple questions about the past - Finding answers to simple questions about the past using sources (eg. artefacts) - Sorting artefacts from then and now	- Using artefacts, photographs and visits to museums to ask and answer questions about the past - Making simple observations about a source or artefact - Using sources to show an understanding of historical concepts - Identifying a primary source
	To know that stories and books can tell us about the past	- To know that photographs can tell us about the past - To know that we can find out about the past by asking people who were there - To know that artefacts can tell us about the past - To know that we remember some (but not all) of the events that we have lived through	- To know that we can find out about how places have changed by looking at maps - To know that historians use evidence from sources to find out more about the past
Historical interpretations	Recognising that different members of the class may notice different things in photographs from the past	- Beginning to identify different ways to represent the past (eg. photos, stories) - Developing their own interpretations from historical artefacts	- Recognising different ways in which the past is represented (including eyewitness accounts) - Comparing pictures or photographs of people or events in the past - Developing their own interpretations from photographs and written sources
	To begin to understand that the past can be represented in photographs and drawings	To know that the past can be represented in photographs	To know that the past is represented in different ways

Sub-strand	Lower Key Stage 2	Upper Key Stage 2
Change and continuity	- Identifying reasons for change and reasons for continuity - Identifying what the situation was like before the change occurred - Comparing different periods of history and identifying changes and continuity - Describing the changes and continuity between periods of history - Identifying the links between different societies	- Making links between events and changes within and across different time periods/societies - Identifying the reasons for changes and continuity - Describing the links between main events, similarities and changes within and across different periods/studied - Describing the links between different societies - Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well - Analysing and presenting the reasons for changes and continuity
	- To know that change can be brought about by advancements in transport and travel - To know that change can be brought about by advancements in materials - To know that change can be brought about by advancements in trade	- To know that change can be brought about by conflict - To know that change can be traced using the census
Cause and consequence	- Identifying the consequences of events and the actions of people - Identifying reasons for historical events, situations and changes	- Giving reasons for historical events, the results of historical events, situations and changes - Starting to analyse and explain the reasons for, and the results of historical events, situations and change
	- To know that the actions of people can be the cause of change (eg. Lord Shaftesbury) - To know that advancements in science and technology can be the cause of change	To know that members of society standing up for their rights can be the cause of change
Similarities and differences	- Identifying similarities and differences between periods of history - Explaining similarities and differences between daily lives of people in the past and today - Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world	- Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world - Making links with different time periods studied - Describing change throughout time
Historical significance	- Recalling some important people and events - Identifying who is important in historical sources and accounts	- Identifying significant people and events across different time periods - Comparing significant people and events across different periods - Explain the significance of events, people and developments
	To know that significant archaeological findings are those which change how we see the past	To know how historians select criteria for significance and that this changes

	To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come	
Sources of evidence	- Using a range of sources to find out about a period - Using evidence to build up a picture of a past event - Observing the small details when using artefacts and pictures - Identifying sources which are influenced by the personal beliefs of the author	- Recognising primary and secondary sources - Using a range of sources to find out about a particular aspect of the past - Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources - Describing how secondary sources are influenced by the beliefs, cultures and time of the author
	- To know that archaeological evidence can be used to find out about the past - To know that we can make inferences and deductions using images from the past	- To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date - To understand the types of information that can be extracted from the census - To understand that inventions are useful sources of evidence to find out about people from the past - To understand some of the key terms on the census, eg. scholar, occupation and marital status - To understand how to compare different census extracts by analysing the entries in individual columns - To know that the most reliable sources are primary sources which were created for official purposes
Historical Interpretations	- Identifying and giving reasons for different ways in which the past is represented - Identifying the differences between different sources and giving reasons for how the past is represented - Exploring different representations from the period eg. archaeological evidence, museum evidence, cartoons and books - Evaluating the usefulness of different sources	- Comparing accounts of events from different sources - Suggesting explanations for different versions of events - Evaluating the usefulness of historical sources - Identifying how conclusions have been arrived at by linking sources - Developing strategies for checking the accuracy of evidence - Addressing and devising historically valid questions - Understanding that different evidence creates different conclusions - Evaluating the interpretations made by historians
	- To know that archaeological evidence has limitations. It does not give all the answers to tell us about the emotions of people from the past - To know that assumptions made by historians can change in the light of new evidence	- To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source - To understand that there are different interpretations of historical figures and events



Progression of Skills: Historical enquiry

Sub-strand	Reception	Year 1	Year 2
Posing historical questions	Asking questions about the differences they can see in photographs or images (in stories) that represent the past	- Asking how and why questions based on stories, events and people - Asking questions about sources of evidence (eg. artefacts)	- Asking a range of questions about stories, events and people - Understanding the importance of historically valid questions
Gathering, organising and evaluating evidence	Making simple observations about the past from photographs and images	- Using sources of information, such as artefacts, to answer questions - Drawing out information from sources - Making simple observations about the past from a source	- Understanding how we use books and sources to find out about the past - Using a source to answer questions about the past - Evaluating the usefulness of sources to a historical enquiry - Selecting information from a source to answer a question - Identifying a primary source
Interpreting findings, analysing and making connections	Making simple observations about the past from photographs and images	- Interpreting evidence by making simple deductions - Making simple inferences and deductions from sources of evidence - Describing the main features of concrete evidence of the past or historical evidence (eg. pictures, artefacts and buildings)	- Making links and connections across a unit of study - Selecting and using sections of sources to illustrate and support answers
Evaluating and drawing conclusions	Deciding whether photographs or images (eg. from stories) depict the past	Drawing simple conclusions to answer a question	Making simple conclusions about a question using evidence to support
Communicating findings	Communicating findings by pointing to images and using simple language to explain their thoughts	- Communicating findings through discussion and timelines with physical objects/pictures - Using vocabulary such as old, new, long time ago - Discussing and writing about past events or stories in narrative or dramatic forms - Expressing a personal response to a historical story or event (eg. saying, writing or drawing what they think it felt like in response to a historical story or event)	- Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount) - Using relevant vocabulary in answers - Describing past events and people by drawing or writing - Expressing a personal response to a historical story or event through discussion, drawing or writing

Sub-strand	Lower Key Stage 2	Upper Key Stage 2
Posing historical questions	- Understanding how historical enquiry questions are structured - Creating historically valid questions across a range of time periods, cultures and groups of people - Asking questions about the main features of everyday life in periods studied, e.g. how did people live - Creating questions for different types of historical enquiry - Asking questions about the bias of historical evidence	- Planning a historical enquiry - Suggesting the evidence needed to carry out the enquiry - Identifying methods to use to carry out the research - Asking historical questions of increasing difficulty eg. who governed, how and with what results? - Creating a hypothesis to base an enquiry on - Asking questions about the interpretations, viewpoints and perspectives held by others
Gathering, organising and evaluating evidence	- Using a range of sources to construct knowledge of the past - Defining the terms 'source' and 'evidence' - Extracting the appropriate information from a historical source - Selecting and recording relevant information from a range of sources to answer a question - Identifying primary and secondary sources - Identifying the bias of a source - Comparing and contrasting different historical sources	- Using different sources to make and substantiate historical claims - Developing awareness of the variety of historical evidence in different periods of time - Distinguishing between fact and opinion - Recognising 'gaps' in evidence - Identifying how sources with different perspectives can be used in a historical enquiry - Using a range of different historical evidence to dispute the ideas, claims or perspectives of others - Considering a range of factors when discussing the reliability of sources, eg. audience, purpose, accuracy, the creators of the source
Interpreting findings, analysing and making connections	- Understanding that there are different ways to interpret evidence - Interpreting evidence in different ways - Understanding and making deductions from documentary as well as concrete evidence eg. pictures and artefacts - Making links and connections across a period of time, cultures or groups - Asking the question, 'How do we know?'	- Interpreting evidence in different ways using evidence to substantiate statements - Making increasingly complete interpretations using more than one source of evidence - Challenging existing interpretations of the past using interpretations of evidence - Making connections, drawing contrasts and analysing within a period and across time - Beginning to interpret simple statistical sources
Evaluating and drawing conclusions	- Understanding that there may be multiple conclusions to a historical enquiry question - Reaching conclusions that are substantiated by historical evidence - Recognising similarities and differences between past events and today	- Reaching conclusions which are increasingly complex and substantiated by a range of sources - Evaluating conclusions and identifying ways to improve conclusions
Communicating findings	- Communicating knowledge and understanding through discussion, debates, drama, art and writing - Constructing answers using evidence to substantiate findings - Identifying weaknesses in historical accounts and arguments	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art writing, blog posts and podcasts

	• Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell a story • Creating a structured response or narrative to answer a historical enquiry • Describing past events orally or in writing, recognising similarities and differences with today	• Showing written and oral evidence of continuity and change as well as indicating simple causation • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources • Constructing explanations for past events using cause and effect • Using evidence to support and illustrate claims
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