Sandy Lane Primary School

History Curriculum



Historical Enquiry



Chronology



Events, People



Connections, Contrasts



Empire



Innovation, Trade

Intent
Our history curriculum is designed to inspire curiosity about the past and develop pupils into reflective, analytical young historians. Through the progressive exploration of the key themes—**chronology, empire, innovation,** and **trade**—we aim to provide pupils with a deepening understanding of how historical events, people, and developments are interconnected. Our intent is to build historical thinking over time: encouraging pupils to ask perceptive questions, analyse sources, and form balanced arguments. We focus not just on content, but on developing key historical skills, including chronological awareness, cause and consequence, continuity and change, and interpretation of evidence. By the end of their primary education, pupils will be equipped to make sense of the present by understanding the past, and will be well prepared for secondary history and beyond.
Implementation
Chronology is introduced in KS1 through exploration of the concepts of past and present. Pupils begin to understand time as a sequence and use visual timelines. In LKS2 and UKS2, they build on this by placing people and events in broader historical contexts, using key vocabulary such as BC/AD and CE/BCE, and developing a secure sense of when and why things happened.   **Empire** is explored through increasingly complex case studies. KS1 encounters early forms of empire indirectly, such as the influence of monarchy and national events. In LKS2, children explore structured empires like the Romans and Greeks. In UKS2, pupils examine empires in depth, including Islamic Civilisations and the British Empire, considering their influence on global relationships, power, and legacy.   **Innovation** begins in KS1 through the study of pioneers such as Florence Nightingale. Pupils begin to understand how individual ideas can shape societies. In LKS2, they study significant technological advances (e.g., Roman infrastructure), while in UKS2, innovation is seen as a driver of social and political change, including wartime technology and intellectual developments in non-Western cultures.   **Trade** starts in KS1 with a focus on local exchange and community economics. In LKS2, children examine how ancient societies traded resources to survive and thrive. In UKS2, pupils develop an understanding of global trade routes like the Silk Roads and Viking trade, and how trade systems shaped cultural exchange and economic power.
Impact

Pupils leave KS2 as confident, inquisitive young historians. They can place events in historical context, understand broad themes across time, and articulate how different civilisations and ideas have influenced the modern world. Their understanding of **chronology** enables them to identify patterns of change and continuity; their study of **empire** develops critical thinking about power, legacy, and global interconnectivity; through **innovation**, they recognise how human creativity shapes history; and their knowledge of **trade** helps them grasp economic and cultural links across societies. Pupils develop historical enquiry skills, including interpreting sources, weighing evidence, and forming reasoned judgements. Ultimately, they are equipped not only with knowledge, but with the analytical mindset of a historian: ready to question, debate, and make connections—both within history and to the world around them.

Progression

Progression Overview
Our progression map shows how history education at Sandy Lane Primary School builds across key stages, from understanding basic historical concepts in Reception and KS1 to engaging with more complex themes like historical significance, legacy, and conflicting interpretations in UKS2. It encourages the development of essential historical skills, knowledge, and concepts that will prepare our pupils for further study and an understanding of the past's impact on the present and future.

EYFS ELG: **Understanding the World – Past and Present**	Children at the **Expected Level of Development (ELG)** can: • **Talk about the lives of the people around them** and their roles in society (e.g., family members, teachers, community helpers). • **Know some similarities and differences** between things in the past and now, drawing on their experiences and what has been read in class. • **Understand the past through settings, characters and events** encountered in books read in class and storytelling.	In EYFS, history learning is rooted in children's own experiences and familiar contexts. Pupils begin to develop an awareness of the past by exploring their own lives, their families, and changes over time. Through stories, provision, and discussion, they begin to understand that things happened before they were born and that people lived differently in the past. This provides the foundation for

		chronological understanding and historical enquiry in KS1 and beyond.
Strand	Provision	Vocabulary
Skills	Talk about past and present events in their own lives Sequence familiar routines Ask simple questions about the past Use pictures and objects as sources.	past, present, now, then, before, after
Knowledge	Understand own personal history learn about people from the past through stories explore events beyond living memory.	baby, family, old, long ago, today, yesterday, tomorrow, journey
Concepts	Recognise change over time identify similarities and differences between past and present begin to recognise why people and events are remembered.	same, different, change, important, remember

EYFS ELG: Understanding the World – Past and Present	Chronology	Empire	Innovation	Trade
Provision	• Children begin to understand the concept of time through daily routines and familiar events (e.g., birthdays, seasons, yesterday/today/tomorrow). • They talk about changes in their own lives and use simple language to describe time (e.g., “when I was a baby”). • They sequence simple events (e.g., getting dressed, a school day) and begin to notice differences between	• Early understanding of empire is implicit through stories about kings, queens, castles, and national events. • Children learn that some people in the past had power and ruled over others (e.g., monarchs in stories and history-based texts). • They begin to recognise	• Children explore how everyday objects have changed over time (e.g., toys, technology, household items). • They learn that people in the past invented things to solve problems. • Through role play and stories, they begin to understand that ideas and	Children develop an understanding of exchange through role play (shops, markets, cafés). • They learn that people buy and sell goods and that food and objects come from different places. • They begin to understand simple ideas of community trade and sharing

	past and present.	that countries and leaders have shaped the way we live today.	inventions can improve lives.	resources.

Detailed Progression Overview KS1 and 2

1. **Skills Progression**:
    - **KS1**: Pupils develop foundational skills in history, such as sequencing simple events, using historical vocabulary, and asking basic questions.
    - **LKS2**: Pupils begin to engage with more complex historical skills, like using different sources to make inferences and placing periods on timelines with BC/AD terminology.
    - **UKS2**: Pupils refine their ability to use multiple sources, evaluate their reliability, and construct arguments based on evidence. They also analyse historical significance and explore different interpretations of history.
2. **Knowledge Progression**:
    - **KS1**: Pupils learn about basic historical concepts, events, and individuals, including significant events like the Great Fire of London, and begin to explore their local history.
    - **LKS2**: Knowledge broadens to include more detailed studies, such as the Romans, early civilisations like Ancient Greeks, and local history projects. Pupils also begin to study the concept of empire and how it shaped Britain.
    - **UKS2**: Knowledge becomes more expansive and complex, with studies of global history (e.g., Ancient Egyptians, Islamic Civilisation), significant turning points (e.g. WWII), and the lasting impact of these events on the modern world.
3. **Concepts Progression**:
    - **KS1**: The focus is on developing a sense of time, continuity, and change. Pupils start to understand historical concepts in simple terms, such as recognising differences between past and present and beginning to identify significant historical events and figures.
    - **LKS2**: Pupils explore more complex concepts like cause and consequence, the impact of events, and diversity in societies. They also begin to analyse the significance of different historical periods and events.

UKS2: Pupils deepen their understanding of historical concepts such as cause and consequence, historical significance, and legacy. They begin to analyse conflicting views and interpretations of history and explore the lasting impacts of historical events. This element of our progression map of documents how the key themes of **chronology, empire, innovation, and trade** are developed in each stage.

Key Themes Progression:

Chronology:

- KS1 introduces basic chronological concepts with past and present, progressing in LKS2 and UKS2 with timelines and chronological terms (e.g., BC/AD). Historical events and people are placed on these timelines for increasing accuracy

Empire:

- In KS1, empire-related knowledge is implicit in topics such as The Great Fire of London and early forms of empire-building.
- LKS2 introduces more direct study of empires (e.g., the Roman Empire, early civilisations like the Greeks), and the idea of empire as a force shaping history is explored.
- UKS2 offers a more direct examination of historical empires, such as the Islamic Civilisations and the impact of the British Empire, including how empires affected other nations and their relationships.

Innovation:

- KS1 includes simple concepts of innovation through people like Florence Nightingale and early technologies.
- LKS2 shows technological advancements such as the Romans' roads, and innovations within early civilisations.
- UKS2 focuses heavily on innovation, including the ideas of the Islamic Thinkers and technological advances during wartime.

Trade:

- KS1 introduces trade at a local level, looking at markets and exchanges within communities.

- LKS2 explores early trade systems in relation to the Bronze and Iron Ages and Roman Britain, as well as the extensive trade networks of ancient civilisations.
- UKS2 examines more complex trade systems, from Viking trade to the impact of the Silk Roads on global trade, focusing on economic impacts and global networks.

Vocabulary Progression

Our progression map shows how vocabulary evolves alongside historical skills and knowledge, providing pupils with the tools to engage with history in increasingly sophisticated ways as they move through each key stage.

- **KS1 Vocabulary**: Simple terms related to time, events, and people, such as "past," "present," "individual," "long ago," and "event." Pupils use basic terms to start understanding the flow of history.
- **LKS2 Vocabulary**: More specific terms related to historical periods, such as "Stone Age," "Roman Britain"." At this level, pupils also begin to explore concepts like cause, consequence, and diversity in societies.
- **UKS2 Vocabulary**: Advanced terms reflecting deeper historical analysis, such as "legacy," "democracy," "interpretation," and "significance." This stage includes exploration of long-term impacts and complex ideas about historical events, including conflicting perspectives and long-term consequences.

Strand	Key Stage 1	Key Vocabulary (KS1)	Lower Key Stage 2	Key Vocabulary (LKS2)	Upper Key Stage 2	Key Vocabulary (UKS2)
Skills	- Begin to sequence events and objects in chronological order.	Past, present, future, long ago, yesterday, before, after, now	- Place events, people, and periods on a timeline using chronological terms (e.g., BC/AD).	Timeline, BC, AD, chronological, sequence	- Sequence and analyse events and periods with greater accuracy on a timeline.	Analysis, timeline, historical period, evaluate
	- Recognise simple cause-and-effect relationships (e.g., "The fire spread because...").	Cause, effect, reason, consequence	- Compare and contrast different periods (e.g., life in Roman Britain vs. Iron Age).	Compare, contrast, different, society, role	- Use multiple sources and evaluate their reliability.	Source, reliability, evidence, multiple sources
	- Use common historical terms like “long ago,” “yesterday,” “past,” and “present.”	Term, history, time, event, past, present	- Use a range of sources (e.g., artefacts, written records, and digital resources).	Artefacts, record, source, evidence, interpretation	- Construct informed responses using historical evidence.	Inference, evidence, response, interpretation
	- Ask and answer simple questions about the past.	Question, answer, past, reason	- Begin to make inferences from evidence and justify opinions.	Inference, justify, opinion, evidence	- Present structured arguments about causes and consequences of events.	Argument, cause, consequence, impact
	- Identify and use sources such as pictures, stories, and objects to learn about the past.	Picture, source, object, story, evidence	- Ask more complex questions such as “Why did...?” and “What if...?”	Question, reasoning, source, explore, past	- Explain the significance of historical figures or events in depth.	Significance, impact, importance, historical figure
Knowledge	- Understand the concept of the past, present, and future.	Past, present, future, long ago, history	- Explore changes in Britain from the Stone Age to the Iron Age.	Stone Age, Bronze Age, Iron Age, prehistory	- Study a non-European society contrasting with British history (e.g	Non-European, Islamic, Golden Age, Baghdad,

Strand	Key Stage 1	Key Vocabulary (KS1)	Lower Key Stage 2	Key Vocabulary (LKS2)	Upper Key Stage 2	Key Vocabulary (UKS2)
					Islamic Civilisation)	empire
	- Learn about events beyond living memory (e.g., Great Fire of London,).	Great Fire of London, event, fire	- Study Roman Britain and its impact (e.g., roads, villas, governance).	Roman Empire, Roman Britain, roads, villa, army	- Investigate themes in British history (e.g., Anglo-Saxons and Vikings).	Anglo-Saxon, Viking, Conquest, king, invasion
	- Study significant individuals (e.g., Florence Nightingale).	Individual, famous, explorer, nurse, inventor	- Investigate local history (e.g., a castle, a historic event in the region).	Castle, region, local history, heritage, fort	- Explore significant turning points in British history (e.g., World War II).	World War II, turning point
	- Explore local historical events and people.	Local, community, history, event, heritage, fort	- Learn about Ancient Greece and its influence on the modern world (e.g., democracy, philosophy).	Democracy, philosophy, Greece, city-state, Athens	-- Learn about early civilisations (e.g. Ancient Egyptians).	Empire, civilisation, pharaohs, gods, pyramids
Concepts	- Develop a sense of continuity and change.	Change, continuity, now, then, same, different	- Develop understanding of cause, consequence, and impact (e.g., effects of Roman invasion).	Cause, consequence, effect, impact, reason	- Deepen understanding of continuity and change, cause and consequence.	Continuity, change, cause, consequence, impact
	- Understand similarities and differences between ways of life in different periods.	Similar, different, change, compare, contrast	- Recognise diversity in past societies (e.g., different roles in Roman societies).	Diversity, roles, society, class, power	- Explore how evidence is interpreted differently (e.g., conflicting views of historical events).	Interpretation, bias, conflicting, perspective
	- Recognise historical significance.	Significance, importance, famous, historical	- Identify and discuss significance (e.g., why we remember the	Significance, legacy, importance,	- Understand historical significance and legacy (e.g., impact of WWII on	Legacy, impact, significance, long-term

Strand	Key Stage 1	Key Vocabulary (KS1)	Lower Key Stage 2	Key Vocabulary (LKS2)	Upper Key Stage 2	Key Vocabulary (UKS2)
			Romans).	memory, value	Britain today).	
					- Explore the long-term impact of historical events and figures.	Legacy, change, consequence, influence
					- Analyse the role of conflict and cooperation in shaping history (e.g., Anglo-Saxon invasions, World War II).	Conflict, cooperation, invasion, war, influence

Stage	History Objective	Chronology	Empire	Innovation	Trade
KS1	**Pupils should understand:**				
	The concept of the past, present, and future.	Basic understanding of time (past vs. present).	Empire-related knowledge is implicit in topics such as The Great Fire of London	Innovations in toys over time	Best-selling toys-then and now
	Events beyond living memory (e.g., Great Fire of London).	Sequencing events and understanding historical distance	Impact of the fire on trade and rebuilding, strengthening London's position as the heart of the British Empire.	Early innovations (e.g., printing press)	Local trade (e.g., markets, goods exchange)
	Significant individuals (e.g., Florence	Simple timeline use with key people.	Introduce the concept of empire	Develop a sense of innovation through people (e.g., Florence	Medical advancement

Stage	History Objective	Chronology	Empire	Innovation	Trade
	Nightingale).			Nightingale's medical advances)	and its impact on traders
	Local history (e.g., local events and people).	Connecting local events to broader history	Significant individuals eg Samuel Lister	Local innovations in industry or architecture eg the Lister Comb	Local markets, community trade
LKS2	**Pupils should understand:**				
	Changes in Britain from the Stone Age to the Iron Age.	Use of BC/AD, timelines to place periods	Understanding settlement and control	Develop understanding of technological advancements (e.g., tools in Stone Age)	The role of early trade in the Bronze and Iron Ages, e.g., trading of metal goods
	The Roman Empire and its impact on Britain.	Events in Roman Britain placed on a timeline.	The Roman Empire as a significant historical empire	Roman innovations such as roads, baths, aqueducts, and governance	Roman trade, goods like olive oil, wine, and pottery
	Local history (e.g., castles, historical events).	Link local history to broader national historical context.	Discovering evidence of empire locally eg Roman ruins, roads, place names	Evidence of innovation in local buildings/fortifications	Local industries, such as wool, coal, grew because of Britain's role in empires
	Early civilisations (e.g., Greeks).	Place ancient civilisations on a global timeline.	Empire of Greece	Innovations in architecture (e.g. Greek columns)	Trade through ancient civilisations
UKS2	**Pupils should understand:**				

Stage	History Objective	Chronology	Empire	Innovation	Trade
	A non-European society contrasting with British history (e.g. Islamic Civilisation)	Timeline of Islamic civilisation relative to European history	The Islamic Civilisation as an empire from Arabia to Africa	Technological and artistic innovations by Islamic scholars	Trade networks across the Silk Roads
	The impact of the Anglo-Saxons and Vikings on Britain.	Use of AD to place Viking and Anglo-Saxon periods.	Viking invasions and settlement across Britain	Viking longships and settlement innovations	Viking and Anglo-Saxon trade with Europe and beyond
	The significance of World War II and its effects on Britain and the world.	Place WWII within a timeline, link to past conflicts	The British Empire and its global impact during WWII	Wartime innovations like radar, tank development, and the jet engine	WWII's effect on global trade and supply chains

KS1 History Assessment Grid

Area	WTS	%	EXS	%	GDS	%
Chronology	Can sequence events with some guidance.		Can sequence events accurately using common chronological terms.		Can sequence events independently and confidently.	
Knowledge	Knows about a few historical events and people (e.g., Florence Nightingale).		Can recall key events, people, and dates in history.		Demonstrates a deep understanding of key events and individuals and can make connections.	
Cause and Effect	Recognises simple cause-and-effect relationships.		Can explain simple cause and effect in history.		Can explain cause and effect and use examples to support ideas.	

Area	WTS	%	EXS	%	GDS	%
Historical Terms	Uses basic historical terms (e.g., "yesterday," "long ago").		Uses appropriate historical terms like "event," "history," "significance."		Uses historical terms accurately and confidently in discussions and written work.	
Historical Enquiry	Can answer basic historical questions.		Can ask and answer historical questions with some detail.		Can ask and answer complex historical questions, justifying opinions.	
Understanding of Significance	Can recognise the significance of certain events or people.		Can explain why certain events or people are historically significant.		Can explain historical significance in detail, including why some events are remembered.	

LKS2 History Assessment Grid

Area	WTS	%	EXS	%	GDS	%
Chronology	Can place key events on a timeline with some support.		Can place a range of events on a timeline using chronological terms (BC/AD).		Can sequence events and periods on a timeline independently, accurately, and with confidence.	
Knowledge	Can describe events and people from specific periods (e.g., Romans)		Can explain key historical periods and events with some detail (e.g., Ancient Greece, the Romans).		Has detailed knowledge of historical periods, and can make connections between them.	
Cause and Effect	Recognises simple causes and effects in history.		Can explain causes and effects with some reasoning		Can explore multiple causes and effects, using evidence to support	

Area	WTS	%	EXS	%	GDS	%
			(e.g., Roman invasion impact).		conclusions.	
Historical Terms	Uses terms like "empire," "society," and "culture."		Uses terms such as "legacy," "invasion," "society," and "empire" appropriately.		Uses a range of historical terms accurately and confidently to discuss historical events and people.	
Historical Enquiry	Uses a variety of sources to gather information.		Can compare and contrast different sources and perspectives.		Can evaluate and make inferences from sources, explaining their reliability.	
Understanding of Significance	Uses terms like "empire," "society," and "culture."		Uses terms such as "legacy," "invasion," "society," and "empire" appropriately.		Can evaluate the significance of historical events or figures, considering multiple perspectives.	

UKS2 History Assessment Grid

Area	WTS	%	EXS	%	GDS	%
Chronology	Can place events and periods on a timeline with guidance.		Can accurately place events and periods on a detailed timeline.		Can independently and confidently analyse and sequence complex events and periods.	

Area	WTS	%	EXS	%	GDS	%
Knowledge	Can describe and explain key historical events and figures (e.g., Anglo-Saxons).		Has an in-depth understanding of historical events and their impact (e.g. Islamic Civilisation, Ancient Egypt.		Demonstrates extensive knowledge of world and British history, making connections between periods and events.	
Cause and Effect	Can explain cause-and-effect relationships in history (e.g. WW2 impact).		Can analyse causes and effects in depth, with clear reasoning (e.g., causes of WWI).		Can evaluate and explain complex causes and effects with detailed evidence, considering multiple perspectives.	
Historical Terms	Uses a broader range of terms (e.g., "empire," "invasion," "philosophy").		Uses advanced historical terms (e.g., "democracy," "legacy," "interpretation").		Uses a sophisticated range of historical terms fluently and accurately in written and oral work.	
Understanding of Significance	Can explain the significance of historical events or people in context.		Can provide a detailed explanation of the significance of events/people, considering long-term impacts.		Can critically assess the significance of events and figures, linking them to broader historical contexts and legacies.	

Sandy Lane Primary School History Overview

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	**Toys** Big Idea: How have toys changed over time?				**Great fire of London – Samuel Peyps** Big Idea: Why did The Great Fire of London spread so quickly?	
LKS 2	**Stone Age** Big Idea: What is the					**Ancient Greece** Big Idea:

	legacy of the Stone Age?					Is it all Greek to me?
UKS 2				**Vikings and Anglo Saxons** Big Idea: *What was the legacy of the Anglo Saxons and Vikings in Britain?*	**Islamic Civilisation** Big Idea: *Whose legacy is stronger – the Vikings or the Islamic Civilisation?*	
YEAR B						
KS1	**Castles** **Big Idea:** **Can only kings live in castles?**				**History of RNLI. Grace Darling** Big Idea: Why are lighthouses important?	

LKS 2		**Local History- Saltaire** Big Idea: What is the legacy of Sir Titus Salt?	**The Mayan Empire (including chocolate)** Big Idea: Does chocolate come from the shop?		**Romans** Big Idea: What is the legacy of the Romans?	
UKS 2		**WW2** Big Idea: *How did technology develop during World War 2?*				**Ancient Egyptians** Big Idea: *Which was the most important Ancient Egyptian innovation in your*

						opinion?