HISTORY PROGRESSION

Key Concepts / Themes: Year 1 to Year 6

Woodside Primary School & Nursery

Progression is drawn directly from the supplied units of work. Where a theme is not explicitly developed in a year's unit, this is stated rather than inferred.

How to read this document

Each key concept has its own progression table. The sequence runs from Year 1 to Year 6 so that staff can see how pupils' understanding develops across the school. The statements synthesise the knowledge and historical enquiry explicitly identified within the supplied units, while retaining the language and emphasis of the school's planning.

The progression is organised around the recurring concepts in the units: Society, Settlement, Trade, Technology, Culture, Rule, Conflict, Beliefs and Religion, Agriculture, Travel and Exploration, and Historical Enquiry.

Society

Progression from Year 1 to Year 6

Year	Unit(s) where the concept is developed	Progression in knowledge and historical understanding
Year 1	Grandparents; Columbus & Armstrong	Recognise that people's lives change over time. Compare family life, leisure, toys, communication and holidays in living memory, and begin to compare the lives and experiences of significant individuals such as Columbus and Armstrong.
Year 2	Great Fire of London; History of Dudley	Describe aspects of everyday life in 1666, including homes and living conditions, and compare these with life today. Explore how the Great Fire affected people and how local people, places and communities in Woodside and Dudley have changed over time.
Year 3	Stone Age to Iron Age; Roman Empire	Explain how prehistoric communities were organised and how farming, settlements, technology and trade affected daily life. Compare Roman social organisation and the impact of Roman conquest, technology and settlement on the lives of people in Britain.
Year 4	Anglo-Saxons & Scots; Ancient Egypt	Compare social structures and roles within Anglo-Saxon/Scots Britain and Ancient Egypt. Explain how rulers, workers, farmers, religious figures and communities contributed to society and how beliefs and settlement shaped people's lives.
Year 5	Ancient Greece; Viking & Anglo-Saxon struggle; Local Woodside	Compare different societies and ways of living, including Athens and Sparta, Viking and Anglo-Saxon communities, and an industrial Woodside. Consider work, opportunity, hardship, community life and the effects of industrialisation on families and society.
Year 6	Crime & Punishment; Maya	Analyse how social values, population change, poverty, law and justice influenced British crime and punishment over time. Compare Maya and British society around AD 900, including farming, leadership, religion, learning and community organisation.

Settlement

Progression from Year 1 to Year 6

Year	Unit(s) where the concept is developed	Progression in knowledge and historical understanding
Year 1	Grandparents; Columbus & Armstrong	Identify how homes, streets and neighbourhoods have changed within living memory. Begin to understand that exploration can lead to new settlements, villages, towns and cities.
Year 2	Great Fire of London; History of Dudley	Compare London before and after the Great Fire, including rebuilding, materials and street design. Use local sources to compare how Woodside places, including the library and Cochrane Road, were used in the past and how they are used now.
Year 3	Stone Age to Iron Age; Roman Empire	Explain why prehistoric people settled near water, food and resources and how settlements developed across the three ages. Describe Roman invasion, forts, towns and infrastructure, and explain how Roman roads and settlements affected Britain.
Year 4	Anglo-Saxons & Scots; Ancient Egypt	Explain how geography, resources and defence influenced Anglo-Saxon and Scots settlements and kingdoms. Explain why early civilisations developed around fertile river valleys, especially the Nile, and how settlements grew into larger communities.
Year 5	Viking & Anglo-Saxon struggle; Local Woodside; Ancient Greece	Explain the geographical division of Anglo-Saxon and Viking kingdoms and the impact of Danelaw settlements. Trace Woodside's development from a rural area to an industrial community and compare Greek city-states as different forms of settlement and community organisation.
Year 6	Maya	Compare Maya cities and settlements with British villages and towns around AD 900. Explain how rainforest geography influenced Maya settlement, farming and urban development.

Trade

Progression from Year 1 to Year 6

Year	Unit(s) where the concept is developed	Progression in knowledge and historical understanding
Year 1	Grandparents; Columbus & Armstrong	Recognise how shopping and obtaining goods has changed within living memory. Explore Columbus's voyages as the beginning of new trade routes and contact between different cultures.
Year 2	History of Dudley	Begin to identify how local places such as Cochrane Road were connected to changing patterns of work and trade, using evidence from the local area.
Year 3	Stone Age to Iron Age; Roman Empire	Describe goods exchanged in prehistoric Britain and how trade connected communities. Explain how Roman trade routes supported the growth and prosperity of the Roman Empire and how roads improved transport and trade in Britain.
Year 4	Ancient Egypt	Explain the role of trade in Ancient Egyptian society, including the development of trade routes and the contribution of rulers such as Hatshepsut.
Year 5	Ancient Greece; Local Woodside	Explain how local resources, iron manufacture, canals and railways connected Woodside to wider markets. Understand how industrial products and skills contributed to national development, and explore the economic importance of Greek communities and wider cultural influence.
Year 6	Maya	Explain the importance of Maya trade networks, including goods such as cacao, jade and textiles, and compare Maya trade with the more local and limited trade described for Britain around AD 900.

Technology

Progression from Year 1 to Year 6

Year	Unit(s) where the concept is developed	Progression in knowledge and historical understanding
Year 1	Grandparents; Columbus & Armstrong	Identify technological change within living memory through toys, communication and transport. Compare the technology used by Columbus with the advanced technology used by Armstrong and the Apollo mission.
Year 2	Great Fire of London	Describe firefighting tools and methods used in 1666 and compare them with modern approaches. Explain how building materials and construction affected the spread and rebuilding of the fire-damaged city.
Year 3	Stone Age to Iron Age; Roman Empire	Explain how tools, fire, farming and the use of copper, bronze and iron changed daily life. Explain Roman technological achievements such as roads, forts and heating systems and their lasting impact on Britain.
Year 4	Ancient Egypt	Explain how Egyptian inventions and engineering, including irrigation, papyrus, water clocks, ramps and levers, supported farming, writing, building and daily life.
Year 5	Ancient Greece; Local Woodside	Explain how Greek engineering, architecture, the water screw and alphabet influenced later societies. Explain how canals, railways, ironworks and engineering transformed Woodside and connected local industry to national development.
Year 6	Maya; Crime & Punishment	Analyse Maya achievements in mathematics, writing, astronomy and architecture, comparing them with Britain around AD 900. Explain how developments such as organised policing changed the way Britain dealt with crime.

Culture

Progression from Year 1 to Year 6

Year	Unit(s) where the concept is developed	Progression in knowledge and historical understanding
Year 1	Grandparents; Columbus & Armstrong	Recognise changes in leisure, entertainment, holidays and communication within living memory. Explore how Columbus and Armstrong's achievements influenced cultural exchange, exploration and how people remember significant individuals.
Year 2	Great Fire of London; History of Dudley	Use paintings, writing, stories and the diary of Samuel Pepys to understand how the Great Fire has been remembered. Explore local cultural heritage through Duncan Edwards, the Woodside Library and the time capsule.
Year 3	Stone Age to Iron Age; Roman Empire	Interpret prehistoric art and cultural objects as evidence of beliefs, identity and daily life. Explain Roman cultural influence through buildings, mosaics, public spaces and everyday life.
Year 4	Anglo-Saxons & Scots; Ancient Egypt	Explain Anglo-Saxon cultural achievements including Beowulf, illuminated manuscripts and Old English. Interpret Egyptian hieroglyphics, architecture, mathematics and artefacts as achievements with a lasting legacy.
Year 5	Ancient Greece; Local Woodside	Explain Greek contributions to drama, literature, philosophy, sport and architecture and their influence on the western world. Investigate how industrial Woodside developed community, cultural and heritage identities linked to work and local industry.
Year 6	Maya; Crime & Punishment	Explain Maya cultural achievements through writing, architecture, calendars, art and learning. Analyse how changing social values and ideas about justice influenced British culture and attitudes to punishment.

Rule

Progression from Year 1 to Year 6

Year	Unit(s) where the concept is developed	Progression in knowledge and historical understanding
Year 1	Columbus & Armstrong	Recognise that powerful people and institutions could support exploration, such as the King and Queen of Spain supporting Columbus's voyage. Begin to identify why decisions and leadership mattered in historical events.
Year 2	Great Fire of London	Explain how King Charles II instructed aspects of rebuilding after the Great Fire and begin to understand how decisions by rulers can affect people and places.
Year 3	Roman Empire	Explain how Roman military power, emperors and organisation enabled conquest and control. Explore resistance to Roman rule through Boudicca and consider how Roman decisions affected Britain.
Year 4	Anglo-Saxons & Scots	Explain how Anglo-Saxon kings, kingdoms and social hierarchies operated. Compare forms of rule with Roman Britain and consider how conflict and religious change affected political development.
Year 5	Ancient Greece; Viking & Anglo-Saxon struggle; Local Woodside	Compare different systems of rule, including Athens and Sparta, and explain how Alfred, Edward the Confessor and other leaders shaped the struggle for England. Investigate how landowners, entrepreneurs, canal companies and Parliament influenced industrial development in Woodside.
Year 6	Crime & Punishment; Maya	Trace how laws, punishments, policing and legal rights changed in Britain and evaluate whether the system became fairer. Compare Maya rulers' religiously supported power with British rulers and systems of law around AD 900.

Conflict

Progression from Year 1 to Year 6

Year	Unit(s) where the concept is developed	Progression in knowledge and historical understanding
Year 1	Columbus & Armstrong	Begin to understand that exploration and expansion can have consequences for different groups, including contact, settlement and colonisation following Columbus's voyages.
Year 2	Great Fire of London	Explain the causes and consequences of a major historical disaster and consider different views about its impact on London and its people.
Year 3	Stone Age to Iron Age; Roman Empire	Identify evidence of conflict and defence in prehistoric Britain, including weapons and fortifications. Explain Roman invasion, military tactics and resistance, including Boudicca, and assess the consequences of conquest.
Year 4	Anglo-Saxons & Scots	Explain major conflicts involving Anglo-Saxons, Scots, Picts and Vikings and how battles affected the development of kingdoms and rule.
Year 5	Viking & Anglo-Saxon struggle; Local Woodside; Ancient Greece	Analyse Viking raids, invasion, resistance and peace agreements and their consequences for England. Compare conflict and rivalry in Ancient Greece, including Marathon, and investigate different viewpoints about industrial working conditions, land use and social conflict in Woodside.
Year 6	Crime & Punishment; Maya	Analyse changing ideas about crime, punishment and deterrence. Explain possible causes of Maya decline, including environmental change, warfare and social unrest, and compare these with conflict and change in Britain around AD 900.

Beliefs and Religion

Progression from Year 1 to Year 6

Year	Unit(s) where the concept is developed	Progression in knowledge and historical understanding
Year 1	Columbus & Armstrong	Recognise that historical people and societies had different beliefs and motivations and that exploration brought different cultures into contact.
Year 2	Great Fire of London	Explore how people remembered the Great Fire through stories, writing, art and cultural representations, while beginning to recognise that historical events can be interpreted and remembered in different ways.
Year 3	Stone Age to Iron Age; Roman Empire	Use evidence of rituals, burials and sacred sites to infer prehistoric beliefs. Explain how Roman culture and beliefs influenced Britain and recognise evidence of religious and cultural change.
Year 4	Anglo-Saxons & Scots; Ancient Egypt	Explain the transition from paganism to Christianity and the role of monasteries and missionaries. Explain Egyptian gods, rituals, mummification and beliefs about the afterlife and how these shaped daily life.
Year 5	Ancient Greece; Local Woodside	Explain how Greek gods, myths, temples and festivals influenced daily life and culture. Investigate the role of worship and community institutions in industrial Woodside, including evidence from local religious records.
Year 6	Maya	Explain Maya polytheistic beliefs, rituals and ceremonies and how religion influenced art, architecture, calendars and daily life. Compare Maya beliefs with Christianity in Britain around AD 900.

Agriculture

Progression from Year 1 to Year 6

Year	Unit(s) where the concept is developed	Progression in knowledge and historical understanding
Year 1	Grandparents	Recognise that the way people obtain food and live in their communities changes over time, including changes in shopping and everyday life within living memory.
Year 2	History of Dudley	Use local evidence to recognise that Woodside's land use changed over time, including the move from earlier uses of land to later community and industrial uses.
Year 3	Stone Age to Iron Age	Explain the transition from hunting and gathering to farming and how agriculture changed settlement size, community structure and daily life.
Year 4	Anglo-Saxons & Scots; Ancient Egypt	Explain how fertile land and resources influenced settlement and farming in Anglo-Saxon Britain. Explain how the Nile's annual floods supported Egyptian agriculture and the growth of civilisation.
Year 5	Local Woodside	Compare Woodside before and during industrialisation, recognising the shift from rural farming landscapes to industrial land use. Explain how coal, ironstone and other resources drove industrial development.
Year 6	Maya	Explain Maya farming adaptations to rainforest conditions, including slash-and-burn agriculture and terraces, and compare agricultural life with Britain around AD 900.

Travel and Exploration

Progression from Year 1 to Year 6

Year	Unit(s) where the concept is developed	Progression in knowledge and historical understanding
Year 1	Grandparents; Columbus & Armstrong	Compare travel within living memory with earlier experiences. Explain Columbus's voyages, navigation and exploration of routes to Asia, then compare them with Armstrong's journey to the Moon and the technology that made it possible.
Year 2	Great Fire of London	Recognise how movement around a crowded city affected the spread and response to the Great Fire and how rebuilding changed the physical organisation of London.
Year 3	Stone Age to Iron Age; Roman Empire	Explain how travel developed through changing tools, materials and settlements. Describe how Roman roads and transport networks improved movement, trade and communication across Britain.
Year 4	Anglo-Saxons & Scots; Ancient Egypt	Explain how migration and invasion contributed to settlement by Anglo-Saxons and Scots. Recognise the importance of river geography and movement of people and goods in the development of Ancient Egypt.
Year 5	Viking & Anglo-Saxon struggle; Local Woodside; Ancient Greece	Explain how Vikings travelled to and invaded Britain and how settlement changed control of land. Explain how canals and railways transformed Woodside's transport, employment and trade, and recognise the movement and spread of Greek ideas through conquest and influence.
Year 6	Maya	Explain how Maya trade and movement connected regions of Mesoamerica and how geography shaped travel, settlement and exchange.

Historical Enquiry

Progression from Year 1 to Year 6

Year	Unit(s) where the concept is developed	Progression in knowledge and historical understanding
Year 1	Grandparents; Columbus & Armstrong	Ask and answer simple historical questions, compare objects and experiences, and identify information from a range of sources. Begin to recognise chronology, similarities, differences, change and evidence.
Year 2	Great Fire of London; History of Dudley	Use primary and secondary sources, including diaries, images and local evidence, to explain what happened in the past. Place events on a simple chronological framework and ask questions about change and significance.
Year 3	Stone Age to Iron Age; Roman Empire	Use archaeological and secondary evidence to investigate prehistoric life and settlements. Ask questions, sift evidence and analyse the impact of Roman invasion, technology and settlement on Britain.
Year 4	Anglo-Saxons & Scots; Ancient Egypt	Use artefacts, archaeological evidence and a range of sources to weigh evidence, question interpretations and construct structured accounts. Analyse Egyptian achievements and explain what sources can reveal about life, beliefs and technology.
Year 5	Ancient Greece; Viking & Anglo-Saxon struggle; Local Woodside	Ask historically valid questions, sift arguments and make judgements using a range of evidence. Develop increasingly independent explanations of conflict, rule, society and change, and use maps, archives, census records, photographs and plans to construct an evidence-based local history account.
Year 6	Crime & Punishment; Maya	Frame historically valid questions, identify trends and compare evidence across periods. Construct structured accounts and supported judgements, drawing on a range of sources to explain change in British crime and punishment and the achievements and decline of the Maya.