

Planning Progression Document 2026-2027

History: Early Years Foundation Stage

Nursery	Reception
Development Matters 3-4 Years Begin to make sense of their own life-story and family's history Talk about the lives of people around them and their roles in society. 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.	Development Matters Reception • Continue to make sense of their own life-story and family's history • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of people around them and their roles in society. • 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.

Statutory - ELG - Past and Present

- Talk about the lives of the people around them and their roles in society.
- 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.

History: Key Stage 1 - PLAN A and B (2 year rolling programme due to mixed age classes)

	Within living memory	Beyond living memory	Lives of significant people	Local history
	• *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life*	• *events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]*	• *the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods*	• *significant historical events, people and places in their own locality*
(A) **KS1**	**(B) What has happened in Keighley and Haworth in the past?** Sequencing and comparing sources and events from different times in Haworth and Keighley. Comparing life now and then in their local area. **(A) Why do we have Remembrance Day?** Begin to understand some key facts about WW1 including: life on the front line, animals in the war, women on the home front and Keighley during the war. Children will begin to understand why we have Remembrance Day. 	**(B)Castles and Medieval times** Exploring and investigating The Medieval period, Castles and Knights and their way of life.  **(B)Great Fire of London** To go back in time to 1666 and understand the timeline of event of the GFOL. Compare and contrast London from then to now. **(A)Significant explorers** Learning key facts about significant explorers and sequencing these explorers on a timeline which includes themselves.	**(A) Nurturing Nurses - Florence Nightingale** Demonstrating a simple understanding of Florence Nightingale, Mary Seacole and Edith cavell's lives. Why they are still significant today? Compare the lives Florence to Mary Seacole and Edith Cavell. Begin to compare healthcare in the past to nowadays. 	**(B) Local history - Haworth and Keighley.** Sequencing and comparing sources and events from different times in Haworth and Keighley. Comparing life now and then in their local area. **(A) Remembrance Day** Begin to understand some key facts about WW1 including: life on the front line, animals in the war, women on the home front and Keighley during the war. Children will begin to understand why we have Remembrance Day.

History: Key Stage 2 (2 year rolling programme due to mixed age classes)

	ANCIENT ANCIENTS (approx. 3000 years ago)	CIVILIZATIONS from 1000 years ago
	• *Cover each of and then choose one to look at in depth:* • *Ancient Egypt* • *Ancient Sumer* • *Indus Valley* • *Shang Dynasty*	• *Choose one of:* • *Mayans* • *Islamic Civilizations* • *Benin Civilization*
LKS2	**Ancient Egyptians (A)** To explore key features and daily life in Ancient Egypt as well as what made their civilisation great. Children will use and begin to evaluate a variety of sources to learn about the inventions and achievements that still impact us today. 	**Mayans (B)** Using and beginning to evaluate sources to learn about the life, beliefs and achievements of the Mayans and what made them an advanced civilization in their time. Comparing with British history (NC doc). 

History: Key Stage 2 (2 year rolling programme due to mixed age classes)

	CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY
	• *To include:* • *Stone age to Iron age* • *Romans* • *Anglo-Saxons* • *Vikings*	• Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history	• *A local study linked to one of the periods of time studied under chronology; or* • *A local study that could extend beyond 1066*
Year 3 and 4	**Anglo-Saxons (A) - What did the discovery of Sutton Hoo tell us about Anglo-Saxon Britain?** Children will learn about everyday life and key events and begin to recognise and discuss the impact on today. Children will identify links and effects between events in this period.  **Stone Age to Iron age (B)** Learning about everyday life in Stone, Iron and Bronze Age Britain. Children will use primary and secondary sources to compare life with today. Children will use questioning and research to build up a picture of events during this period.  **Romans (B)** Children will learn how Britain changed throughout the Roman era as well as key people and events from this time period. Through studying key events, children will build up a chronological understanding of the rise and fall of the Roman empire.  	**Windrush(A) - How did the Windrush Generation help shape Britain today?** Children will use a range of sources to build up a picture of life for people of the 'windrush generation.' Children will explore why people migrated to Britain at this time, and begin to understand some of the issues faced, as well as the impact on Britain as we know it today.	

History: Key Stage 2 (2 year rolling programme due to mixed age classes)

	ANCIENT ANCIENTS (approx. 3000 years ago)	CIVILIZATIONS from 1000 years ago
	Ancient Greece - a study of Greek life and achievements and their influence on the Western world	• *Choose one of:* • *Mayans* • *Islamic Civilizations* • *Benin Civilization*
Year 5 and Year 6	**Why are the Ancient Greeks significant today?(A)** Learning about the key people and events that made the Ancient Greek civilisation so advanced. Children will sequence key events on a timeline and learn about the beliefs, behaviour and characteristics of the Ancient Greeks. Children will begin to evaluate primary and secondary sources and their reliability.  	

History: Key Stage 2

	CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY
	• *To include:* • *Stone age to Iron age* • *Romans* • *Anglo-Saxons* • *Vikings*	• Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history	• *A local study linked to one of the periods of time studied under chronology; or* • *A local study that could extend beyond 1066*
Year 5 and Year 6	**Why are the Vikings significant?(B)** Children will learn about beliefs, behaviours and characteristics of people in the Viking era, making connections and comparisons to another time period.  	**What are the key events of World War II ?(A)** To learn about the key events of WW2 including how it started and ended. Children will learn about life on the home front as well as the front line, beginning to check accuracy of sources and developing an awareness of bias and its impact on historical understanding.   **How has the Tudor reformation shaped our lives today? (A)** Children will sequence key events during Tudor times, research key figures and explore cause and effect in terms of the way the reformation has shaped life in Britain today.   **What impact did Victorian Britain have on us today? (B)** Children will compare life in early and late Victorian Britain, exploring and identifying why changes occurred. Through study and evaluation of the Industrial Revolution and the expansion of the British Empire, children will be able to explain the impact of the Victorian era on Britain today. 	**Why is Saltaire a World Heritage site?** Using and evaluating a range of primary and secondary sources, children will draw their own conclusions as to Saltaire is a world heritage site. 

History Vocabulary KS1

	Autumn	Spring	Summer
KS1 Year A	**Remembrance Day** War Peace Poppy Armistice Home front Parade Cenotaph memorial	**Florence Nightingale** Soldier Lamp Medal Crimean war Injured Hospital Red Cross Mary Secole Edith Cavell	**Significant explorers** Space NASA Fossils Significant timeline
KS1 Year B	**Local area - Haworth and Keighley** Local Bronte sisters Village Town Mills	**Castles and medieval times** Castle keep loops moat stables Parapet arrows dungeons portcullis Curtain wall battlements guard house drawbridge turrets gatehouse Sir Isaac Butterfield Cliffe Castle Jubilee Tower	**Great Fire of London / Samuel Pepys** Thomas Farynor bakery Pudding Lane 1666 smoke fire flames escape window climbed Samuel Pepys frightened burning wooden buildings Lord Mayor River Thames water squirts fire hooks burned diary The Great Plague Disease King Charles II Monument Leather buckets

History Vocabulary LKS2

	Autumn	Spring	Summer
Lower KS2 Year A	**Egyptians** Pharaoh Vizier Scribe Craftsman Slave Ancient Egypt Africa BCE CE Cleopatra	**Anglo-Saxons** Angles Saxons Jutes Scots Northumbria East Anglia Thatched Jewellery Runes	**Windrush** Empire Windrush generation Immigration Opportunity Workers Caribbean Tilbury Docks
Lower KS2 Year B	**Stone Age To Iron Age** Prehistory Archaeology Artefact Cave painting Pigment Hunter Gatherer Shelter Wattle and daub Stonehenge Bluestone Sarsen stone Altar stone Trilithon Heel stone Bronze alloy copper tin	**Mayans** Cenote codex Excavate hieroglyphs Jade motif stele Yucatec language Maize mathematics Tikal Chichen Itza Cacao beans / chocolate Pok ta pok Montezuma Hernan Cortes	**Romans** Mosaic Invader Settler Army Soldier Invade Romans Celt Boudicca Revolt Roads Plumbing Post Baths Calendar

History Vocabulary UKS2

	Autumn	Spring	Summer
Upper KS2 Year A	**Ancient Greece** Hellenistic Mycenaean Archaic Democracy oligarchy monarchy chronological government polytheistic primary source secondary source	**World War 2** Time line Chronological Adolf Hitler Invasion Treaty of Versailles Home front Ration evacuee Propaganda Nazi party Bias Conscription National Service	**Reformation / Tudors** Church Catholic Church of England Protestant Divorce Pope Primary source Secondary source Chronological Reform Monastery Political Social Dynasty
Upper KS2 Year B	**Vikings** Scandinavia Danelaw Longship Navigation Viking Odin Thor Shield	**Victorians** Queen Victoria Prince Albert Succession British Empire Trade Industrial revolution Reforms Education workhouses	**Local History -Saltaire** Local heritage Sir Titus Salt UNESCO Workhouses Sir Titus Salt Industrial revolution Recreation sanitation