



HISTORY CURRICULUM

KS2 Progression

Believing | Expressing | Living | Reasoning | Year 3 to Year 6

Purpose of this document

This overview sets out how pupils' chronological knowledge, historical vocabulary, enquiry skills and understanding of change develop through Key Stage 2 at Park Road Academy. It brings together the statutory History objectives and the enquiry questions from the History document, showing how learning builds from Year 3 to Year 6 and prepares pupils for Key Stage 3.

Key Stage 2 curriculum position

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Pupils develop a chronologically secure knowledge and understanding of British, local and wider-world history. They study significant events, people, civilisations and themes; understand change, continuity, cause, consequence, similarity, difference and significance; and use evidence to construct informed historical accounts and interpretations.

Progression principles

BUILD FROM KS1	REVISIT & DEEPEN	DEVELOP INDEPENDENCE	YEAR 7 TRANSITION
Earlier knowledge of people, events, places and simple chronology is recalled before pupils meet greater depth, wider timescales and more complex interpretations.	Chronology, evidence, change, continuity, cause, consequence, similarity, difference and significance recur across studies with increasing complexity and connection.	Pupils ask historically valid questions, select and analyse evidence, compare interpretations, construct accounts and justify conclusions.	Pupils leave chronologically secure, able to use evidence critically, explain change and significance, evaluate interpretations and communicate structured historical arguments.

Curriculum strands

Chronology & knowledge	Historical concepts	Historical enquiry	British & local history	Wider-world history	Communication & vocabulary
Develop a secure chronological framework of British, local, European and non-European history.	Understand and apply change, continuity, cause, consequence, similarity, difference and significance.	Ask questions, select and analyse evidence, and understand how interpretations are constructed.	Study Stone Age to Iron Age, Roman Britain, Anglo-Saxons, Vikings, monarchs, empire, wars and local change.	Study Ancient Egypt, Greece, the Maya and the influence of wider civilisations.	Use historical terminology to create narratives, explanations, analyses, debates and evidence-based conclusions.



Year 3 History Curriculum Map

Establishing chronology, evidence and the foundations of British history

Learning emphasis

Year 3 establishes a secure chronological framework from the Stone Age to Roman Britain and introduces Ancient Egypt and local history. Pupils begin to use evidence, identify change and continuity, and explain cause and consequence.

Enquiry / unit	Curriculum focus	Knowledge, concepts and enquiry
Autumn 2: How did Britain change between the beginning of the Stone Age and the end of the Iron Age?	Pre-Roman Britain	Late Neolithic hunter-gatherers and early farmers; Skara Brae; Bronze Age religion, technology, travel and Stonehenge; Iron Age hill forts, tribal kingdoms, farming, art and culture.
Spring 2: Why was the Ancient Egyptian civilisation ahead of its time?	Ancient civilisations	Where and when early civilisations appeared; Ancient Egyptian achievements, society, beliefs, technology and legacy.
Summer 1: How did Britain change between the end of the Iron Age and the end of Roman occupation?	Roman Britain	Julius Caesar, invasion by Claudius, Roman army, conquest, Hadrian's Wall, Boudica, Romanisation, technology, culture, beliefs and early Christianity.
Summer 2: How has Altrincham changed over time?	Local history	Trace change in the locality; use buildings, maps, photographs, oral history and other evidence; connect local change to national history.



Year 4 History Curriculum Map

Exploring settlement, civilisation, influence and local change

Learning emphasis

Year 4 deepens chronology through Anglo-Saxon and Viking Britain, while pupils study Ancient Greece and local urban history. They compare societies, identify influence and use a wider range of primary and secondary evidence.

Enquiry / unit	Curriculum focus	Knowledge, concepts and enquiry
Autumn 2: How did Britain change between the end of Roman occupation and 166?	Anglo-Saxons and Vikings	Roman withdrawal; Scots invasions; Anglo-Saxon settlements, kingdoms, place names, village life, art, culture and Christian conversion; Viking raids, resistance, Alfred, Athelstan, Danegeld, laws and 166.
Autumn 2: What did the Ancient Greeks bring to the world?	Ancient Greece	Greek life and achievements; democracy, culture, art, architecture, beliefs and influence on the Western world.
Summer 2: How did Manchester grow to be one of the leading cities?	Local history	Study Manchester's growth, industry, people, transport and impact; link local development to national and global change.



Year 5 History Curriculum Map

Extending chronology through themes, evidence and historical interpretation

Learning emphasis

Year 5 develops extended chronological thinking through crime and punishment and revisits historical themes across periods. Pupils analyse evidence more critically, compare interpretations and produce structured narratives and explanations.

Enquiry / unit	Curriculum focus	Knowledge, concepts and enquiry
Summer 2: How has crime and punishment changed through the ages?	Extended chronological study	Trace social history from Anglo-Saxon justice to the present; compare laws, punishments, attitudes and institutions; explain continuity, change, cause and consequence.
Throughout: How do historians know?	Historical enquiry	Use artefacts, written sources, images, maps, oral testimony and interpretations; ask questions, evaluate reliability and construct evidence-based accounts.
Throughout: How has Britain changed over time?	Chronological connections	Revisit earlier periods and make connections between local, British and wider-world studies; identify turning points and long-term patterns.



Year 6 History Curriculum Map

Synthesising chronology, significance, diversity and historical argument

Learning emphasis

Year 6 brings together the full range of historical concepts and enquiry skills. Pupils evaluate empire, civilisation, war and migration through diverse evidence, construct balanced arguments and prepare for secondary History.

Enquiry / unit	Curriculum focus	Knowledge, concepts and enquiry
Autumn 2: Why was the British Empire created and what was its impact on the world?	Extended British history	Power, trade, expansion, colonisation, resistance, diverse experiences and long-term impact; evaluate significance and contrasting interpretations.
Spring 2: Who were the Ancient Mayans and what have we learnt from them?	Non-European study	Mayan civilisation c. AD ; society, achievements, beliefs, technology and comparison with British history.
Spring 2: What has been the impact of the World Wars on Britain?	Twentieth-century history	Causes, key events, people, society, technology, local impact, remembrance and long-term consequences; link to earlier themes.
Summer 2: What has been the impact of immigration on Britain over the past 1 years?	Modern British history	Migration stories, identity, community, contribution and change; use oral history and diverse sources; explore different perspectives.



KS2 History Progression at a Glance

How the historical journey develops

The end point

By the end of KS2, pupils have a secure chronological framework, understand significant British, local and wider-world history, use evidence rigorously, recognise that interpretations differ, and communicate structured historical explanations and arguments.

Dimension	Year 3	Year 4	Year 5	Year 6 / end point
Chronology	Stone Age to Roman Britain; Ancient Egypt; local history.	Anglo-Saxons, Vikings, Ancient Greece and Manchester.	Crime and punishment across time; revisit long-term change.	Empire, Maya, World Wars, immigration and connected modern Britain.
Knowledge	Key people, places, events and developments.	Settlement, civilisation, society and influence.	Themes, institutions, laws and changing attitudes.	Power, diversity, global connections, conflict and identity.
Concepts	Identify change, continuity, cause and consequence.	Compare similarity/difference and explain significance.	Analyse trends, turning points and contrasting experiences.	Evaluate significance, impact, interpretations and long-term consequence.
Evidence	Use artefacts, images, maps and simple written sources.	Compare primary and secondary sources.	Evaluate reliability, perspective and interpretation.	Select evidence critically and construct balanced arguments.
Communication	Chronological narratives and simple explanations.	Structured accounts using historical vocabulary.	Evidence-based explanations and comparisons.	Independent analysis, debate and justified historical conclusions.



Historical Enquiry and Vocabulary

Building exceptional historical thinking

A connected approach

Pupils learn history through rich knowledge and disciplined enquiry. They ask valid questions, investigate evidence, understand that sources may disagree, identify how and why interpretations are constructed, and communicate conclusions with precision.

Element	Progression expectation	Possible evidence
Chronological understanding	Place events, people and periods securely on a timeline; use dates, periods and chronological vocabulary.	Timelines; sequencing; historical overviews; period vocabulary.
Conceptual understanding	Explain change, continuity, cause, consequence, similarity, difference and significance.	Concept maps; comparison; causation chains; turning-point arguments.
Evidence and interpretation	Ask questions; select, analyse and evaluate sources; recognise reliability, bias, perspective and contrasting interpretations.	Source investigations; provenance; corroboration; interpretation comparison.
Historical communication	Create structured accounts, narratives, explanations, debates and analyses using evidence and precise terminology.	Written narratives; presentations; debates; museum or local-history projects.

Transition to Year

Pupils are ready for secondary History when they can place key periods and events chronologically, explain change and continuity, analyse cause and consequence, evaluate evidence and interpretations, recognise diverse experiences and construct a structured, evidence-based historical argument.



Assessment and Year Readiness

Evidence, inclusion and next steps

Assessment principle

Assessment is ongoing and knowledge-rich. Teachers identify what pupils know, how securely they understand chronology and concepts, how rigorously they use evidence, and how clearly they communicate historical conclusions. Misconceptions are addressed through timelines, source work, vocabulary and precise questioning.

Area	Year readiness	Possible evidence
Chronology and knowledge	Secure knowledge of studied periods, people, events, places and developments; place them accurately in sequence and context.	Retrieval; timelines; knowledge organisers; chronological explanations.
Concepts and reasoning	Explain change, continuity, cause, consequence, similarity, difference and significance using evidence.	Comparisons; causation; turning points; significance questions.
Enquiry and evidence	Ask valid questions, evaluate sources, recognise perspective and explain contrasting interpretations.	Source analysis; provenance; corroboration; interpretation tasks.
Communication and independence	Construct narratives, explanations and arguments; use precise vocabulary; select evidence and reach justified conclusions.	Extended writing; debate; presentations; independent enquiry.

Transition to Year

Pupils are ready to move into secondary History when they can use a secure chronological framework, explain historical concepts, interrogate evidence, recognise different interpretations and perspectives, and communicate an independent, balanced and justified historical argument.