

**CRICH JUNIOR SCHOOL**  
**HISTORY PROGRESSION OF KNOWLEDGE AND SKILLS**  
**FOUR YEAR CYCLE - START 2025/26**

|   | HISTORICAL KNOWLEDGE   |   | HISTORICAL CONCEPTS   |   |   |   | HISTORICAL ENQUIRY  |
|---|--|---|---|---|---|---|---|
| CYCLE/TOPICS  | CHRONOLOGICAL UNDERSTANDING  | HISTORICAL TERMS  | CAUSE AND CONSEQUENCE   | CHANGE AND CONTINUITY   | SIMILARITY AND DIFFERENCE   | HISTORICAL SIGNIFICANCE   | EVIDENCE AND INTERPRETATION   |
| <p><b>A</b></p> <p><b><u>STONE AGE TO IRON AGE</u></b></p> <p><b><u>ANCIENT EGYPT</u></b></p> <p><b><u>Y3/4</u></b></p> | <p>Use dates and historical terms to describe events with increasing confidence.</p> <p>Use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Begin to recognise and order the different time periods in British history.</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Begin to understand the concept of change over time, giving evidence.</p> <p>Use BCE then CE correctly.</p> | <p>Use a wide vocabulary of everyday historical terms.</p> <p>Begin to develop the appropriate use of historical terms.</p> <p><b>Vocabulary:</b><br/>question, evidence, archaeology, research, source, artefact, object, investigate, deduce, primary, secondary, significant, BCE, CE, historian, research, ancient, prehistoric</p> | <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Suggest and evaluate causes and consequences of the main events within prehistory such as agriculture, mining and migration, and use evidence to support my answers.</p> <p>Suggest and evaluate causes and consequences of some of the main events within Ancient Egypt, and use evidence to support my answers.</p> | <p>I can explain the concept of change over a long period of history, and represent this with evidence.</p> <p>Identify the continuity and changes throughout Stone Age to Iron Age.</p> <p>Identify the continuity and changes throughout Ancient Egypt.</p> <p>Begin to describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> | <p>Make simple observations about different types of people, events, beliefs within a society with confidence.</p> <p>Begin to describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world.</p> <p>Describe similarities and differences between the Stone Age, Bronze Age and Iron Age begin to use evidence.</p> <p>Compare similarities and differences between the new and old kingdoms of Ancient Egypt, and use evidence in my answer.</p> | <p>Talk about who was important in simple historical terms and justify opinion with evidence.</p> <p>Begin to suggest suitable sources of evidence to find out about significant people/events and explain the impact they had on society, using evidence to prove my discussion.</p> <p>Begin to suggest suitable sources of evidence for historical enquiries.</p> <p>Discuss with increasing confidence the importance of people and events in time and the significant impact they had on British archaeological thought.</p> | <p>Identify different ways in which the past is represented.</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Explain why our interpretations of these time periods is difficult due to limited primary sources or written evidence.</p> <p>Compare accounts of events from different sources and suggest reasons for differences.</p> <p>Suggest suitable sources for historical enquiry.</p> <p>Begin to discuss the reliability of sources.</p> <p>Explain how we find prehistoric evidence.</p> <p>Begin to use research skills to find out facts about the time period studied.</p> |

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| CYCLE/TOPICS  | CHRONOLOGICAL UNDERSTANDING   | HISTORICAL TERMS   | CAUSE AND CONSEQUENCE   | CHANGE AND CONTINUITY   | SIMILARITY AND DIFFERENCE   | HISTORICAL SIGNIFICANCE   | EVIDENCE AND INTERPRETATION   |
| <p><b>A</b></p> <p><b><u>STONE AGE TO IRON AGE</u></b></p> <p><b><u>ANCIENT EGYPT</u></b></p> <p><b><u>Y5/6</u></b></p> | <p>Continue to develop chronologically secure knowledge of history.</p> <p>Note connections, contrasts and trends over time.</p> <p>Use dates and historical terms more accurately in describing events.</p> <p>Place historical events and people, of a period studied (Ancient Egypt, Vikings etc), in a chronological framework.</p> <p>Understand the concepts of continuity and change over time, using evidence to support ideas.</p> <p>Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line.</p> <p>Make connections and contrasts between different time periods studied.</p> | <p>Use historical terms more accurately in describing events.</p> <p><b><u>Vocabulary</u></b><br/> question, evidence, archaeology, research, source, artefact, object, investigate, significant, BCE, CE, historian, research, ancient, prehistoric deduce, primary, secondary, bias, enquiry, valid,</p> | <p>Identify and give reasons for, results of, historical events, situations, change.</p> <p>Describe causes of the changes in Britain and what the consequences were, and use multiple sources of evidence to support my answers.</p> <p>Describe causes of events and their consequences in Ancient Egypt, and use multiple sources of evidence to support my answers.</p> | <p>Describe / make links between main events, situations and changes within and across different periods/societies.</p> <p>Explain what changed and what continued between the Stone Age, Bronze and Iron Age and support with evidence.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> | <p>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world.</p> <p>Use appropriate vocabulary to compare similarities and differences between Ancient Egyptian culture, and the present day.</p> | <p>Identify historically significant people and events in situations justifying opinion with evidence.</p> <p>Suggest suitable sources of evidence to find out about significant people/events and explain the impact they had on society, using evidence to prove my discussion.</p> <p>Begin to suggest suitable sources of evidence for historical enquiries.</p> <p>Discuss with increasing confidence the importance of people and events in time and the significant impact they had on British archaeological thought.</p> <p>Appreciate that significant events in history have helped shape the world.</p> | <p>Understand that different versions of the past may exist, giving some reasons for this.</p> <p>Identify why interpretations of history have changed with new evidence.</p> <p>Compare accounts of events from different sources and suggest reasons for differences.</p> <p>Regularly address and sometimes devise historically valid questions.</p> <p>Construct informed responses using evidence. Selecting and organising relevant historical information.</p> <p>Use sources of evidence to deduce information about the Ancient Egyptians.</p> <p>Explain that no single source of evidence gives the full answer to questions about the past.</p> <p>Give more than one reason to support an historical argument.</p> |

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| <p><b>B</b></p> <p><b><u>ANGLO-SAXONS &amp; VIKINGS</u></b></p> <p><b><u>ANCIENT MAYA</u></b></p> <p><b><u>Y3/4</u></b></p> | <p>Use dates and historical terms to describe events with increasing confidence.</p> <p>Use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Begin to recognise and order the different time periods in British history.</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Begin to understand the concept of change over time, giving evidence.</p> <p>Use BCE and CE correctly.</p> | <p>Use a wide vocabulary of everyday historical terms with increasing confidence.</p> <p>Use appropriate historical terms with increasing confidence.</p> <p><b>Vocabulary:</b><br/> question, evidence, archaeology, research, source, artefact, object, investigate, deduce, primary, secondary, significant, BCE, CE, historian, research, ancient,</p> | <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Suggest and evaluate causes and consequences of the main events within the Anglo-Saxon and Viking period such as agriculture, mining and migration, and use evidence to support my answers.</p> <p>Suggest and evaluate causes and consequences of some of the main events within Ancient Maya, and use evidence to support my answers.</p> | <p>Explain the concept of change over a long period of history, and represent this with evidence.</p> <p>Identify the continuity and changes throughout the Anglo-Saxon/Viking period.</p> <p>Identify the continuity and changes throughout Ancient Maya.</p> <p>Begin to describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> | <p>Make simple observations about different types of people, events, beliefs within a society with confidence.</p> <p>Begin to describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world.</p> <p>Describe similarities and differences between the Anglo-Saxons and Vikings begin to use evidence.</p> <p>Compare similarities and differences between the rise and fall of Ancient Maya, and use evidence in my answer.</p> | <p>Talk about who was important in a simple historical terms and justify opinion with evidence.</p> <p>Begin to suggest suitable sources of evidence to find out about significant people/events and explain the impact they had on society, using evidence to prove my discussion.</p> <p>Begin to suggest suitable sources of evidence for historical enquiries.</p> <p>Discuss with increasing confidence the importance of people and events in time and the significant impact they had on British archaeological thought.</p> | <p>Identify different ways in which the past is represented.</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Explain why our interpretations of these time periods is difficult due to limited primary sources or written evidence.</p> <p>Compare accounts of events from different sources and suggest reasons for differences.</p> <p>Suggest suitable sources for historical enquiry.</p> <p>Begin to discuss the reliability of sources.</p> <p>Explain how we find prehistoric evidence.</p> <p>Begin to use research skills to find out facts about the time period studied.</p> |

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| <p><b>B</b></p> <p><b><u>ANGLO-SAXONS &amp; VIKINGS</u></b></p> <p><b><u>ANCIENT MAYA</u></b></p> <p><b><u>Y5/6</u></b></p> | <p>Describe the main changes in a period of history, (using terms such as: social, religious, political, technological and cultural).</p> <p>Continue to develop chronologically secure knowledge of history.</p> <p>Note connections, contrasts and trends over time.</p> <p>Use dates and historical terms more accurately in describing events.</p> <p>Place historical events and people, of a period studied in a chronological framework.</p> <p>Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline.</p> <p>Make connections and contrasts between different time periods studied.</p> | <p>Use historical terms with increasing accuracy when describing events.</p> <p><b>Vocabulary:</b><br/>question, evidence, archaeology, research, source, artefact, object, investigate, deduce, primary, secondary, significant, BCE, CE, historian, research, ancient, culture, viewpoint, persuade, major influence, interpretation</p> | <p>Describe causes of invasion in Britain and what the consequences were, and use multiple sources of evidence to support my answers.</p> <p>Describe causes of events and their consequences in Ancient Maya, and use multiple sources of evidence to support my answers.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Suggest and evaluate causes and consequences of the main events within Ancient history such as agriculture, mining and migration, and use evidence to support my answers.</p> | <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.</p> <p>Explain the concept of change over a long period of history, and represent this with evidence.</p> <p>Explain that concepts of continuity and change over time.</p> <p>Analyse why these changes happened using terms such as: social, religious, political, cultural and technological.</p> <p>Describe / make links between main events, situations and changes within and across different periods/societies.</p> | <p>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world.</p> <p>Use appropriate vocabulary to compare the similarities and differences between civilisations and cultures.</p> | <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Identify historically significant people and events in situations justifying opinion with evidence.</p> <p>Suggest suitable sources of evidence to find out about significant people/events and explain the impact they had on society, using evidence to prove my discussion.</p> <p>Discuss with increasing confidence the importance of people and events in time and the significant impact they had on British archaeological thought.</p> <p>Appreciate that significant events in history have helped shape the world.</p> <p>Begin to suggest (with increasing confidence)</p> | <p>Use sources of evidence to deduce information about the Saxons and Vikings.</p> <p>Explain that no single source of evidence gives the full answer to questions about the past.</p> <p>Analyse a wide range of evidence to justify claims about the past.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Understand that different versions of the past may exist, giving some reasons for this.</p> <p>Identify why interpretations of history have changed with new evidence.</p> <p>Compare accounts of events from different sources and suggest reasons for differences.</p> |

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| <p><b>B</b></p> <p><b><u>ANGLO-SAXONS &amp; VIKINGS</u></b></p> <p><b><u>ANCIENT MAYA</u></b></p> <p><b><u>Y5/6</u></b></p> |                             |                  |                       | Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). |                           | <p>suitable sources of evidence to find out about significant people/events and explain the impact they had on society, using evidence to prove my discussion.</p> <p>Discuss with increasing confidence the importance of people and events in time and the significant impact they had on British archaeological thought.</p> <p>Describe the characteristic features of the past including ideas and beliefs, attitudes of men, women and children.</p> | <p>Regularly address and sometimes devise historically valid questions.</p> <p>Construct informed responses using evidence. Selecting and organising relevant historical information.</p> <p>Use sources of evidence to deduce information about the Ancient Maya.</p> <p>Explain that no single source of evidence gives the full answer to questions about the past.</p> <p>Give more than one reason to support an historical argument.</p> |

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| CYCLE/TOPICS  | CHRONOLOGICAL UNDERSTANDING   | HISTORICAL TERMS   | CAUSE AND CONSEQUENCE  | CHANGE AND CONTINUITY   | SIMILARITY AND DIFFERENCE  | HISTORICAL SIGNIFICANCE  | EVIDENCE AND INTERPRETATION   |
| <p><b>C</b></p> <p><b><u>ANCIENT GREECE</u></b></p> <p><b><u>ROMANS</u></b></p> <p><b><u>Y3/4</u></b></p> | <p>Use dates and historical terms to describe events with increasing confidence.</p> <p>Use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Begin to recognise and order the different time periods in British history.</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Begin to understand the concept of change over time, giving evidence.</p> <p>Use BCE and CE correctly.</p> | <p>Use a wide vocabulary of everyday historical terms with increasing confidence.</p> <p>Use appropriate historical terms with increasing confidence.</p> <p><b>Vocabulary:</b><br/> question, evidence, archaeology, research, source, artefact, object, investigate, deduce, primary, secondary, significant, BCE, CE, historian, research, ancient,</p> | <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Suggest and evaluate causes and consequences of the main events within the Ancient Greece such as agriculture, mining and migration, and use evidence to support my answers.</p> <p>Suggest and evaluate causes and consequences of some of the main events within the Roman Empire, and use evidence to support my answers.</p> | <p>Suggest causes and consequences of some of the main events and changes in Ancient Greece.</p> <p>Suggest the causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p> <p>Begin to explain the concept of change over time, when the Romans arrived in Britain.</p> <p>Explain the concept of change over a long period of history, and represent this with evidence.</p> <p>Begin to describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> | <p>Begin to describe social, ethnic, cultural and religious diversity of the past.</p> <p>Begin to describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p> <p>Make simple observations about different types of people, events, beliefs within a society with confidence.</p> <p>Begin to describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world.</p> | <p>Suggest suitable sources of evidence to find out about and discuss the importance of people and events in time using evidence to prove my discussion.</p> <p>Talk about who was important in historical terms and justify opinion with evidence.</p> <p>Suggest suitable sources of evidence for historical enquiries with increasing confidence</p> <p>Discuss with increasing confidence the importance of people and events in time and the significant impact they had on British archaeological thought.</p> | <p>Observe evidence to ask about the past and come to conclusion based on has been seen.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Compare accounts of events from different sources and suggest reasons for differences.</p> <p>Suggest suitable sources for historical enquiry.</p> <p>Discuss with increasing confidence the reliability of sources.</p> <p>Use research skills with increasing confidence to find out facts about the time period studied.</p> |

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| <p><b>C</b></p> <p><b>ANCIENT GREECE</b></p> <p><b>ROMANS</b></p> <p><b>Y5/6</b></p> | <p>Describe the main changes in a period of history, (using terms such as: social, religious, political, technological and cultural).</p> <p>Continue to develop chronologically secure knowledge of history.</p> <p>Note connections, contrasts and trends over time.</p> <p>Use dates and historical terms more accurately in describing events.</p> <p>Place historical events and people, of a period studied in a chronological framework.</p> <p>Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline.</p> <p>Make connections and contrasts between different time periods studied.</p> | <p>Use historical terms with increasing accuracy when describing events.</p> <p><b>Vocabulary:</b><br/> question, evidence, archaeology, research, source, artefact, object, investigate, deduce, primary, secondary, significant, BCE, CE, historian, research, ancient, culture, viewpoint, persuade, major influence, interpretation</p> | <p>Describe causes of invasion in Britain and what the consequences were, and use multiple sources of evidence to support my answers.</p> <p>Describe causes of events and their consequences in Ancient Maya, and use multiple sources of evidence to support my answers.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Suggest and evaluate causes and consequences of the main events within Ancient Greece and the Roman Empire such as agriculture, mining and migration, and use evidence to support my answers.</p> | <p>Suggest causes and consequences of some of the main events and changes in Ancient Greece, supporting with evidence.</p> <p>Suggest the causes and consequences of some of the main events and changes in Britain when the Romans invaded, supporting with evidence.</p> <p>Explain the concept of change over time, when the Romans arrived in Britain.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Explain the concept of change over a long period of history, and represent this with evidence.</p> <p>Explain that concepts of continuity and change over time.</p> <p>Analyse why these</p> | <p>Describe social, ethnic, cultural and religious diversity of the past.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p> <p>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world.</p> <p>Use appropriate vocabulary to compare the similarities and differences between civilisations and cultures.</p> | <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Identify historically significant people and events in situations justifying opinion with evidence.</p> <p>Suggest suitable sources of evidence to find out about significant people/events and explain the impact they had on society, using evidence to prove my discussion.</p> <p>Discuss with increasing confidence the importance of people and events in time and the significant impact they had on British archaeological thought.</p> <p>Appreciate that significant events in history have helped shape the world.</p> <p>Begin to suggest (with increasing confidence)</p> | <p>Use sources of evidence to deduce information about the Ancient Greeks and Romans.</p> <p>Explain that no single source of evidence gives the full answer to questions about the past.</p> <p>Analyse a wide range of evidence to justify claims about the past.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Understand that different versions of the past may exist, giving some reasons for this.</p> <p>Identify why interpretations of history have changed with new evidence.</p> <p>Compare accounts of events from different sources and suggest reasons for differences.</p> |

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|              |                             |                  |                       | <p>changes happened using terms such as: social, religious, political, cultural and technological.</p> <p>Describe / make links between main events, situations and changes within and across different periods/societies.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> |                           | <p>suitable sources of evidence to find out about significant people/events and explain the impact they had on society, using evidence to prove my discussion.</p> <p>Discuss with increasing confidence the importance of people and events in time and the significant impact they had on British archaeological thought.</p> <p>Describe the characteristic features of the past including ideas and beliefs, attitudes of men, women and children.</p> | <p>Regularly address and sometimes devise historically valid questions.</p> <p>Construct informed responses using evidence.</p> <p>Selecting and organising relevant historical information.</p> <p>Use sources of evidence to deduce information about the Ancient Greeks and Romans.</p> <p>Explain that no single source of evidence gives the full answer to questions about the past.</p> <p>Give more than one reason to support an historical argument.</p> |

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| <p><b>D</b></p> <p><b><u>CRIME AND PUNISHMENT</u></b></p> <p><b><u>LOCAL HISTORY</u></b></p> <p><b><u>Y3/4</u></b></p> | <p>Use dates and historical terms to describe events with increasing confidence.</p> <p>Use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Begin to recognise and order the different time periods in British history.</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Begin to understand the concept of change over time, giving evidence.</p> <p>Use BCE and CE correctly.</p> | <p>Use a wide vocabulary of everyday historical terms with increasing confidence.</p> <p>Use appropriate historical terms with increasing confidence.</p> <p><b>Vocabulary:</b><br/>question, evidence, archaeology, research, source, artefact, object, investigate, deduce, primary, secondary, significant, BCE, CE, historian, research, propaganda, bias</p> | <p>Begin to suggest/describe the social causes of crime and punishment.</p> <p>Begin to describe the consequences of crimes, and use evidence to support my answers.</p> <p>Suggest some of the causes and consequences of the Industrial revolution.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> | <p>Begin to identify changes in crime and punishment.</p> <p>Use simple historical vocabulary to communicate change and continuity.</p> <p>Begin to identify the impact of Cromford Mill on the local area.</p> <p>Explain the concept of change over a long period of history, and represent this with evidence.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) with increasing confidence.</p> | <p>Identify similarities and differences in crime and punishments over time.</p> <p>Identify and begin to compare the main changes in a period of history with the present day.</p> <p>Compare and contrast key people/events/ artefacts in history.</p> <p>Begin to describe social, ethnic, cultural and religious diversity of the past.</p> <p>Make simple observations about different types of people, events, beliefs within a society with confidence.</p> <p>Begin to describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world.</p> | <p>Identify key features of the past, including ideas and beliefs.</p> <p>Identify characteristic features of the past, including ideas and beliefs.</p> <p>Suggest suitable sources of evidence to find out about and discuss the importance of people and events in time using evidence to prove my discussion.</p> <p>Talk about who was important in historical terms and justify opinion with evidence.</p> <p>Suggest suitable sources of evidence for historical enquiries with increasing confidence</p> <p>Discuss with increasing confidence the importance of people and events in time and the significant impact they had on British archaeological thought.</p> | <p>Use sources of information to begin to form conclusions about the past.</p> <p>Begin to discuss independently whether the evidence is reliable and suggest reasons why.</p> <p>Observe evidence to ask about the past and come to conclusion based on has been seen.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Compare accounts of events from different sources and suggest reasons for differences.</p> <p>Use research skills with increasing confidence to find out facts about the time period studied.</p> |

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|--|---|---|---|--|--|---|---|
| CYCLE/TOPICS   | CHRONOLOGICAL UNDERSTANDING   | HISTORICAL TERMS  | CAUSE AND CONSEQUENCE   | CHANGE AND CONTINUITY  | SIMILARITY AND DIFFERENCE  | HISTORICAL SIGNIFICANCE   | EVIDENCE AND INTERPRETATION   |
| <u>D</u><br><b>CRIME AND PUNISHMENT</b><br><br><b>LOCAL HISTORY</b><br><br><u>Y5/6</u> | <p>Describe the main changes in a period of history, (using terms such as: social, religious, political, technological and cultural).</p> <p>Continue to develop chronologically secure knowledge of history.</p> <p>Note connections, contrasts and trends over time.</p> <p>Use dates and historical terms accurately in describing events.</p> <p>Place historical events and people, of a period studied in a chronological framework.</p> <p>Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline.</p> <p>Make connections and contrasts between different time periods studied.</p> | <p>Use historical terms accurately when describing events.</p> <p><b>Vocabulary:</b><br/> question, evidence, archaeology, research, source, artefact, object, investigate, deduce, primary, secondary, significant, BCE, CE, historian, research, ancient, culture, viewpoint, persuade, major influence, interpretation, bias, propaganda</p> | <p>Describe the social causes of crime and punishment.</p> <p>Describe the consequences of crimes, and use evidence to support my answers.</p> <p>Describe some of the causes and consequences of the Industrial Revolution, and use evidence to support answers</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> | <p>Identify changes in crime and punishment.</p> <p>Use appropriate historical vocabulary to communicate change and continuity.</p> <p>Identify the impact of Cromford Mill on the local area.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Explain the concept of change over a long period of history, and represent this with evidence.</p> <p>Explain that concepts of continuity and change over time.</p> <p>Analyse why these changes happened using terms such as: social, religious, political, cultural and technological.</p> <p>Describe / make links between main events, situations and changes</p> | <p>Compare similarities and differences in crime and punishments over time.</p> <p>Compare the main changes in a period of history with the present day.</p> <p>Compare and contrast key people/events/ artefacts in history.</p> <p>Describe social, ethnic, cultural and religious diversity of the past.</p> <p>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world.</p> <p>Use appropriate vocabulary to compare the similarities and differences between the local area and the wider world.</p> | <p>Describe key features of the past, including ideas and beliefs.</p> <p>Describe the characteristic features of the past, including ideas and beliefs.</p> <p>Describe the social and cultural significance of a past society.</p> <p>Identify historically significant people and events in situations justifying opinion with evidence.</p> <p>Suggest suitable sources of evidence to find out about significant people/events and explain the impact they had on society, using evidence to prove my discussion.</p> <p>Discuss with increasing confidence the importance of people and events in time and the significant impact they had on British archaeological thought.</p> | <p>Refine lines of enquiry as appropriate.</p> <p>Use sources of information to form conclusions about the past.</p> <p>Discuss whether the evidence is reliable and explain why.</p> <p>Analyse a wide range of evidence to justify claims about the past.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Understand that different versions of the past may exist, giving some reasons for this.</p> <p>Identify why interpretations of history have changed with new evidence.</p> <p>Compare accounts of events from different sources and suggest reasons for differences.</p> |

**CRICH JUNIOR SCHOOL**  
**HISTORY PROGRESSION OF KNOWLEDGE AND SKILLS**  
**FOUR YEAR CYCLE - START 2025/26**

|              | HISTORICAL KNOWLEDGE        |                  | HISTORICAL CONCEPTS   |  |                           |  | HISTORICAL ENQUIRY   |
|--------------|-----------------------------|------------------|-----------------------|--|---------------------------|--|--|
| CYCLE/TOPICS | CHRONOLOGICAL UNDERSTANDING | HISTORICAL TERMS | CAUSE AND CONSEQUENCE | CHANGE AND CONTINUITY  | SIMILARITY AND DIFFERENCE | HISTORICAL SIGNIFICANCE  | EVIDENCE AND INTERPRETATION  |
|              |                             |                  |                       | <p>within and across different periods/societies.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> |                           | <p>Appreciate that significant events in history have helped shape the world.</p> <p>Begin to suggest (with increasing confidence) suitable sources of evidence to find out about significant people/events and explain the impact they had on society, using evidence to prove my discussion.</p> <p>Discuss with increasing confidence the importance of people and events in time and the significant impact they had on British archaeological thought.</p> <p>Describe the characteristic features of the past including ideas and beliefs, attitudes of men, women and children.</p> | <p>Regularly address and sometimes devise historically valid questions.</p> <p>Construct informed responses using evidence.</p> <p>Selecting and organising relevant historical information.</p> <p>Explain that no single source of evidence gives the full answer to questions about the past.</p> <p>Give more than one reason to support an historical argument.</p> |