TOYNTON ALL SAINTS PRIMARY SCHOOL

History Progression

EYFS to Year 6 | Curriculum cycle 2026–27

Progression overview

Chronology

Planned progression
• Use now and then; sequence two familiar photographs; recognise annual celebrations and older/newer objects.
• Sequence personal events, farming and aircraft changes; place celebrations in an annual cycle.
• Order personal events and toys; use simple timelines and place 1066 in sequence.
• Sequence Victorian, Empire and Windrush developments and connect events across periods.
• Sequence causes of WW2, the Space Race and Shang chronology.
• Place Ancient Greece and the Sikh Empire alongside previously studied periods; compare census years and sequence annexation.

Change, continuity, cause and consequence

Planned progression
• Notice visible change in family life, farms, emergency vehicles and aircraft.
• Explain what changed and stayed the same and give a simple consequence of technology.
• Explain changes and continuities in childhood, toys, coronation and monarchy, with simple causes.
• Explain causes and consequences of industrialisation, empire, migration and social change.
• Link causes and consequences of WW2; examine technological change in space exploration and change within the Shang Dynasty.
• Explain local change through census evidence, the development and legacy of Greek democracy, and causes of Sikh expansion and annexation.

Similarity and difference / perspectives

Planned progression
• Talk about familiar similarities and differences using memories and images.
• Compare past and present services, farming and travel.
• Compare childhoods, toys and monarchs; recognise that sources can present viewpoints.
• Compare Victorian childhoods and perspectives on empire and Windrush; discuss situations from different viewpoints.
• Compare wartime experiences and women's lives; consider Mae Jemison's perspective; compare ordinary and elite Shang life.
• Compare Athens and Sparta and recognise exclusion; identify religious diversity and differing interpretations of Ranjit Singh and the Sikh Empire.

Evidence and historical enquiry

Planned progression
• Use photographs, objects and oral memories and ask simple questions.
• Use photographs, stories, maps and objects as evidence about change and significance.
• Ask questions, use oral history, photographs, objects and the Bayeux Tapestry, and support a simple conclusion.
• Use school records, maps, images and written accounts; select evidence and make reasoned judgements.
• Make deductions from oral, photographic and written sources; compare usefulness and reliability; recognise advantages and limitations.
• Cross-reference census, maps, directories, photographs and newspapers; analyse origin, purpose, bias and limitations; construct balanced accounts.

Significance and interpretation

Planned progression
• Hear why people, events and explorers are remembered.
• Explain why Sir Joseph Banks is remembered and why people commemorate events.
• Explain why monarchs are remembered and make a simple judgement about significance.
• Judge the impact of Victorian change and the contribution and legacy of Windrush.
• Explain significance in WW2 and space exploration; evaluate accounts and achievements of the Shang Dynasty.
• Judge Greek and Sikh legacies and explain why people and empires are remembered differently using evidence.