

St Swithun Wells Catholic Primary School History Overview & Progression



History Overview 2026-2027

Year 1		Year 2	
Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge
Toys- Change within Living Memory (Autumn)	Chronology Historical enquiry Characteristic features	Titanic	Cause and consequence Historical enquiry Interpretation
Eastleigh High Street (Local Study) (Spring)	Chronology Change and continuity Historical enquiry	Great Fire of London	Cause and consequence Characteristic features Historical enquiry
Towers & Tiaras (Summer)	Chronology Change and continuity Significance	Florence Nightingale and Mary Seacole comparison (Autumn)	Significance Interpretation Historical enquiry

St Swithun Wells Catholic Primary School History Overview & Progression



Year 3		Year 4		Year 5		Year 6	
Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge
The Stone Age to Iron Age	Chronology Characteristic features Interpretation	Saxon & Scott Settlement	Change and continuity Cause and consequence	Local Study – post 1066, Eastleigh Railway (3 weeks).	Change and continuity Connections	Ancient Greece	Chronology Significance Historical enquiry
The Roman Empire and its impact on Britain	Change and continuity Significance Connections	Viking and Anglo-Saxon conflict	Interpretation Significance Change and continuity	Early Islamic Civilization	Characteristic features Cause and consequence Significance	The Battle of Britain – significant point.	Historical enquiry Connections Cause and consequence Significance
				The achievements of the earliest civilizations.	Cause and consequence Significance Historical enquiry		

St Swithun Wells Catholic Primary School History Overview & Progression



History Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge		Toys- Change within Living Memory (Autumn) Eastleigh High Street (Local Study) (Spring) Towers & Tiaras (Summer)	Titanic Great Fire of London Florence Nightingale and Mary Seacole comparison (Autumn)	The Stone Age to Iron Age The Roman Empire and its impact on Britain	Saxon & Scott Settlement Viking and Anglo-Saxon conflict	Local Study – post 1066, Eastleigh Railway (3 weeks). Early Islamic Civilization The achievements of the earliest civilizations.	Ancient Greece The Battle of Britain – significant point. a
Chronology		Create simple timelines to sequence processes, events, objects within their own experience. Confidently use vocabulary associate with the past e.g. 'old and new, then and now'.		Uses and understand phrases such as 'over three hundred years ago' and AD/BC/BCE/CE.			- Can accurately place civilizations/ periods studied, in chronological order and may take account of some overlap in duration and intervals between them.
Characteristic features		Recognises that buildings, clothing,	Recognises and describes, in simple terms,	Can describe main features associated with			

St Swithun Wells Catholic Primary School History Overview & Progression



		transport or technology could be different in the past. Show awareness of significant features not seen today.	some characteristic features of a person or period studied. Increasingly uses period specific language in examples.	the period/ civilization studied, mostly using period specific language.			
Change/continuity				Can describe some changes in history over a period of time and identify some things which stayed the same.	Can describe and give some examples of a range of changes at particular points in history while some things remained the same. Can explain why changes in different places might be connected in some way.	Can give simple explanations with simple examples of why change happened during particular events/periods. Understands that there are usually a combination of reasons for any change. Understands that changes do not impact everyone in the same way or at the same time.	

St Swithun Wells Catholic Primary School History Overview & Progression



Cause/consequence			Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.		Can describe with simple examples difference types of causes seeing that events happen for different reasons not just human action.	Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently. Can link causes or explain that one cause might be linked to another making an event much more likely to happen.	Can explain the causes and consequences of quite complex events, even though they might still link some in a simple way.
Significance		Can recognise and describe special times or events for family or friends.	Can recognise and talk about who was important e.g. in a simple historical account.	Understands that events, people and developments are considered significant if they resulted in change.	Can identify significance reveals something about history or contemporary life.	Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.	Can make judgements about historical significance against criteria. Recognises that historical significance varies over time, and by the interpretations of those ascribing that

St Swithun Wells Catholic Primary School History Overview & Progression



							significance (provenance).
Interpretation			Can identify and talk about differences in accounts relating to people or events both from the time (contemporary source) and from the present (interpretive source).	Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.	Can describe how different interpretations arise. Understand that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.		
Historical enquiry		Can talk about similarities and differences between two or more historical sources using simple historical terms. Can talk about past events and use annotations or captions (maybe scribed) to identify important	Can gather information from simple sources to ask and answer questions about the past. Can explain events and actions rather than just retell the story.			Can explain with examples why a sources might be unreliable. Can construct simple reasoned arguments about aspects of events, periods and civilizations studied.	Can construct reasoned arguments about events, periods or civilizations studied. Can question source reliability with reference to the period or civilization and/or the provenance of a source, considering why

St Swithun Wells Catholic Primary School History Overview & Progression



		features of picture sources, artefacts etc.					different sources may give conflicting information and offering reasons for this.
Connections							

St Swithun Wells Catholic Primary School History Overview & Progression



Year 1	
Substantive Knowledge	Disciplinary Knowledge
Toys- Change within Living Memory (Autumn)	Chronology Historical enquiry Characteristic features
Eastleigh High Street (Local Study) (Spring)	Chronology Change and continuity Historical enquiry
Towers & Tiaras (Summer)	Chronology Change and continuity Significance

St Swithun Wells Catholic Primary School History Overview & Progression



Unit: Toys- Change within Living Memory

Chronology, Historical enquiry, **Characteristic features**.

Key Question: Can I describe how toys have changed from the past until the present?

Historical knowledge/understanding to be developed:

- To learn about changes within living memory by exploring toys from today. (*Identifying different sources*).
- **Historical Enquiry:** To learn about changes within living memory by learning about toys from the past. (*Identifying different sources*).
- To know where people and events they study fit within a **chronological** framework and identify similarities and differences between ways of life in different periods, by comparing similar toys from different periods.
- To identify changes in living memory by understanding how toys have changed over time.
- To develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about toys.

Evidence that progress has been made:

- Explain the features/characteristics of a toy today.
- Can explain how we can find out about toys in the past from information gathered from adults. Can use sources to help ask and answer questions about toys from the past.
- I can compare and order toys from different times.
- Can show they recognise how toys have changed over time. Can show they understand the changes in technology to more sedentary games.
- Can use words relating to the passing of time.

St Swithun Wells Catholic Primary School History Overview & Progression



Unit: Towers & Tiaras

Chronology, Change and continuity, Significance

Key Question: Was being the Queen the same for Queen Elizabeth I and Queen Victoria as it was for Elizabeth II?

Historical knowledge/understanding to be developed:

- When/until the Queen's reigned.
- Understand the significance of the 3 Queens.
- Understand the change of the 3 Queens power.
- Understand the changes in transport throughout the reigns.
- Understand the changes of how information was transmitted thorough the reigns.

Evidence that progress has been made:

- Give dates: Elizabeth I 1558-1603.
- Victoria: 1837-1901 (and Empress of Indian 1876 -1901).
- Elizabeth II: 1952-present.
- Knows that Elizabeth I had real power, few of her ministers would dare defy her on pain of death whereas during the reigns of Victoria and Elizabeth II, real political power is with Parliament.
- Can explain that travel and world exploration was increasing by Elizabeth I reign. Sir Walter Raleigh made it to America. When Victoria reigned the empire grew to its greatest extent. By the time Elizabeth II came to the throne many former empire countries had been given independence from Britain, the remainder gained independence during her reign.
- Can explain that In Elizabeth I's time communication was entirely physical. By and during Victoria's reign, communication changed dramatically. Richer people could buy newspapers and magazines. During Elizabeth II's reign we have seen a transition into the electronic age.

St Swithun Wells Catholic Primary School History Overview & Progression



Year 2	
Substantive Knowledge	Disciplinary Knowledge
Titanic	Cause and consequence Historical enquiry Interpretation
Great Fire of London	Cause and consequence Characteristic features Historical enquiry
Florence Nightingale and Mary Seacole comparison (Autumn)	Significance Interpretation Historical enquiry

St Swithun Wells Catholic Primary School History Overview & Progression



Unit: The Titanic

Cause and consequence, Historical enquiry, Interpretation

Key Question: Who was really responsible for the Titanic disaster?

Historical knowledge/understanding to be developed:

- When/where the titanic sank.
- Understand the cause of the titanic sinking.
- Understand the consequence of the titanic sinking and the improvements to safety as a result.
- Historical enquiry: Can examine a variety of sources to tell a particular viewpoint.
- Examine and interpret memorabilia.

Evidence that progress has been made:

- Date: April 1912. Took 2 hours and 40 minutes to sink. Sank in the North Atlantic Ocean, travelling from Southampton to New York.
- Know about the 'event cascade' of the ship; Captain Smith, travelling at high speeds, radio operator dismissed an iceberg warning, lack of binoculars and life boards contributed to the sinking along with fault in the ships construction, Captain Stanley Lords lack of action. Large death toll (1517).
- Can talk about safety recommendations made: all ships must carry sufficient lifeboats for the number of passengers on board. Ship radios should be manned 24 hours a day. Regular lifeboat drills should be held. Speed should be reduced in ice, fog or any other areas of possible danger.
- Knows how many people were on the Titanic and that they came from different backgrounds, and how this can relate to why they were on the boat. Knows some differences between 1st and 3rd class passengers and how their lives would have differed. Can write in a view point.
- Visit Southampton Museum.

St Swithun Wells Catholic Primary School History Overview & Progression



Unit: The Great Fire of London

Cause and consequence, Characteristic features, Historical enquiry

Key Question: Why did the Great fire of London cause so much damage and what happened as a result?

Historical knowledge/understanding to be developed:

- When/ where the fire was
- Names of individuals linked to the event
- Understand the causes of the widespread damage.
- Understand the causes of the building materials and their effect on the fire and compare this to today's materials.
- Understand some consequences of the fire.

Evidence that progress has been made:

- Give date as 1666
- Names characters such as Thomas Farynor the baker, King Charles II' Mr Bludworth the Mayor, Samuel Pepys.
- Talks about e.g. the weather, tinder-dry city after a long hot summer, poor firefighting, people saving goods or running away rather than fighting the fire.
- Building materials/firefighting methods partly responsible for amount of damage and the improvement in fire regulations and building materials today.
- Knows about plans to remodel the city and new St Paul's Cathedral.

St Swithun Wells Catholic Primary School History Overview & Progression



Unit: Florence Nightingale and Mary Seacole comparison

Significance, Interpretation, Historical enquiry.

Key Question: Would everyone agree that Florence Nightingale's work in Scutari was significant?

Historical knowledge/understanding to be developed:

- When/ where Florence was born and worked.
- To recognise and recall basic important aspects of Florence Nightingales life and understand her significance.
- Understand differences between nurses from the Crimean time and in today's society.
- To correctly order important events in Florence Nightingales life.
- Understand the conditions in the hospitals in Scutari and how Florence improved them.
- Can understand how sources help us find out about the past.
- Can understand who Mary Seacole was and how she impacted the Crimean War?

Evidence that progress has been made:

- Born: 1820, died 1910. Italy.
- To stop disease, she cleaned the hospitals and gave patients healthy food. She even looked after them at night, using a lamp to see in the dark. \ She became known as 'The Lady with the Lamp'.
- Florence Nightingale is remembered for making changes to nursing and showing people that nursing was a very important job. Florence's great work made her famous. She and her nurses saved many lives.
- She used her influence to turn nursing into an important job and make hospitals better.
- She started a nursing school at St. Thomas' Hospital in 1860 and wrote books so that nurses could be properly trained to do their job.
- Children can classify things that Florence Nightingale got rid of from the hospital in Scutari and things that she brought into the hospital.
- Things that Florence got rid of: rotten food (moldy bread, potatoes, meat, apples), dirty water, rats, dirty / bloody clothes, stains, muddy boots.
- Things that Florence brought in: lamp, bandages, clean water, post, beds, bedding / towels, medicine and a telephone.
- Can give dates and explain her significant impact to the Soldiers.

St Swithun Wells Catholic Primary School History Overview & Progression



Year 3	
Substantive Knowledge	Disciplinary Knowledge
The Stone Age to Iron Age	Chronology Characteristic features Interpretation
The Roman Empire and its impact on Britain	Change and continuity Significance Connections

St Swithun Wells Catholic Primary School History Overview & Progression



Unit: The Stone Age to Iron Age Britain

Chronology, Characteristic features, Interpretation.

Key Question: How did Britain change from the Stone Age to the Iron Age?

Historical knowledge/understanding to be developed:

- Understand the period of the Ages.
- Understand the features of the Neolithic to Stone Age and the characteristic features of these periods.
- Similarities/differences-Compare the Stone Age, Bronze Age and Iron Age.
- Understand the scarcity of evidence and how this affects our knowledge.

Evidence that progress has been made:

- Give date for the different ages, showing understanding of durations and comparison between ages.
- Can recognise features of each period and identify changes between them – materials and development of skills.
- Can explain the changes of homes and tools, burials and settlements, climate and its effects.
- Can interpret evidence and make a reasonable conclusion – Stone Age Paintings.

St Swithun Wells Catholic Primary School History Overview & Progression



Unit: The Roman Empire and its impact on Britain

Change and continuity, Significance, Connections

Key Question: What was the Roman Empire's most significant impact?

Historical knowledge/understanding to be developed:

- Dates of the Roman Empire/invasion of Britain and who.
- Some idea of the size/ spread of the Roman Empire.
- Understands major changes made in Britain by the Romans, including what Romanization was.
- Knows some things that changed/ remained the same during and after the Roman occupation.
- Knows the British resistance.

Evidence that progress has been made:

- Can give dates. Julius Caesar's attempted invasion in AD. Successful invasion by Claudius.
- Knows the Empire included large parts of Europe, Greece, much of Britain and places mentioned in the Bible, at its height.
- Mentions roads, towns and facilities in towns that encouraged Britons to use them/ adopt roman ways. Some roads/towns/villa estates etc survived long after the Romans left (Hadrian's Wall).
- Local religions remained until Constantine made Christianity the official religion.
- Can talk about Boudicca's rebellion.

St Swithun Wells Catholic Primary School History Overview & Progression



Year 4	
Substantive Knowledge	Disciplinary Knowledge
Saxon & Scott Settlement	Change and continuity Cause and consequence
Viking and Anglo-Saxon conflict	Interpretation Significance Change and continuity

St Swithun Wells Catholic Primary School History Overview & Progression



Unit: Saxon & Scott Settlement

Change and continuity, Cause and consequence

Key Question: What was the effects of Anglo Saxon, Viking and Scots settlement in Britain?

Historical knowledge/understanding to be developed:

- Begin to understand historical periods overlap each other and vary in length.
- Uses more precise chronological vocabulary.
- Begin to describe sources and ask questions about where they came from and what their purpose is.
- Be able to select suitable information to answer their questions
- Understand that we can have more than one interpretation of the past.
- Can describe and give some examples of a range of changes at in history while some things stayed the same.
- Begin to understand that causes can occur for different reasons some not controllable.

Evidence that progress has been made:

- Roman withdrawal from Britain in C AD410 and the fall of the western Roman Empire.
- Scots invasion from Ireland to north Britain (now Scotland).
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life.
- Christian conversion – Canterbury, Iona and Lindisfarne.
- Knows the change to language, learning, Christian centres.

St Swithun Wells Catholic Primary School History Overview & Progression



Unit: The Viking and Anglo-Saxon conflict.

Interpretation Significance Change and continuity

Key Question: How did England change after the Vikings?

Historical knowledge/understanding to be developed:

- Understand where the Vikings came from. *(Make a link to the overlap in time with the Romans - year 3 topic).*
- Can understand the consequences of how and why the Vikings invaded Britain.
- Understand the change in Britain due to the Viking invasions.
- Understand the significance of Alfred the Great.
- Understand the significance of Edward the Confessor.
- Understand how Vikings lived and worked and what they believed in.
- Understand their laws and justice system.
- Identify and describe Viking artefacts.

Evidence that progress has been made:

- Can give dates of the Viking attack – Britain (Lindisfarne) in 787 AD and invasion in 793 AD.
- Know the Viking era spans from AD700 to AD1100, covering the rise and fall of the Vikings, from their invasions of Britain and building of settlements to their defeat at the Battle of Stamford Bridge.
- Know King Alfred is one of the best-known Saxon kings and the only British monarch to have the title 'great.' He became king in AD 971 and was the first Anglo-Saxon king to defeat the Vikings in 878 AD, bringing peace to Britain, under the treaty Danelaw. If it were not for his defeat of the Vikings, there would probably be no England or English language.
- Edward the Confessor, known for his religious faith was the last but one of the **Anglo-Saxon Kings** of England, he died in 1066.
- Know Viking life was very different to life today - their homes (longhouses), families and their animals lived together, transport; Viking families arrived in longships to settle in villages. Vikings were craftsmen, warriors, and they worshipped a large number of different Gods (Odin), each with their own characteristics. Knows the punishments used by the Anglo Saxons, identify what wergild is.

St Swithun Wells Catholic Primary School History Overview & Progression



Year 5	
Substantive Knowledge	Disciplinary Knowledge
Local Study – post 1066, Eastleigh Railway (3 weeks).	Change and continuity Connections
Early Islamic Civilization	Characteristic features Cause and consequence Significance
The achievements of the earliest civilizations.	Cause and consequence Significance Historical enquiry

St Swithun Wells Catholic Primary School History Overview & Progression



Unit: Early Islamic Civilization

Characteristic features, Cause and consequence, Significance.

Key Question: Was the early Islamic civilization a 'beacon of light in the Dark Ages'?

Historical knowledge/understanding to be developed:

- When/where early Islamic civilization developed.
- Can explain where/what the House of Wisdom was. Exploring the city of Bagdad.
- Can talk about some areas of science and learning where the Islamic civilization was more advanced than here during that period and name some important Islamic scholars.
- Understands the quest for finding, recording and spreading knowledge from other peoples, places and times, was driven by faith and a culture of openness to ideas new and old wherever they came from.

Evidence that progress has been made:

- Can name areas where Islam developed and spread.
- Informative page the mention Bagdad and the House of Wisdom. Explaining the importance of it and how it compares to the rest of the world at the time.
- Includes appropriate information on their group web page/ information board on innovations or in the post-it challenge. Create a poster etc with reference to inventions and inventors/discoverers.
- As part of the podcast, website or pop-up museum, explains why the Islamic civilization was open to science and ideas meaning they were more advanced than Britain (and the West) at the time.

St Swithun Wells Catholic Primary School History Overview & Progression



Unit: The achievements of the earliest civilizations

Significance, Cause and consequence, Historical enquiry.

Key Question: What was life like in the earliest Civilizations?

Historical knowledge/understanding to be developed:

• Know when and where the first civilizations appeared.	Compare the duration and overlap of Civilizations and contrast the achievements of each civilization.
• Where Ancient Egypt is and its key features.	Understands Ancient Egyptian communication.
• Understands the role of the seasons in Ancient Egypt and the effects the River Nile had.	Understands the hierarchical ruling system of Ancient Egypt.
• Understand the importance of the pyramids in Egyptian society.	Understands Mummifications and the contrast of an Ancient Egyptians belief of an afterlife.
• Understands the significance of Tutankhamun.	To understand the importance of the gods in Ancient Egypt.
• Understands daily life in Ancient Egypt and compare this to modern Egypt.	

Evidence that progress has been made:

- Can give dates and duration of each Civilizations (Ancient Sumer, The Indus Valley, and The Shang Dynasty of Ancient China.)
- Knows what is similar and what is different between the civilizations and knows the main achievements of each civilisation.
- Can locate key features on a map of Egypt (capital and rivers). The distance between Southampton and Cairo.
- Knows Ancient Egyptians used hieroglyphics as a means of writing/communication. Knows how the Ancient Egyptians made paper.
- Know that there were three seasons/phases in Ancient Egypt (flooding/growth/harvest) and why the Nile was so important (rich soil, fertile land, 3 more important crops – wheat, flax and papyrus).
- Can give 5 examples of how and why a Pharaoh was so powerful and important. Can place pharaoh, vizier, scribe, priest, craft worker and workers/servants on a hierarchy triangle.
- Understands the key features of a pyramid and the process involved in building it.
- Knows what was involved in preparing the dead for the afterlife (embalming – ‘making a mummy’). Knows why the Ancient Egyptians placed their dead and possessions in tomb, death masks etc.
- Name key people and events: Howard Carter, 1922, King Tutankhamun.
- Understands that the Ancient Egyptians worshipped a range of different gods for a range of reasons.
- Can explain the differences using artefacts to support their answers.

St Swithun Wells Catholic Primary School History Overview & Progression



Year 6	
Substantive Knowledge	Disciplinary Knowledge
Ancient Greece	Chronology Significance Historical enquiry
The Battle of Britain – significant point.	Historical enquiry Connections Cause and consequence Significance

St Swithun Wells Catholic Primary School History Overview & Progression



Unit: Ancient Greece

Chronology, Significance, Historical enquiry

Key Question: What legacy does Ancient Greek life have on us today?

Historical knowledge/understanding to be developed:

- Location and dates of Ancient Greece era.
- Locate Greece.
- Understand how different people lived and compare to our own lives
- Understand the significance of an ancient battle and the influence this has on our lives today.
- Greek language – alphabet.
- To deduce information about an aspect of the Greek way of life from pictures of buildings and texts and understand the impact that Ancient Greece had on us today.

Evidence that progress has been made:

- Can give dates and locate on a map.
- To understand what a city state was in ancient Greek times - Athens and Sparta
- Can name the main characteristics of the Battle of Marathon and the Battle of Troy.
- Examine evidence pictures of inscriptions on Greek coins, buildings, memorials, vases and sculptures.
- Independent study on identifying part of Ancient Greek life which still has an impact on us today.

St Swithun Wells Catholic Primary School History Overview & Progression



Unit: The Battle of Britain - *Significant point in history*

Chronology, Significance, Historical enquiry

Key Question: Was the Battle of Britain a turning point in WWII?

Historical knowledge/understanding to be developed:

- Name key historical figures and dates.
- Details of the Invasion Plan.
- Compare and contrast German and British strength and weakness and the consequences this had on the Battle.
- Understand the significance of winning the Battle of Britain had to countries around the world.
- Understand the significance of the RAF in the Battle.

Evidence that progress has been made:

- Churchill, Hitler, Goering, 1940.
- Operation Sealion.
- Examine the preparation and leadership prior to the battle. Make reasoned arguments, including:
- British Advantages: Spitfire & Messerschmitt evenly matched, British increased production of planes in 1940, Possession of 'Ultra' – key to German radio codes gave them advance warning, Use of RADAR.
- German weaknesses: Fighters could only carry fuel for 30 mins flight over Britain, German losses greater than British ones, e.g. 16-30 Sept 1940, Luftwaffe lost 213 to 133 RAF planes. Germans producing 156 new planes per month compared with 563 planes in Britain. Luftwaffe flying over enemy territory. Military planning. Goering & Hitler underestimated resistance.
- Strength's: British pilots were reservists & part-timers. Germany trained 800 pilots per month (Britain, 200). Luftwaffe outnumbered RAF e.g. 824 German fighters to 591 British fighters. RAF pilots overstretched, 35 mins between sorties.