

## Primary History Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum</b>  <i>Pupils should be taught:</i>	<u><b>Children at the expected level of development will:</b></u>	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across the periods they study.</p> <p>Note connections over time and develop the appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across the periods they study</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>

**By the end of the year, children should be able to...**

### Society and Community

<b>Working Historically</b>	<p>Make sense of the community</p> <p>Foster an understanding of the culturally and</p>	<p>Know and understand the history of these islands from the earliest times to the present day</p>		<p>Know and understand the history of these islands as a coherent, chronological</p>	<p>Know and understand the history of these islands as a coherent, chronological</p>		
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**Primary History Progression Map**

	socially diverse world	Understand historical concepts such as continuity and change		narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced  Understand historical concepts such as continuity and change  Understand historical concepts such as cause and consequence, similarity and difference	narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world  Understand historical concepts such as continuity and change		
<b>Skills</b>	Explain similarities and differences from the past  Discuss experiences that are familiar and how these may have differed in the past	<b>Toys</b> Label timelines with key historical words  Recount changes over time  Analyse sources and ask historically valid questions  Explain changes to toys over time, identifying toys that have changed and stayed the same		<b>Stone Age to Iron Age</b> Place historical ages and artefacts in order of time  Suggest suitable sources for historical enquiry  Evaluate causes and consequences of the main events in prehistory such as agriculture, mining and migration  Use historical evidence to support	<b>Ancient Greece</b> Place events, artefacts and historical figures on a timeline  Observe evidence about the past, ask historically valid questions and draw conclusions  Suggest causes and consequences of some of the main events and changes in Greece		

## Primary History Progression Map

		<p>Compare images of toys in the past and present</p> <p>Name a significant toy from the past</p>		<p>drawn conclusions from sources</p> <p>Identify similarities and differences between the Stone Age, Bronze Age and Iron Age</p>	<p>Explain the concept of change over time</p> <p>Describe social, cultural, ethnic and religious diversity in the past</p> <p>Suggest suitable sources of evidence</p>		
<b>Knowledge</b>	<p>Make connections within religious and social history</p> <p>Organise events using basic chronology</p> <p>Recognise that things happened before they were born</p>	<p>Know how to construct a timeline</p> <p>Know how to interpret information about the past from historical sources</p> <p>Identify similarities and differences between historical sources</p> <p>Make comparisons between the past and present using historical sources</p>		<p>Know how to construct a timeline</p> <p>Know how to analyse the effectiveness of a historical source</p> <p>Explain what a historical source tells the modern day about the past</p> <p>Identify comparisons between different time periods and civilisations</p>	<p>Know how to construct a timeline</p> <p>Analyse historical sources and make interpretations about the past</p> <p>Know the changes that took place within an ancient civilisation over time</p> <p>Know how to identify differences within society in the past</p> <p>List features that make a historical source effective</p>		
<b>Vocabulary</b>	<p>story</p> <p>past</p> <p>home</p> <p>school</p>	<p>trade</p> <p>civilisation</p> <p>industry</p> <p>toys</p> <p>different</p> <p>same</p>		<p>migration</p> <p>settlement</p> <p>trade</p> <p>civilisation</p> <p>industry</p> <p>Stone Age</p> <p>Iron Age</p>	<p>civilisation</p> <p>trade</p> <p>settlement</p> <p>empire</p> <p>monarchy</p> <p>ancient</p> <p>society</p>		

Primary History Progression Map

Exploration and Invasion							
Working Historically				timeline			
					Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations	
					Know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires	Know and understand significant aspects of the history of the wider world: achievements and follies of mankind	
					Know and understand significant aspects of the history of the wider world: characteristic features of past non-European societies	Gain and deploy a historically grounded understanding of abstract terms	
					Know and understand significant aspects of the history of the wider world: achievements and follies of mankind		
					Understand local and world history		

Primary History Progression Map

					<p>Establish clear narratives within and across periods</p> <p>Identify connections and contrasts with other time periods</p> <p>Construct historically valid questions about change, cause, similarity and differences</p>		
<b>Skills</b>					<p><b><u>The Romans</u></b> Place events, artefacts and historical figures on a timeline</p> <p>Suggest suitable sources of evidence for historical enquiries</p> <p>Suggest the causes and consequences of some of the main events and changes in Britain when the Romans invaded</p> <p>Explain the concept of change over time, when the Romans arrived in Britain</p>	<p><b><u>Anglo-Saxons and Vikings</u></b> Use sources of evidence to deduce information about the Saxons and Vikings</p> <p>Describe causes of invasion in Britain and what the consequences were</p> <p>Explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain</p> <p>Use appropriate vocabulary to compare similarities</p>	

**Primary History Progression Map**

					Describe the social, ethnic, cultural and religious diversity of the past	and differences between Anglo-Saxon and Viking culture, and the present day  Describe the social, ethnic, cultural and religious diversity of the past	
<b>Knowledge</b>					Know how to construct a timeline  Analyse and explain the significance of suitable historical sources in giving information about the past  Know the causes of the events that led to changes in Britain  Know the consequences of the Roman invasion  Understand the social, ethnic, cultural and religion diversity in Britain during the Roman period	Know how to construct a timeline  List features that make a historical source effective  Understand how to gather information about the past using a range of sources  Know the definition of 'invasion'  Know the consequences of an invasion  Know appropriate vocabulary about the Anglo-Saxons and the Vikings  Understand the social, ethnic, cultural and religion diversity in Britain	
<b>Vocabulary</b>					civilisation	migration	

**Primary History Progression Map**

					trade settlement empire monarchy Romans invasion Britain	trade monarchy settlement Anglo-Saxon Viking consequence invasion	
<b>Power</b>							
<b>Working Historically</b>				<p>Study the achievements of the earliest civilisations</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations</p> <p>Know and understand significant aspects of the history of the wider world: characteristic features of past non-European societies</p> <p>Understand how evidence is used to make historical claims</p> <p>Understand the complexities of people's lives</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations</p> <p>Know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires</p> <p>Know and understand significant aspects of the history of the wider world: characteristic features of past non-European societies</p> <p>Know and understand significant aspects of the history of the wider world:</p>	<p>Gain and deploy a historically grounded understanding of abstract terms</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations</p> <p>Gain an understanding of abstract historical terms such as 'civilisation'</p> <p>Understand historical concepts such as continuity and change</p> <p>Understand how evidence is used to make historical claims</p> <p>Identify connections, contrasts and trends over time</p>	<p>Identify connections, contrasts and trends over time</p> <p>Develop a chronologically secure knowledge and understanding of British history</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Understand historical concepts such as cause and consequence</p> <p>Understand historical concepts such as similarity, difference and significance</p>

**Primary History Progression Map**

				<p>Understand the diversity of societies</p>	<p>achievements and follies of mankind</p> <p>Understand local and world history</p> <p>Establish clear narratives within and across periods</p> <p>Identify connections and contrasts with other time periods</p> <p>Construct historically valid questions about change, cause, similarity and differences</p>		<p>Frame historically-valid questions</p> <p>Draw contrasts</p> <p>Understand methods of historical enquiry</p>
<b>Skills</b>		<p><b><u>Kings, Queens and Castles</u></b></p> <p>Know how to create a timeline</p> <p>Identify the order of historical events</p> <p>Form questions about the past</p> <p>Explore historical evidence about the past</p>		<p><b><u>Ancient Egypt</u></b></p> <p>Understand the order of dates that historical events took place</p> <p>Know how to use BCE and CE for historical dates</p> <p>Understand the order of dates using BCE and CE</p> <p>Know how to identify the</p>	<p><b><u>The Romans</u></b></p> <p>Understand the order of dates that historical events took place</p> <p>Identify the causes of changes in Britain after the Roman invasion</p> <p>Identify the consequences of the Roman invasion for life in Britain</p>	<p><b><u>Ancient Maya</u></b></p> <p>Know key historical events that took place in Ancient Maya</p> <p>Know how to interpret information about the past from historical sources</p> <p>Know key events that took place in Ancient Maya and the consequences of these events</p>	<p><b><u>Crime and Punishment</u></b></p> <p>Identify facts about the past using historical evidence</p> <p>Identify social causes of crime and punishment</p> <p>Understand the consequences of different crimes</p> <p>Know how crimes and punishments have changed over time</p>



## Primary History Progression Map

		<p>Understand the significance of castles</p> <p>Identify changes in the past</p> <p>Know the names of key historical events</p> <p>Make comparisons between castles</p> <p>Know key events of a significant king/queen or castle</p>		<p>reliability of a historical source</p> <p>Identify why a historical source might be reliable</p> <p>Know the causes and consequences of some of the main events in Ancient Egypt</p> <p>Know how to use historical evidence to draw conclusions about the past</p> <p>Identify changes to an ancient civilisation over time</p> <p>Identify similarities between the old and new Ancient Egyptian kingdoms</p> <p>Identify differences between the old and new Ancient Egyptian kingdoms</p> <p>Know the impact events in Ancient Egypt had on British archaeological thought</p>	<p>Make comparisons between life in Britain before and after the Roman invasion</p> <p>Know how to identify the reliability of a source</p>	<p>Identify periods of rapid change</p> <p>Know how to make comparisons between periods of change and stability</p>	<p>Understand how to use historical vocabulary accurately</p> <p>Make comparisons about crime and punishment over time</p> <p>Know what crime and punishment means in the modern day</p> <p>Identify cultural and social significance of a past society</p> <p><b><u>World War II</u></b></p> <p>Know how to gather information about the past using historical sources</p> <p>Identify the reliability of historical evidence</p> <p>Know the consequences of WW2</p> <p>Know how to use evidence to support conclusions drawn about the past</p> <p>Understand how the UK changed during WW2</p> <p>Identify similarities and differences between</p>
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## Primary History Progression Map

							key people, events and artefacts within history
<b>Knowledge</b>		<p>Place events and some artefacts on a timeline</p> <p>Observe or handle some evidence to ask questions about the past</p> <p>Explain why monarchs built castles</p> <p>Explain what the consequences of building castles were</p> <p>Describe changes</p> <p>Describe historical events</p> <p>Compare similarities and differences between different castles</p> <p>Discuss key events of a significant</p>		<p>Place events and historical figures in a timeline</p> <p>Use BCE and CE</p> <p>Suggest more than one suitable source of historical enquiry</p> <p>Discuss the reliability of sources</p> <p>Suggest and evaluate causes and consequences of some of the main events in Ancient Egypt</p> <p>Use evidence to support answers when drawing conclusions about the past</p> <p>Explain the concept of change over a long period of time</p> <p>Compare the similarities and</p>	<p>Place events and historical figures in a timeline</p> <p>Suggest suitable sources of evidence for historical enquiry</p> <p>Suggest causes and consequences of main events during the Roman times</p> <p>Identify the main changes in Britain when the Romans invaded</p> <p>Explain the concept of change over time during the Roman Empire</p> <p>Describe the social, ethnic, cultural and religious diversity of the past</p> <p>Identify the reasons why sources might be suitable</p>	<p>Use dates and terms to describe events and people</p> <p>Analyse a wide range of evidence to justify claims about the past</p> <p>Describe the causes of events in Ancient Maya</p> <p>Describe the consequences of events in Ancient Maya</p> <p>Use historical evidence to draw conclusions about life in Ancient Maya</p> <p>Compare and contrast periods of rapid change and stability</p> <p>Explain the concepts of continuity and change over time</p>	<p><b><u>Crime and Punishment</u></b></p> <p>Use dates and terms to describe events</p> <p>Use sources of evidence to find facts about the past</p> <p>Describe the social causes of crime and punishment</p> <p>Describe the consequences of crimes</p> <p>Identify changes in crime and punishment</p> <p>Use appropriate historical vocabulary</p> <p>Compare similarities and differences between crime and punishment over time</p> <p>Describe the social and cultural significance of a past society</p>

**Primary History Progression Map**

		king/queen or castle		<p>differences between the new and old kingdoms of Ancient Egypt</p> <p>Discuss the importance of people and events in time and their impact on British archaeological thought</p>			<p><b><u>World War II</u></b></p> <p>Use dates and terms to describe events</p> <p>Use sources of information to draw conclusions about the past</p> <p>Discuss the reliability of evidence</p> <p>Describe some of the causes and consequences of WW2</p> <p>Use evidence to support answers when discussing the past</p> <p>Identify periods of rapid change in history</p> <p>Compare and contrast key people/events/artefacts in history</p> <p>Describe key features of the past including ideas and beliefs</p>
<b>Vocabulary</b>		trade industry monarchy empire people monarch castle king queen		civilisation trade settlement empire monarchy Egypt ancient	civilisation trade settlement empire monarchy Romans invasion Britain	civilisation trade settlement empire monarchy Maya change similarities differences	<b><u>Crime and Punishment</u></b> empire monarchy civilisation industry change continuity crime punishment

Primary History Progression Map

							<p><b>World War II</b>          empire          monarchy          civilisation          Battle of Britain          reliability          historical source          evidence</p>
<p><b>Conflict and Disaster</b></p>							
<p><b>Working Historically</b></p>			<p>Develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Use a wide vocabulary of everyday historical terms</p> <p>Ask and answer questions about the past</p> <p>Understand what took place during events beyond living memory that are significant nationally or globally</p>				<p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p>

## Primary History Progression Map

<p><b>Skills</b></p>			<p><b><u>Great Fire of London</u></b> Place events, artefacts and historical figures on a timeline</p> <p>Ask questions and find answers to questions about the past</p> <p>Explain the causes of the Great Fire of London and what the consequences were</p> <p>Describe how London changed after the Great Fire of London</p> <p>Describe significant people from the past and explain why they are important</p> <p><b><u>Hospitals and Healthcare</u></b> Place events, artefacts and people on a timeline</p> <p>Observe or handle evidence to ask questions and find answers to</p>				<p><b><u>Crime and Punishment</u></b> Identify facts about the past using historical evidence</p> <p>Identify social causes of crime and punishment</p> <p>Understand the consequences of different crimes</p> <p>Know how crimes and punishments have changed over time</p> <p>Understand how to use historical vocabulary accurately</p> <p>Make comparisons about crime and punishment over time</p> <p>Know what crime and punishment means in the modern day</p> <p>Identify cultural and social significance of a past society</p> <p><b><u>World War II</u></b> Know how to gather information about the past using historical sources</p>
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Primary History Progression Map

			<p>questions about the past</p> <p>Recognise the consequences of actions in the past</p> <p>Use pictures, stories and film footage to find out about the past</p> <p>Describe significant people and events from the past</p>				<p>Identify the reliability of historical evidence</p> <p>Know the consequences of WW2</p> <p>Know how to use evidence to support conclusions drawn about the past</p> <p>Understand how the UK changed during WW2</p> <p>Identify similarities and differences between key people, events and artefacts within history</p>
Knowledge			<p><b><u>Great Fire of London</u></b></p> <p>Know how to analyse historical sources for information about the past</p> <p>Identify consequences caused by a key event</p> <p>Form key historical questions</p> <p>Know how to make comparisons between different periods in the past</p>				<p><b><u>World War II</u></b></p> <p>Use dates and terms to describe events</p> <p>Use sources of information to draw conclusions about the past</p> <p>Discuss the reliability of evidence</p> <p>Describe some of the causes and consequences of WW2</p> <p>Use evidence to support answers when discussing the past</p> <p>Identify periods of rapid change in history</p>

## Primary History Progression Map

			<p>Identify significant people in the past</p> <p><b><u>Hospitals and Healthcare</u></b></p> <p>Know how to construct a timeline</p> <p>Know how to analyse historical sources</p> <p>Identify information about the past using historical evidence</p> <p>Identify consequences and changes in the past</p> <p>Analyse historical sources</p> <p>Name significant people and events from the past</p>				<p>Compare and contrast key people/events/artefacts in history</p> <p>Describe key features of the past including ideas and beliefs</p> <p><b><u>Crime and Punishment</u></b></p> <p>Use dates and terms to describe events</p> <p>Use sources of evidence to find facts about the past</p> <p>Describe the social causes of crime and punishment</p> <p>Describe the consequences of crimes</p> <p>Identify changes in crime and punishment</p> <p>Use appropriate historical vocabulary</p> <p>Compare similarities and differences between crime and punishment over time</p> <p>Describe the social and cultural significance of a past society</p>
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Primary History Progression Map

<b>Vocabulary</b>			<b><u>The Great Fire of London</u></b> monarchy civilisation past  <b><u>Hospitals and Healthcare</u></b> empire industry civilisation similarity difference				<b><u>World War II</u></b> empire monarchy civilisation Battle of Britain rebellion war  <b><u>Crime and Punishment</u></b> empire monarchy civilisation rebellion
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