

History Progression Map

The table below outlines the progression of knowledge and skills as well as some examples of the kinds of questions that might be asked. This is based on guidance from the Historical Association and the National Curriculum. The skill development may overlap for EYFS and Year One as, due to the nature of the curriculum, the age of the children and the time given to transition, they will need longer to build on their historical skills.

Cross curricular learning opportunities are detailed on our unit cover sheets. These indicate where we are developing our historical understanding in English, Maths and the wider curriculum.

Teachers should design enquiry questions (examples are given in the progression grid below) that will help children to gain one of the knowledge statements and demonstrate a historical skill.

Teachers should ensure that through their unit they cover the key vocabulary as indicated by the unit covers.

A History Unit will comprise of at least four core lessons and will provide an opportunity to develop the four skills areas. We develop our knowledge capital further through clear curriculum links in other subjects including English (reading and writing), Maths, Art and D&T.

Teachers should ensure that through their unit they cover the key vocabulary (see vocabulary table at the bottom of this document)

As they move through school, children will be developing their skills and knowledge so that when they leave Primary they will have:

1. A greater database of knowledge about events, situations and people covering local, British and world history;
2. Greater confidence in comparing, contrasting and linking history across different timespans, geographical areas and perspectives;
3. The ability to engage in historical enquiries showing greater independence in posing questions, selecting and deploying evidence and communicating findings;
4. More awareness of the uncertainty of history and ways in which it has been represented and interpreted;
5. Greater understanding and proficiency at using the key organising concepts of history such as change, cause, similarity and significance as well as historical terminology.

Children's written work in History should reflect their developing understanding of Literacy, broadening historical vocabulary and an increasing range of purposes. This may be evidence in their Topic Book or English book.

Autumn Knowledge Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	My Family and Me	Our Heroes	Amazing Explorers	World Wars II	Ancient Egypt	Ancient Greece	The Victorians – Shrewsbury and beyond
Chronological Understanding	Birthdays of self and family. Days of the Week Months	Birthdays of self, family and others. Days of the Week Months Years	1492 – Christopher Columbus landed in America 1914 - Ernest Shackleton travels to Antarctica 1986 – Ann Bancroft went to the North Pole	1914 – 1918 – World War I 1939 – 1945 – World War II	7500 BC – 30AD – Ancient Egypt (children are focusing)	776BC – 146BC Ancient Greece	1760AD– 1840AD – Industrial Revolution 1837 – 1901 – Victorian Era
Invading and Settling (Geographical change)		I can identify how individuals have shared their skills in new places.	I can describe explorations by people in the past. I know that sometimes people discover places where people are already living.	I can name some of the countries involved in World War II and identify countries that were invaded.	I know that Cleopatra was the last pharaoh and was defeated by the Roman leader Octavian. I can explain what Egyptomania is and why we have Egyptian artefacts in the UK. I can give reasons for why Ancient Egyptians settled along the River Nile.	I know that the Ancient Greeks were made up of lots of smaller communities such as the Spartans and Athenians. I know that many of the people in Ancient Greece were slaves. I know that the Ancient Greeks were defeated by the Ancient Romans.	I can identify countries in the British Empire. I can identify British overseas territories. I can identify advantages and disadvantages of empire.

Social History		I can begin to describe the roles of nurses now and in the past.	I can identify things we have learnt from people's explorations.	I know the date and some of the reasons why WW2 started. I can begin to compare the effect WWII had on different people (e.g. the children, soldiers, women in WW2)	I know why the mummification process occurred. I can give examples of ways Egyptian life changed over time. I can give reasons why we think the pyramids were built.	I know that the Athenians developed democracy but that Ancient Greek didn't have a central government. I know about some of the myths and legends of Ancient Greece	I can describe the shift from rural to urban I can recognise the struggles of life for the poor. I can describe a range of differences between life then and now.
Technological development		I can identify how nursing was different in the past to today.	I can identify why exploring today is different to the past and how technology has changed this.	I can recognise general technological advances between WW1 – WW2. I can begin to describe the impact of these technological advances on the 'W's.	I know some of the Ancient Egyptian inventions and how they changed the civilisation.	I know who the 'great Greek thinkers (philosophers)' were. I know that Ancient Greeks influenced our alphabet, medicine and geometry.	I can describe development of railways across Britain including Shropshire. I can recognise changes in how energy was produced.
Autumn Skills Progression							
Similarity and Difference – Similarity and difference related to how people, groups, experience or places are in the same	I can make sense of my own life-story and my families history.	I can identify similarities and difference between things in the past and now.	I can identify similarities and differences between societies at a	I can identify similarities and differences between places at a time in history.	I can explain similarities and differences between an aspect of society.	I can describe connections and contrasts between aspects of history,	I can explain and explain diverse experiences and ideas.

period and across periods.	How am I the same or different to my friends?	How is a nurse's job today to the job of Florence Nightingale and Mary Seacole?	time in history. Did everyone in Christopher Columbus' time think the world looked the same?	How were the lives of a child in Britain and in Poland during the war?	How were the lives of wealthy pharaohs different to other people in Egypt?	people, events and artefacts. How did Ancient Greek faith affect their way of life?	How and why was life different for people living in Victorian Shropshire?
Cause and Consequence – Cause – Causation relates to the way historians analyse how and why events occurred or emerged. Pupils will use their knowledge to identify or describe the drivers that led to an event and what the result of it was.	I can begin to make sense of how the stages in my life-story link. What will happen when I grow up? (links to Book – Once there were giants)	I can talk about the lives of people in history and their role in society. Why is Eglantyne Jebb's work important today?	I can recognise why a historical event happened. Why did Ernest Shackleton want to travel to Antarctica?	I can identify causes and consequences to events from the past. I can understand that there are different reasons why people in the past acted as they did. Why did the war end? Why did Britain join World War 2?	I can find out about the cause of an event I can identify key consequences over a period of time and be able to give reasons for those changes. Why did the way Egyptians buried their dead change over time? (grave diggers etc)	I can identify why aspects of history change over time. Why are our beliefs today different to those of Ancient Greece?	I can examine the cause and results of a period of time and the consequence this had on attitudes, beliefs and everyday life. What was the consequence of the empire for indigenous people?
Exploring sources – Looking at how sources provide evidence to construct, challenge and test claims about the past.	I can retrieve facts about my own timeline e.g my birthday, who my family are,	I can comment on artefacts from the past. What do you think this is?	I can ask questions about artefacts from the past.	I can look at a source to find answers to questions about the past.	I can gather more detail from sources to build up a picture of the past.	I can select relevant sections of information to address historically valid	I can investigate my own line of enquiry using a range of sources.

	where I was born. When is your birthday? Who do you live with? Do you have family that live in other places? Where do you live?	Do you think this person was alive today or in the past?	What would you like to know about...?	Why is World War 1 called the 'Great War'?	Why are there so many Egyptian artefacts in Britain?	questions and construct informed responses.	What was life like in Victorian Shropshire (archives visit)?
Historical Interpretation - The understanding of how and why different accounts of the past are constructed.			I can give example of different sources. What could we use to help us find out more about...?	I can look at two different versions of the same event in history. How is this version the same/different to this one?	I can give examples of primary and secondary sources. What primary/secondary sources could help us find out more?	I can recognise when I am using a primary or secondary source and the impact this may have on reliability. What type of source as you using and how accurate do you think it is?	I can recognise potential bias in my sources. And consider how this affects validity including propaganda. Do diaries provide a good overview of Victorian Shropshire?

Spring Knowledge Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	People Who Help Us	Our Town Through Time	The Great Fire of London	Anglo Saxons and Vikings Scots and Celts	Animals in Captivity	Stone Age to Iron Age in Britain	The Maya

Chronological Understanding	Years, in my lifetime, before I was born.	Tudor – around 500 years ago Victorian – around 200 years ago 1980s – over 30 years ago Today	September 1666 King Charles II 1660-1685	Anglo Saxon era - 410 – 1066 AD Vikings 793 – 1066 AD	Medieval – 1066-1485 Tudor – 1485 - 1603 Stuart – 1603 - 1714 Georgian (Hanoverian) – 1714 - 1837 Victorian – 1837 – 1901 Edwardian 1901 – 1914 Early Modern Modern	Stone Age – Pre 2200BC to 350,000 years ago. Bronze Age – 2200 BC – 800 BC Iron Age – 800 BC – Roman Invasion 43 AD	Pre Classic – 2000BC Classic Period – 250 CE – 900CE Contact and Spanish conquest 1511 – 1697 AD Aztecs – 1300 to 1521 Incas - 1438 to 1533
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Invading and Settling (Geographical change)		I can explore what our town looked like in the past. <i>(using photographs and other sources)</i> I can begin to say similarities and differences from our town then and now.	Size of London then and now	I know that King Harold was defeated by William the Conqueror and this ended Anglo-Saxon Britain. I know that Scots invaded from Ireland to north Britain (now Scotland). I know that the Anglo-Saxons invaded creating settlements and kingdoms.	I know that the knowledge of biodiversity of animals in Britain has changed because of technological advancements. I know the first zoos were created as private collections by the wealthy to show their power	I know the Beaker people brought new technology to Britain.	I can give an overview of where and when the following civilisations appeared: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China I know that Hunter gathers on the Pacific Coast expanded into the highlands. I know that European invasion of South and Central America affected the civilisations already there.
Social History		I can identify jobs people would have had in our town in the past.		I can identify features of life in an Anglo-Saxon village. I can make links between	I know that there are rules in place to protect animal welfare in place today.	I know that people in deep history moved from a nomadic hunter gatherer life	I can recognise some similarities and differences between Mesoamerican faiths.

		I can begin to compare the lives/jobs of people in our town from then to now.		place names today and the Anglo Saxons and Vikings.		style to settlements. I know the importance of farming for prehistoric people. I know that Neanderthal people lived alongside homo sapiens during the Stone age.	I know some ways that early Maths and English differed across the ancient world.
Technological development		I know that technology has developed from then to now. I can begin to say how these advances impact me/ my life.	Building materials	I can identify the advances of looms and fabrics.	I can identify changes in how animals are looked after in zoos.	I know that metal use changed in prehistoric Britain. I can describe the importance of Stonehenge and make links with other historical monuments (pyramids)	I know how the Maya developed farming with metal tools.
Spring Skills Progression							
Similarity and Difference – Similarity and difference related	I can make links between my life history	I can identify similarities and difference	I can identify similarities and	I can identify similarities and differences	I can explain similarities and differences	I can describe connections and contrasts	I can explain and explore diverse

to how people, groups, experience or places are in the same period and across periods.	and the life history of others. Where do the people who help us work and how are their roles different?	between things in the past and now. Has Shrewsbury always looked the same? What does our town have now that didn't used to be there? What used to be here that isn't now?	differences between societies at a time in history. How was London different at the time of the fire to now?	between places at a time in history. What impact did the Anglo Saxons have on England compared to Scotland?	between an aspect of society. How were zoos in the past different to zoos today (London zoo)?	between aspects of history, people, events and artefacts. How did technology develop throughout prehistoric life in Britain?	experiences and ideas. How was Maya life similar/different to life in other Mesoamerican civilisations?
Cause and Consequence – Cause – Causation relates to the way historians analyse how and why events occurred or emerged. Pupils will use their knowledge to identify or describe the drivers that led to an event and what the result of it was.	I can talk about the lives of people around us and their role in society. Why are these people important?	I can talk about the fact that places change over time. Why do some buildings look different in our town?	I can recognise why a historical event happened. Why did the Great Fire of London spread so far?	I can identify causes and consequences to events from the past. I can understand that there are reasons why people in the past acted as they did. What influence did Anglo Saxons and Vikings have on place names today?	I can find out about the cause of an event I can identify key consequences over a period of time and be able to give reasons for those changes. Why don't we have wild animals as pets any more in the UK?	I can identify why aspects of history change over time. How did settling effect life in prehistoric Britain?	I can examine the cause and results of a period of time and the consequence this had on attitudes, beliefs and everyday life. What impact did the European conquests have on life in Central and South America?

Exploring sources – Looking at how sources provide evidence to construct, challenge and test claims about the past.	I can retrieve facts about my own timeline Have you been helped by these people? When might you need them?	I can comment on artefacts from the past. What is the same/different about these photographs?	I can ask questions about artefacts from the past. What would you like to know about...?	I can look at a source to find answers to questions about the past. What did Anglo-Saxons wear?	I can gather more detail from sources to build up a picture of the past. How do we know so much about London Zoo?	I can select relevant sections of information to address historically valid questions and construct informed responses. What prehistoric technological change had the biggest impact on life in Britain?	I can investigate my own line of enquiry using a range of sources. Why did the Ancient Maya civilisation collapse?
Historical Interpretation The understanding of how and why different accounts of the past are constructed.			I can give example of different sources. What could we use to help us find out more about...?	I can look at two different versions of the same event in history. How is this version the same/different to this one?	I can give examples of primary and secondary sources. What primary/secondary sources could help us find out more?	I can recognise when I am using a primary or secondary source and the impact this may have on reliability. What type of source as you using and how accurate do you think it is?	I can recognise potential bias in my sources. And consider how this affects validity including propaganda. How did people's view of the Maya change after Frederick Catherwood's book?

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Old or New	Toys through Time	Change the Story – Rubbish and pollution Citizenship unit – see unit covers for further skills/knowledge	Ancient Rome	Change the Story – Rights Citizenship unit – see unit covers for further skills/knowledge	Change the Story – Refugees Citizenship unit – see unit covers for further skills/knowledge	Change the Story – Climate Change Citizenship unit – see unit covers for further skills/knowledge
Chronological Understanding	Today Yesterday Old New A long time In my lifetime	1 year 10 years 50 years 100 years Ancient Modern	Plastic invented 1907	Roman Empire - 27 BC–476 AD	Slavery abolished UK – 1806 Suffragette movement – early 20 th century Civil Rights Movement America – 1954 – 1968	Irish potato famine - 1845-52 Refugees from Naziism – 1933 – 1945 (link to previous World War topic) Dates of wars in current news	Industrial Revolution 1750 – 1840 People began to notice climate change – late 1800s First COP meeting - 1995
Invading and Settling (Geographical change)		I can recognise that toys are made in different places.	Human settlements and pollution	I know that Rome was found in 753BCE and expanded to form a huge empire. I know that the Roman invaded Britain in 43AD. I know that Boudica and other Celtic people		I can identify how invasion of places can lead to war and then refugees.	

				rebelled against the Roman empire in Britain.			
Social History		I can name and identify toys from then and now. I can describe toys from then and now exploring similarities and differences.		I can describe Ancient Roman social structure.	I can give examples of how rights have changed over time.		
Technological development		I can say how toys today show technological advances compared to toys from the past.		I can explore the legacy of Roman culture (e.g. art, architecture, literature) <i>Where are these developments evident today?</i>	I can make links between technology and how awareness of rights have changed.		Change in Energy use

Summer Skills Progression

Similarity and Difference – Similarity and difference related to how people, groups, experience or places are in the same period and across periods.	I can group things that are similar (pair old and new version of a toy) <i>Are these the same/different/similar ?</i>	I can identify similarities and difference between things in the past and now. <i>How are these toys the same/different ?</i>	I can identify similarities and differences between societies at a time in history. <i>What is the impact of pollution on animals and</i>	I can identify similarities and differences between places at a time in history. <i>How was life the</i>	I can explain similarities and differences between an aspect of society. <i>How is the situation with racism different now than it was?</i>	I can describe connections and contrasts between aspects of history, people, events and artefacts. <i>How is a refugee's</i>	I can explain and explain diverse experiences and ideas. <i>Where is climate change having the biggest impact and why?</i>
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			what is the impact on people?	same/different for people before and after the Roman invasion?	How is it the same?	experience different in the UK compared to _____?	
Cause and Consequence – Cause – Causation relates to the way historians analyse how and why events occurred or emerged. Pupils will use their knowledge to identify or describe the drivers that led to an event and what the result of it was.	I can recognise that things change and continue to change. What do you think 'cars' will look like in the future?	I can give reasons for how things are different and begin to understand why (e.g. new materials, electricity) Why do we have computer games but our grandparents didn't?	I can recognise why a historical event happened. Why is there so much pollution today?	I can identify causes and consequences to events from the past. I can understand that there are reasons why people in the past acted as they did. Why was it difficult for the Romans to invade Britain? (resistance, Boudica)	I can find out about the cause of an event I can identify key consequences over a period of time and be able to give reasons for those changes. What events led to the women's rights in Britain today?	I can identify why aspects of history change over time. What makes something a crisis and what are the drivers of a refugee crisis?	I can examine the cause and results of a period of time and the consequence this had on attitudes, beliefs and everyday life. Why are we in a climate crisis and what will the drivers need to be to change it for the future?
Exploring sources – Looking at how sources provide evidence to construct, challenge	I can retrieve facts about my own timeline Which of these items come from your	I can comment on artefacts from the past. What do you think this is?	I can ask questions about artefacts from the past.	I can look at a source to find answers to questions about the past.	I can gather more detail from sources to build up a picture of the past.	I can select relevant sections of information to address historically valid	I can investigate my own line of enquiry using a range of sources.

and test claims about the past.	lifetime and which don't?	Do you think this person was alive today or in the past?	What would you like to know about...?	What clues does this give us about how life changed after the Roman invasion?	What was life like for a women in the 1900s/black person in the 1960s?	questions and construct informed responses. How can we learn from the past to support refugees effectively in the future?	What will the world of the future look like?
Historical Interpretation - The understanding of how and why different accounts of the past are constructed.			I can give example of different sources. What could we use to help us find out more about...?	I can look at two different versions of the same event in history. How is this version the same/different to this one? How is this version of Boudicca different to this version?	I can give examples of primary and secondary sources. What primary/secondary sources could help us find out more?	I can recognise when I am using a primary or secondary source and the impact this may have on reliability. What type of source as you using and how accurate do you think it is?	I can recognise potential bias in my sources. And consider how this affects validity including propaganda. Who should we believe about climate change and why?

Progression of History Vocabulary						
Chronological Vocabulary						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
now next old new ago past today yesterday day	A long time ago Before I was born then/now Now, Week Year Younger Older	Past/Present time order earlier later recent Before my parents were born Before my grandparents were born Living memory	BC/AD decade ancient century period chronological order old-fashioned modern	B.C (Before Christ) AD (Anno- domini) Period/era century recent history time difference	Period/era chronology, B.C.E (Before the Common Era) C.E (The Common Era) Millennium	Period/era chronology, B.C.E (Before the Common Era) C.E (The Common Era) Millennium Anachronism
Technical Vocabulary						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6

	event explain source predict evidence famous celebrate sequence recent remember same/different improve change	local area research timeline historical event artefact similarities differences invention artefact significant Point of view	settlers settlement rich poor invaders/invasion conquer(ed) combat archaeologists excavate evidence information finding skills Historian Historical Eye-witness Positive Negative Impact	influence religious differences wealthy colonise accurate version historical argument point of view empire Advantage Disadvantage Architecture	comparison role of Britain Christian values crime punishment hypothesis influence Multi-cultural effect/affect bias democracy dictator emigration immigration	societies summarise major influence world history civilizations changes/ continuity persuade viewpoint propaganda significant interpretations Empire Territory Administrative Rival Indigenous Legislation Revolution
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn		Florence Nightingale Mary Seacole Nurse Hygiene	Explorer Exploration Journey Discovery Navigator Trader Voyage	Nazi Evacuee Air raid Trench Gas mask Rations Blitz Battle Holocaust (Name countries involved) VE Day Planes Allies	Mummification Pyramid Hieroglyphics Pharoah Sarcophagus Tomb Canopic jars Purification Papyrus Pulley Lever	Democracy Philosopher Parthenon Pythagoras Olympics Legends Myths Socrates Homer	Migration Housing Workhouse Patent Urchin Legislation Apprentice Parliament Trade Colonists Nationalise Independence Indigenous Industrial

				Occupied			Rural Urban
Spring				Loom Weaving Textiles			
Summer				Culture Mosaic Numerals Roman road Aqueduct Temples Villas	Strike Rights		