



History Progression Map

EYFS and Key Stage 1					
Year Group	Disciplinary Skills				Substantive Skills
	Chronology	Evidence Base	Interpretation and Significance	Similarity and Difference	
EYFS Dev matter s/ELGs	<p>EYFS – 0-3 - Make connections between the features of their family and other families. - Notice differences between people.</p> <p>EYFS 3-4 - Begin to make sense of their own life-story and family's history. - Continue to develop positive attitudes about the differences between people.</p> <p>EYFS REC - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries. - Talk about members of their immediate family and community. - Name and describe people who are familiar to them.</p> <p>ELG - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>				
KS1 - NC	<p>KS1 - They should know where the people and events they study fit within a chronological framework. KS1- Know where people and events fit within a chronological framework. Study historical periods, some of which they will study more fully later.</p> <p>KS1 - Use a wide vocabulary of everyday historical terms. KS1 Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>KS1 - should be able to ask and answer questions. KS1 Study the lives of significant individuals who contributed to national and international achievements.</p> <p>KS1 Understand some of the ways in which they find out about the past and identify different ways in which it is represented. KS1 Identify similarities and differences between ways of life in different periods. Study changes within living memory.</p>				
Nursery	To understand the past through settings, characters and events encountered in books read in class and storytelling.	Children understand how and why questions. They begin to use more complex sentences to link thoughts. They can talk about why things happen and how things work.	Recognise that the past is different from today.	Children continue to develop positive attitudes about the differences between people. Children can discuss the similarities and differences between each other in class.	<p>My World Your World Who lives in your house? Who is in your family? How many brothers/sisters do you have? What is your name? Where do you live?</p> <p>Ticket to Ride How is Handa different from us? What do the pictures tell you?</p>

		Children can talk about some of the things they have observed.		Children explore using mirrors, photos. Compare similarities and differences between family members and their houses.	Where do you live? Where do other people originate from in our class? What is the same, what is different? Superheroes Who helps us in school? Who helps us at home? Who helps us in our community? How do firefighters, police, ambulance, doctors and nurses help us? How do post workers help you?
Rec	To begin to appreciate that their life is different to the lives of people in the past. To understand the past through settings, characters and events encountered in books read in class and storytelling. Use the following words to show the passing of time; old, new, before, after, same, different.	Ask questions or make remarks about illustrations in a book they are reading which may be set in the past. Children comment on images of familiar situations in the past.	Recognise that the past is different from today.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Compare and contrast characters from stories, including figures from the past.	All About Me Who is in your family? How are you the same/different from others? What type of house do you live in? How are houses different? Where do you live? What is our school journey? Celebrations How do we celebrate Diwali, Bonfire Night, Remembrance and Christmas? Why is it celebrated? How are the festivals similar/different? How have Christmas decorations changed over time? Why are birthdays celebrated? How have birthday celebrations changed over time? Imagine That! How did Neil Armstrong make a difference? How did Mary Anning make a difference? How did David Attenborough make a difference? What is similar and different about these special people? How do people in our community help us?
Year 1	Recognise that familiar objects we have today would have been different in the past (toys, grandparents objects)	Begin to understand that some evidence related to what happened in the past is more reliable than others.	Offer an opinion as to why something may have happened in the past and why they know.	Point out a few similarities and differences between ways of life at different times.	GFOL <ul style="list-style-type: none"> ● Know where London is. ● Know that a great fire engulfed London in the past

	<p>Describe memories and changes that have happened in their own lives.</p> <p>Order a few events and different artefacts from the past (Great Fire of London/ Toys)</p> <p>Use the following words to show the passing of time; then, now, next, soon.</p>	<p>Observe and handle artefacts and ask simple questions about the past.</p>	<p>Understand that the way we build houses today has been altered from the mistakes in the past.</p>		<ul style="list-style-type: none"> ● Know that they found it difficult to control the fire ● Know that much of what we know about the fire comes from the diary of Samuel Pepys ● Know how firefighting equipment has changed over the years <p>Toys</p> <ul style="list-style-type: none"> ● Know how different our grandparents' toys were ● Know that toys have changed over time. ● Know and describe what our toys are like today (type, moving, non-moving, features, materials). ● Know that toys are made from different materials in the past compared with today.
<p>Year 2</p>	<p>Order a few events and different artefacts from the past (Leerie Constantine/ Victorian Schools).</p> <p>Use the following words to show the passing of time; earliest, latest, past, present, future, new, newest, oldest, modern, before, after.</p>	<p>Begin to understand that some evidence, such as word of mouth may not always reflect accurately what happened in the past.</p> <p>Recognise what is a reliable piece of information and what is not e.g. photograph vs word of mouth.</p>	<p>Begin to reflect on the significance of what has been learnt from the past.</p> <p>Children to know why what Leerie Constantine did, was so important.</p>	<p>Point out similarities and differences of schools St Matthew's in 1874 and now.</p> <p>Compare and contrast Victorian school equipment/rules/building /uniform.</p> <p>Discuss and record similarities and differences.</p> <p>Compare Similarities and differences between people, groups, experience or places. (Leerie Constantine and Marcus Rashford.)</p>	<p>Victorians/Schools</p> <ul style="list-style-type: none"> ● Know what is meant by the term 'industrial revolution' ● Know about how the industrial revolution changed different towns and cities in Britain including Preston. ● Know what life was like for most Victorian children ● Know what life is like at school for Victorian children. ● Know how St Matthew's school has changed since Victorian St Matthew's school? <p>Making a difference – Leerie Constantine</p> <ul style="list-style-type: none"> ● Know what significant means. ● Know what racial equality means. ● Know who Leerie Constantine is. ● Know how he contributed to the lives of black people.

- Know how Learie has made a change to UK and the world.

**History – Disciplinary Knowledge
Lower Key Stage 2**

Year Group	Chronology	Evidence Base	Interpretation and Significance	Similarity and Difference	Substantive Skills
KS2 - NC	<p>KS2- Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>KS2 - Establish clear narratives within and across the periods they study. Understand overview and depth.</p>	<p>KS2 - Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>KS2 - Address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>KS2 Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p>	<p>KS2 - Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p>	
Year 3	<p>Put artefacts, pictures or information in chronological order from a long time ago.</p> <p>Use appropriate dates and chronological conventions, e.g. BC, BCE and AD.</p> <p>Appreciate that some major events in the past caused a major change to the British landscape.</p>	<p>Know that much of what is presented as historical fact is based on limited information.</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Understand that there are different types of evidence and sources that can be used to help us find out about what happened in the past.</p>	<p>Understand that significant discoveries or inventions created much change to the lives of people e.g. the wheel or iron ore.</p> <p>Start to compare two versions or a past event (Iron Age/ Stone Age (British History))/ Egyptians (World)</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Know about the impact of a past action on our lives today (plague/ Covid medicine)</p>	<p>Children can compare similarities and differences between stone age and iron age.</p>	<p>Stone Age/ Iron Age</p> <ul style="list-style-type: none"> • Know how Britain changed between the beginning of the stone age and the iron age • Recognise the importance of the invention of the wheel; the discovery of iron ore; and the creation of iron age hill forts • Know what is meant by hunter gatherers <p>Egyptians</p> <ul style="list-style-type: none"> • Know that there were some advanced civilizations in the world 3,000 years ago and know that Britain was not one of them. • Know about the link between the Ancient Egyptians and slavery. • Know why the Pharaohs were so powerful. • Know why the pyramids were created

					<ul style="list-style-type: none"> ● Know about how the Ancient Egyptians were influenced by their Gods
Year 4	<p>Put artefacts, pictures or information in chronological order from a long time ago.</p> <p>Children can sequence the stages of mummification.</p> <p>Use the words and phrases: century, decade.</p> <p>Appreciate that some major events in the past caused a major change to the British landscape e.g. Roman occupation.</p>	<p>Recognise the impact that bias has on historical events.</p> <p>Know that historical recounts are prone to exaggeration.</p>	<p>Look at more than one version of the same event or story in history and identify differences.</p> <p>Know about the impact of a past action on our lives today (Roman Occupation).</p>	<p>Explore main events, situations, changes and links within and across different periods e.g. differences/similarities between clothes, food, employment, buildings or transport.</p> <p>Similarities and differences between Anglo Saxons and the Vikings.</p>	<p>Anglo Saxons</p> <ul style="list-style-type: none"> ● Know who the Anglo-Saxons were and where they originated from ● Know about how the Anglo-Saxons attempted to bring about law and order into the country ● Know that during the Anglo-Saxon period, Britain was divided into many kingdoms ● Know that the way the kingdoms were divided led to the creation of some of our county boundaries today ● Know about some of the Anglo-Saxon kings <p>Romans</p> <ul style="list-style-type: none"> ● Know what the Romans found when they first came to Britain. ● Know what evidence was left to show the Romans came to Britain. ● Know what the Romans did to improve Britain. ● Know why many Britons were opposed to the Roman occupation. ● Know why the Romans left Britain. <p>Vikings</p> <ul style="list-style-type: none"> ● Know that the way the kingdoms were divided led to the creation of some of our county boundaries today ● Know where the Vikings originated from and show this on a map ● Know that the Vikings and Anglo-Saxons were often in conflict ● Know why the Vikings frequently won battles with the Anglo-Saxons
History – Disciplinary Knowledge					

Upper Key Stage 2

Year Group	Chronology	Evidence Base	Interpretation and Significance	Similarity and Difference	Substantive Skills
KS2 - NC	<p>KS2- Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>KS2 - Establish clear narratives within and across the periods they study. Understand overview and depth.</p>	<p>KS2 - Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>KS2 - Address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>KS2 Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p>	<p>KS2 - Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p>	
Year 5	<p>Show a chronologically secure knowledge and understanding of local, national and global history.</p> <p>Know and describe in some detail the main changes to an aspect in a period of history being studied.</p>	<p>Know the difference between primary and secondary sources of evidence and the impact of this reliability.</p>	<p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Realise that there is often not a single answer to historical questions.</p>	<p>Compare different versions of the Battle of Marathon (Early Islamic)</p> <p>Make links between Ancient Greece and Ancient Rome.</p> <p>Note the key differences between Islamic civilizations and other civilizations.</p>	<p>Ancient Islamic Civilisation</p> <ul style="list-style-type: none"> ● Know where the Middle East is and particularly, Baghdad ● Know that the house of wisdom was similar to a modern university or library ● Know that the Islamic civilization around 900 AD was known as the Golden Age because of the positive things they brought the world ● Know that Islamic civilization was the first to introduce hospitals to the world and was advanced where medicine and education was concerned ● Know about the Prophet Muhammad and know key facts about his life ● Know how and why the Golden Age came to an end. <p>Ancient Greece</p> <ul style="list-style-type: none"> ● Pupils should know where Greece is ● Pupils should know that the Ancient Greeks were an advanced civilization ● Pupils should know that Spartans and Athenians often battled for supremacy ● Pupils should know that Ancient Greeks believed in a number of Gods ● Pupils should know that the Ancient Greeks were responsible for starting the Olympic movement

					<ul style="list-style-type: none"> Pupils should know that Ancient Greeks have been associated with the birth of democracy.
Year 6	<p>Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.</p> <p>Describe main changes in a period in history using words such as; social, religious, political, technological and cultural.</p>	<p>Understand that bias and politics may have played a part in providing a balanced evidence base when considering events in the distant past.</p> <p>Show awareness of the concept of propaganda and censorship (Mayans)</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p>	<p>Appreciate that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Form your own opinions about historical events from a range of sources.</p> <p>Know about the impact of a past action on our lives today (Cotton Trade/Slave Trade).</p>	<p>Make links with growth of Roman Empire studied earlier and with Ancient Egypt- which had the Gift of the Nile whereas the Maya had to contend with jungle and mountain.</p> <p>An understanding of the complexity of people's lives, differing perspectives and relationships between different groups.</p>	<p>WW2</p> <ul style="list-style-type: none"> Know the dates that WW2 started and ended. Know about the main events that led to WW2 beginning. Know about the significant leaders such as Hitler and Churchill. Know the names of the countries that supported Britain. Know the impact that the war had on ordinary people. <p>Across the waves (Slave Trade)</p> <ul style="list-style-type: none"> Know about Britain's part in the slave trade

				<p>To draw comparisons across people, their perspectives, motivations and actions (Slave Trade)</p>	<ul style="list-style-type: none">● Know what slave auctions were like● Know about the horrific conditions on board slave ships● Know about the death rate during the slaves' transportation to America● Know that the majority of slaves came from Africa● Know what life was like for most of the slaves● Know about the impact of slavery on the world today <p>Cotton Trade</p> <ul style="list-style-type: none">● What was the Lancashire Cotton Industry?● Was it an important industry to people who lived in Lancashire?● What was the Transatlantic Slave Trade?● Was Great Britain involved?● Were the Lancashire Cotton Industry and the Transatlantic Slave Trade linked?
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