

HISTORY Progression Map 2024-25

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Understanding the World/Past and Present 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.	In Year 1 children begin by learning about topics closest to their personal experiences e.g. Toys and the Seaside Describe changes within living memory and aspects of change in national life. Describe events beyond living memory that are significant nationally or globally (first aeroplane flight). Show an awareness of the past, using common words and phrases relating to the passing of time. To begin to identify similarities and differences between ways of life in different periods (Victorian seaside, Toys). Describe significant historical events, people and places in his/her own locality (Brooklands, Heathrow).	Describe events beyond living memory that are significant nationally or globally (The Great Fire of London). To use common words and phrases relating to the passing of time. To begin to describe where the people and events studied fit within a chronological framework. Identify similarities and differences between ways of life in different periods and can describe how it has changed over time (London, hospitals). Describe significant historical events, people and places in his/her own locality (Queen Elizabeth, Windsor Castle).	Describe changes in Britain from the Stone Age to the Iron Age. Describe Britain's settlement by Anglo-Saxons and Scots. Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Describe a local history study – Magna Carta.	Describe the Roman Empire and its impact on Britain. Describe a local history study – The Tudors. Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.	Describe Ancient Greece – Greek life and achievements and their influence on the western world. Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. – Victorians, Women who changed the world	Describe a non-European society that provides contrasts with British history - Mayan civilization c. AD 900.
Skills	Understanding the World/Past and Present Discuss the lives of significant individuals in the past (e.g. Amelia Earhart and Neil Armstrong).	Discuss the lives of significant individuals in the past who have contributed to national and international achievements. To show an understanding of some of the ways in which we find out about the past.	Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. Ask and answer questions, choosing and using parts of different sources to show that he/she knows and understands key features of events. To recognise the ways in which we find out about the past and identify different ways in which it is represented. To begin using a wide vocabulary of everyday historical terms.	To begin to note connections, contrasts and trends over time and show developing appropriate use of historical terms. Address and sometimes devise historically valid questions about change, similarity and difference. To begin to understand how our knowledge of the past is constructed from a range of sources.	To continue to note connections, contrasts and trends over time and show appropriate use of historical terms. Address and devise historically valid questions about change, cause, similarity and difference, and significance. To continue to understand how our knowledge of the past is constructed from a range of sources.	To continue to address and devise historically valid questions about change, cause, similarity and difference, and significance. To begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources.	To confidently address and devise historically valid questions about change, cause, similarity and difference, and significance. To confidently construct informed responses that involve thoughtful selection and organisation of relevant historical information. To securely understand how our knowledge of the past is constructed from a range of sources.
Chronological Understanding	Understanding the World/Past and Present Understand the past through settings, characters and events encountered in books read in class and storytelling. Sequence pictures to show time order (e.g. baby, toddler, child).	To put up to three objects, people or events in chronological order.	To sequence a set of events in chronological order and give reasons.	Describe a chronologically secure knowledge and understanding of British and local history. To use a timeline within a specific time period (events, people and objects). To begin to understand that the past can be divided into different periods of time.	Describe a chronologically secure knowledge and understanding of British, local and world history. To place periods of History on a timeline in order. To explain how the past can be divided into different periods of time.	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. To create a timeline including periods (studied) within History. To pick out similarities and differences between different periods of time.	To have a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. To understand the relate length of periods (studied) in History. To explain the similarities and differences between different periods of time.

A Saint Michael's historian: Knows about important people, places and events in the past; Is curious and can think critically; Understands how lessons from the past can solve challenges in the future



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Key Vocabulary	Understanding the World/Past and Present	year, decade, century, ancient, modern, long ago, timeline, date, order, similar/different, living memory, changes. inventions, toys, grandparents' time, the older generation, Victorians, Planes/transport, locality, memories, drawing, photograph, camera, detective, opinion, artefact. What...? When...? Where...?	chronological order, era/period. The Great Fire of London, Samuel Pepys diary, significant individuals, Florence Nightingale, danger, travel, encounter, impact, significant, brave, pioneer, danger, survive, memorial, investigate, research, evidence, historians', experts, letters, newspapers, websites, detective, opinion, artefact. What...? When...? Where...? Why...?	anachronism, chronological order, era/period, B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years. Stone Age, Iron Age, Anglo-Saxons, Vikings, local history, sacrifice, conquest, revolt, outpost, invention, archaeologist, archaeology, sources, importance, significance, legacy, impact, effects, reason, change, continuity, this suggests..., first hand evidence, second hand evidence.	democracy, impact, effects, consequences, change, continuity, cause/s, infer, suggest, My conclusion is that..., historian, archaeologist, archaeology, first hand evidence, second hand evidence. empire, invasion, civilisation, settlers, migration, Roman, Tudors, Ancient Egypt, tomb, Pharaoh, pyramid, Tutankhamun, withdrawal, invasions, kingdoms, settlements, conversion, Christianity, reputation, culture, achievements, legacy,	to weigh up both sides, on one hand, different experiences, primary evidence, secondary evidence, eye witness, this source suggests that..., this source doesn't show that..., reliable, could have been... might have been... may be, impact, effects, consequences, legacy, significance, impression, change, continuity, cause/s, infer, suggest, My conclusion is that..., historian. Ancient Greece, civil rights, crime and punishment, nation, monarchy, execution, extent of change..., extent of continuity..., turning point, agriculture, The Victorians, The Industrial Revolution, child labour, mills/factories, reformers, legislation, slums, epidemics.	variety of sources, different experiences, this source suggests that..., I can infer that..., impression, the source omits to mention..., the purpose ..., reliability, propaganda, one sided, biased, motive, mistake, primary evidence, eye witness, secondary evidence, could have been, might have been, this source suggests that..., this source doesn't show that..., reliable, could have been... might have been... may be, impact, effects, consequences, legacy, significance, cause/s, change, continuity, my conclusion is that... 20th century, World War I, World War II, trench, war, recruit, alliance, Blitz, Home Front, morale, democracy, Parliament, vote, represent, native, culture, stereotype, diversity, traditional view, attitudes.
	Cultural Capital	Queen Victoria Lives of the people around them and their role in society. Significant people (e.g. Amelia Earhart and Neil Armstrong)	Florence Nightingale Mary Seacole Queen Elizabeth	Links to local history- Magna Carta	Henry V111 First conqueror of the Romans	Civil Rights Movement- Emmeline Pankhurst, Diana Princess of Wales, Rosa Parks and Boudica.	British history – war World leaders- Hitler, Winston Churchill.

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