



History Knowledge and Skills Progression Map



Year Group	Theme	Chronology, sequencing and changes in the past	Cause and Effect	Significance and interpretation	Historical enquiry/skills/sources
EYFS	Autumn Term 1 All about me Knowledge and skills developed through the year using Development Matters.	Sequence images of themselves as a baby, toddler and infant. Sorting pictures and objects matching them to babies, children and adults. Know that the environment around us changes as time passes – weather, birthdays. Talking about past events that have happened in their lives, for example, what happened at the weekend, during half term.	Can explain why they took the action they did when discussing 'all about me'.	Children can begin to see how life must have been different in the past because the nursery rhymes show kettles without plugs, wells for water, etc. Know that a birthday can be represented in a different way.	Skills: Simple observations, predicting and ordering Enquiry: Can say whether a picture is of a baby or a toddler and explain why. Sources: Use pictures and photographs to extract some information about the past. Use old artefacts, for example old radios, digital cameras, televisions to make observations about the past.
1	Autumn Term 2 & 3 Toys and Homes Summer Term 5 & 6 Moon Landing.	Recognise the difference between 'old' and 'new' Know where some basic events fit on a timeline, relating to their Toys and Home topic. Place some basic events onto a timeline and use this to support the retelling of past events. Say how something is the same or different in the past. Develop a sense of time and how fast things change (eg. differences between changes in parents and grandparents).	Show an understanding of some key events. Start to think about the reasons why things might change (eg. improvements in technology / making life easier / more fun) linked to space topic.	Begin to understand why events being studied are important. Use phrases such as now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger.	Skills: Begin to observe, predict, order and describe. Enquiry: Ask and answer some historical questions. Sort pictures / objects / events into 'old' and 'new' linked to Toys. Sources: Use pictures and photographs to extract some information about the past. Begin to recognise different ways we can learn about the past (eg. from images, objects, stories, first-hand witnesses).

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2	Autumn Term 1	Record some events onto a timeline.	Recount key events from the past in their own words and begin to explain why these events happened, for example understand why castles were built. Begin to think about the impact that historical events have had on modern life, for example Florence Nightingale and development of nursing.	Understand why people and events being studied are important, for example Mary Seacole's impact on nursing and business. Begin to express preferences and justify them with evidence / facts (eg. Who was the greatest hero?)	Skills: Observe, predict, order sequence, compare Enquiry: Ask and answer historically relevant questions. Use historical vocabulary (eg. past, present, recently, years, decades, centuries). Sources: Use a range of sources (eg. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past. Begin to piece together clues from a variety of different sources.
	Heroes	Know where some key people fit on a timeline.			
	Autumn Term 2	Remember a few significant names and dates.			
	Great Fire of London	Use common words and phrases related to the passing of time (now, then, before). Say how lifestyles (work, school, play etc.) were the same or different in the past. Describe differences between 'then' and 'now'.			
	Summer Term 6	Identify simple similarities and differences.			
3	Castles	Discuss the speed of change - sometimes in slow increments, sometimes in leaps.			
	Autumn Term 2	Develop knowledge of local, British and global history on the wider timeline from the Shang Dynasty, including the Stone Age to modern day.	Question, investigate and give reasons for events in the past (why did the Shang Dynasty only last for 60 years?) Describe the impact of events in the more distant past on modern life (the legacy of the Stone Age on modern Britain).	Ask and answer questions about how and why events and people being studied are significant. For example, identifying impact of Fu Hao a Shang Dynasty warrior. Express preferences and personal responses to topics being studied and back-them up with evidence / facts.	Skills: Observe, predict, order, describe, compare and contrast, analyse and evaluate. Enquiry: Construct relevant questions about history and begin to suggest how these might be answered. Use phrases such as before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age. Sources: Use a range of sources or artefacts (written, visual or oral) to learn more about the past. Consider the range of sources available when we study different historical periods (eg. why do we know much more about the Romans than the Iron Age?)
	Ancient Civilisation of the Shang Dynasty.	Place events of British and global history on a timeline, using dates. Begin to understand the scale of history (the Bronze Age lasted for ≈2000 years, but vast amounts of change in last century.)			
	Summer Term 3 & 4	Investigate everyday life for people in the past and recognise how these were different to the modern day identifying similarities and differences.			
	The Stone Age	Explore change at a local level, investigating the impact of national and global events, for example changes in war tactics in these eras.			

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4	Autumn Term 1 Romans Spring Term 4 & 5 Ancient Egyptians Summer Term 6 Mayans	Position a growing range of eras and events on a timeline (eg. Ancient Egypt, Anglo-Saxons, Romans, Iron Age, Guy Fawkes). Separate out the timeline of Britain from global events and recognise that some events are more globally important than others. Ask and answer questions about changes, similarities and differences. Begin to have an understanding of broader trends / themes over time. Explore and compare and contrast differences between different people living at the same time.	Independently question the reasons behind historical events and changes. (Why did the first Roman invasion of Britain fail?) Give increasingly historically accurate answers to these questions. Describe how events/ people being studied have had an impact on the modern world for example Ancient Egyptian technology.	Can ask and answer questions about how and why events/people are significant. Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt.	Skills: Observe, predict, order, describe, compare and contrast, analyse and evaluate. Enquiry: Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between primary and secondary sources. Use historical terms correctly. Sources: Understanding that historical knowledge comes from a range of sources. Look at two versions of the same events identifying how they are similar/different. Question the accuracy of modern depictions of historical events.
5	Autumn Term 1 History of Space Exploration Autumn Term 2 and 3 Anglo-Saxons and Vikings	Develop a clear understanding of the order of the time periods that they have studied (covering units KS1 & KS2). Place world history events on a timeline using the correct dates and labels. Discuss changes, similarities, trends and themes over time, example viewing name changes in GB over time linked to Anglo-Saxon era. Describe what life was like for people living at the same point (rich/ poor, military/civilians etc.) link to Anglo-Saxon lives comparing and contrasting events.	Ask and answer clear and accurate questions about what happened. Ask 'why' questions to further historical understanding. Debate and discuss different opinions about historical causes and effects, for example, which do you think is the best reason for the Anglo-Saxons invading Great Britain?	Deepen their understanding that historical knowledge comes from a range of sources. Understand that there can be many versions of the same events in history, giving reasons why these may exist. For example, analysing different newspaper clippings about the first moon landing.	Skills: Higher level observing, predicting, ordering, compare and contrasting, collecting, analysing, evaluating and communicating historical information. Enquiry: Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question. Draw conclusions on what happened based on studying a range of sources Sources: Accept, reject and comment on sources when carrying out research. Recognise not all sources are equally valid, and may come from propaganda.

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6	Autumn Term 1 Ancient Greeks Autumn Term 2 WW1 Spring Term 3 WW2	<p>Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). Comment on trends that happen over time.</p> <p>Annotate a timeline with historical terms and facts, showing a sense of historical scale.</p> <p>Ask and answer questions about changes, similarities and differences and challenge responses.</p> <p>Discuss and debate trends and themes over time.</p> <p>Describe changes across an historical period (considering social, political, cultural and technological changes). For example, understanding the advancement in technology during WW1.</p>	<p>Independently ask and answer clear and accurate questions about the past. Discuss and compare a range of plausible causes and effects. For example, understanding how WW2 started and its impact on lives in GB.</p> <p>Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives. For example, discovering democracy commenced during the Ancient Greek era and make connections with our government today.</p>	<p>Recognise that some events and people are more significant than others, and use evidence to back-up responses.</p> <p>Understand that historical knowledge comes from a range of sources.</p> <p>Make links between historical events, changes and cultures across a range of periods studied.</p>	<p>Skills: Higher level observing, predicting, ordering, compare and contrast, collecting, analysing, evaluating and communicating historical information.</p> <p>Enquiry: Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question. Reach conclusions on what happened based on the study of a range of sources. Reflect on enquiries and identify ways in which they could be improved or extended.</p> <p>Sources: Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate. Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.</p>