

History Progression 22/23

EYFS and KS1 Years 1 and 2

	EYFS	Key Stage 1	Year 1 Knowledge	Year 2 Knowledge		Year group
HISTORICAL KNOWLEDGE		Progression statement			Relevant Unit(s)	
1. Constructing the past	<ul style="list-style-type: none"> • Can talk about a past event in their life (e.g. a birthday, pre school, something they did over the summer). • Can talk about upcoming events in their life • Uses vocabulary for time- today, yesterday, tomorrow, old, new, now, then 	H.1.1.1. Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.	<ul style="list-style-type: none"> • Describe school life in Britain in the 1950/60s • Say when and how Bonfire night is celebrated. • Give a brief explanation of why Bonfire night is celebrated. 	<ul style="list-style-type: none"> • Know the Wright brothers were the first people to fly an aeroplane. • Explain how the Wright brothers fit into the history of aviation. • Know what an explorer is. 	Childhood in the 1950's The Gunpowder Plot Great explorers	Year 1 Year 1 Year 2
2. Sequencing the past	<ul style="list-style-type: none"> • Knows they have grown from a baby into a child and that they will get older. • Can talk about how they have changed from when they were a baby (e.g. walking, talking, grown • Uses past tense with increasing accuracy. • Use vocabulary past, present, future 	H.1.2.1. Know where people and events fit within a chronological framework.	<ul style="list-style-type: none"> • Place a 'local hero' on a timeline • Locate 1605 on a timeline. 	<ul style="list-style-type: none"> • Locate the date of the first aeroplane flight on a timeline. • Construct a timeline of aviation history. • Put photos of planes in chronological order. • Place some explorers on a timeline. 	Local heroes The Gunpowder Plot First flight Great explorers	Year 1 Year 1 Year 2 Year 2
	<ul style="list-style-type: none"> • Understandings times of the day go in order 	H.1.2.2. Develop awareness of the	<ul style="list-style-type: none"> • Use words and phrases related to the passing of 	<ul style="list-style-type: none"> • Compare aeroplanes from different eras. 	Childhood in the 1950's	Year 1

	and repeat every day (e.g. morning is before lunch time)	past, using common words and phrases relating to the passing of time.	time, such as nowadays, in the past, and previously <ul style="list-style-type: none"> • Know similarities and differences between my own life and the lives of children in the 1950's. 		First Flight	Year 2
--	--	---	--	--	--------------	--------

	EYFS	Key Stage 1	Year 1 Knowledge	Year 2 Knowledge		
HISTORY CONCEPTS		Progression statement			Relevant Unit(s)	Year group
3. Change and development	<ul style="list-style-type: none"> • Discuss how areas have changed from when older family members were young to now (e.g. roads, new houses etc) • Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions, cars). • Discusses how areas have changed from when older family members were young to now (e.g. roads, new houses etc) 	<ul style="list-style-type: none"> • H.1.3.1. Identify similarities and differences between ways of life in different periods. • Study changes within living memory. 	<ul style="list-style-type: none"> • Distinguish between school life today and in the past. • Explain why school like might be more enjoyable now or in the past. • Describe similarities and differences between modern houses and those from the 1950s. • Identify toys I play with similar to toys my grandparents played with and describe how they have changed. • Identify similarities and differences between how I spend my pocket money and how people spent theirs in the past. 	<ul style="list-style-type: none"> • Identify similarities and differences between a modern passenger aircraft and the Wrights' Flyer. • Know how aeroplanes have developed since they were invented. • Identify some of the most important roles that aeroplanes play in modern society and can identify how these roles were fulfilled before the aeroplane was invented. • Compare different explorers and their achievements. 	Childhood in the 1950's	Year 1
					First Flight	Year 2
4. Cause and effect	<ul style="list-style-type: none"> • Talks about how some people in the past have shaped today (e.g. Guy Fawkes) 	H.1.4.1. Choose and use parts of stories and other sources to show that they know	<ul style="list-style-type: none"> • Retell the story of the Gunpowder Plot. • Explain why the plotters wanted to blow up the Houses of Parliament. 	<ul style="list-style-type: none"> • Retell the story of the first aeroplane. • Retell life stories of some great explorers from the past. 	The Gunpowder Plot	Year 1
						Year 2

	<ul style="list-style-type: none"> Knows that some special days repeat annually at the same time (e.g. Bonfire night, Christmas and birthdays) and talks/compares to previous celebrations 	and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.	<ul style="list-style-type: none"> Explain why some people plotted against the government. 	<ul style="list-style-type: none"> Describe what the explorers achieved and why it was important. 	First Flight	
5. Significance and interpretations	<ul style="list-style-type: none"> Listens and responds to historical stories 	H.1.5.1. Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	<ul style="list-style-type: none"> Know how to distinguish between different types of documentary material and suggest what they tell me about local heroes. 	<ul style="list-style-type: none"> Recognise that studying artefacts is one way we can find out about the past. 	Local heroes Great explorers	Year 1 Year 2

	EYFS	Key Stage 1	Year 1 Knowledge	Year 2 Knowledge	Relevant Unit(s)	Year group
HISTORICAL ENQUIRY		Progression statement				
6. Planning and carrying out a historical enquiry	<ul style="list-style-type: none"> Understands the past through settings, characters and events encountered in books read in class and story telling. 	H.1.6.1. Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.	<ul style="list-style-type: none"> Ask and answer questions about the past 	<ul style="list-style-type: none"> Research techniques to find out information about an historical aeroplane. Devise and answer historically valid questions 	Childhood in the 1950's First Flight Great Explorers	Year 1 Year 2 Year 2
7. Using sources as evidence	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences 	H.1.7.1. Understand some of the ways in which they find out about the past and identify different	<ul style="list-style-type: none"> Use sources of evidence to draw conclusions about the past Explain why each 'local hero' is remembered 	<ul style="list-style-type: none"> Use evidence to draw conclusions about the past. 	Childhood in the 1950's Local heroes	Year 1 Year 1 Year 2

	and what has been read in class	ways in which it is represented	<ul style="list-style-type: none"> • Know how to draw conclusions about a local hero from a picture • Write statements saying what a picture tells me about a local hero. • Suggest what artefacts tell me about local heroes. 		Great explorers	
--	---------------------------------	---------------------------------	---	--	-----------------	--

Lower KS2 Years 3 and 4

	Lower Key Stage 2	Year 3 Knowledge	Year 4 Knowledge		Year group
HISTORICAL KNOWLEDGE	Progression statement			Relevant Unit(s)	
1. Constructing the past	H.2.1.1. Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	<ul style="list-style-type: none"> • Categorise changes into the different periods of the Stone Age. • Make valid inferences about people's beliefs at the time. • Explain why the Nile was so important to Egyptians. • Describe a range of different roles and jobs carried out by Egyptians and place them in hierarchy of importance. • Describe the lifestyle of at least one social/economic group from ancient Egypt. • Describe some of the processes involved in preparing for the afterlife. 	<ul style="list-style-type: none"> • Describe some of the distinctive features of Roman Britain. • Describe several Roman achievements, including military, political and technological achievements. • Describe features of life on Hadrian's Wall and in the towns and countryside. • Describe some features of being a child in several different historical periods. 	Stone Age Ancient Egyptians Romans Childhood	Year 3 Year 3 Year 4 Year 4
2. Sequencing the past	H.2.2.1. Develop chronologically secure knowledge and understanding of British, local and world history.	<ul style="list-style-type: none"> • Recognise the long period of time of the Stone Age and where it fits within the wider historical context. • Use and sequence the three periods of the Stone Age. • Sequence key features of the Bronze Age and Iron Age • Place the Bronze Age and Iron Age on a timeline. 	<ul style="list-style-type: none"> • Produce a general timeline of Roman Britain. • Place the Victorians on a simple timeline. • Identify key Victorian features of my local area, including buildings. • Place some of the details of childhood on a timeline. 	Stone Age Bronze and Iron Ages Romans Victorians Childhood	Year 3 Year 3 Year 4 Year 4 Year 4

		<ul style="list-style-type: none"> • Use a timeline to locate the Ancient Egyptian civilisation. 			
--	--	---	--	--	--

	Lower Key Stage 2	Year 3 Knowledge	Year 4 Knowledge		
HISTORY CONCEPTS	Progression statement			Relevant Unit(s)	Year group
3. Change and development	H.2.3.1. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	<ul style="list-style-type: none"> • Describe some differences in the lives led by those in the Early and Middle Stone Ages. • Describe similarities and differences between the Bronze and Iron Ages, including houses and home life. 	<ul style="list-style-type: none"> • Give details of when and how the Romans invaded Britain and describe how they tried to gain control. • Understand how things changed during the Victorian era. • Explain how the Roman invasion changed Britain. • Identify a range of changes happening to children in several different historical periods. • Compare aspects of children’s lives in the past with the present. • Compare the lives of children across different periods, including the jobs they were expected to do and leisure activities they took part in. 	Stone Age	Year 3
				Bronze and Iron Ages	Year 3
4. Cause and effect	H.2.4.1. Address and devise historically valid questions about cause.		<ul style="list-style-type: none"> • Describe some reasons, with details, on why the Romans came to Britain. • Explain how things changed during the Victorian era. • Explain why education changed over time. 	Romans	Year 4
				Victorians	Year 4
				Childhood	Year 4
5. Significance and interpretations	H.2.5.1. Address and devise historically valid questions about significance.	<ul style="list-style-type: none"> • Explain the purpose of a number of Egyptian artefacts. • Identify and explain reasons why the Egyptians built the pyramids. 	<ul style="list-style-type: none"> • Know who Boudicca was and why she was important. • Identify, compare and explain the contributions of three individuals to improving the conditions of children. 	Ancient Egyptians	Year 3
				Romans	Year 4
	H.2.5.2. Understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none"> • Recognise gaps in sources. • Recognise that there are possible different interpretations for significant monuments. • Describe how we know about the Iron Age. 	<ul style="list-style-type: none"> • Identify information about family life for the rich and poor. 	Childhood	Year 4
				Stone Age	Year 3
				Bronze and Iron Ages	Year 3
				Ancient Egyptians	Year 3
					Year 4

		<ul style="list-style-type: none"> • Make sensible suggestions about how the pyramids were built. 		Romans	Year 4
				Victorians	

	Lower Key Stage 2	Year 3 knowledge	Year 4 knowledge		
HISTORICAL ENQUIRY	Progression statement			Relevant Unit(s)	Year group
6. Planning and carrying out a historical enquiry	H.2.6.1. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	<ul style="list-style-type: none"> • Make inferences about life at the time using sources and draw conclusions about what life was like in the Stone Age. • Use sources to draw conclusions. 	<ul style="list-style-type: none"> • Use more than one source to describe Roman life. • Compare evidence from fiction with primary sources of evidence. • Interrogate some primary sources and reached some conclusions from these. • Use a range of different sources to reconstruct aspects of children's lives in different historical periods. 	Stone Age Romans Victorians Childhood	Year 3 Year 4 Year 4 Year 4
7. Using sources as evidence	H.2.7.1. Understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none"> • Describe how particular sources help provide evidence about the Stone Age. • Describe key features of significant monuments. • Use sources of information to describe a range of aspects of the lives of Bronze Age and Iron Age people. • Describe the purpose of a number of Egyptian objects/artefacts. 	<ul style="list-style-type: none"> • Gather information about the lives of different people. • Provide answers from historical sources. 	Stone Age Ancient Egyptians Romans Childhood	Year 3 Year 3 Year 4 Year 4

Upper KS2 Years 5 and 6

	Upper Key Stage 2	Year 5 Knowledge	Year 6 Knowledge		Year group
HISTORICAL KNOWLEDGE	Progression statement			Relevant Unit(s)	
1. Constructing the past	H.2.1.5. Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth	<ul style="list-style-type: none"> • Know where the Anglo-Saxons came from. • Understand what an Anglo-Saxon king did. 	<ul style="list-style-type: none"> • Know why Britain went to war. • Know which countries went to war. • Understand that different children had different experiences of evacuation. 	Anglo-Saxons Vikings World War Two	Year 5 Year 5 Year 6

	studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	<ul style="list-style-type: none"> • Understand what happened on Lindisfarne. • Know why the Vikings left home. • Know where the Vikings settled in Britain. 	<ul style="list-style-type: none"> • Understand why rationing was introduced. • Identify features of both Spartan and Athenian lives. 	Ancient Greeks	Year 6
2. Sequencing the past	H.2.2.5. Develop chronologically secure knowledge and understanding of British, local and world history.	<ul style="list-style-type: none"> • Place the Anglo-Saxon period on a timeline and make links to previous topics studied. • Piece together a timeline of Alfred's life. • Know that the Maya had many gods and understand the reasons for this. 	<ul style="list-style-type: none"> • Put Ancient Greece on a timeline. • 	Anglo-Saxons Vikings The Maya Ancient Greeks Local History (TBC)	Year 5 Year 5 Year 5 Year 6 Year 6
3. Change and development	H.2.3.5. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	<ul style="list-style-type: none"> • Compare the Maya with Stone-Age Britain of Ancient Egypt. • Know where and how the Maya live today. • Come up with a series of questions to ask about the Maya 1000 years ago. • Identify similarities and differences between the Mayan and the Christian creation story. • Ask some questions about the Maya base on my previous work on the Egyptians. 	<ul style="list-style-type: none"> • Identify what Greece is like now, and identify some differences between modern and Ancient Greece. • Decide that some changes in how we communicate have more of an impact than others. • Discover some similarities and some difference between Victorian newspapers and newspapers today. 	The Maya Ancient Greeks Local History (TBC)	Year 5 Year 6 Year 6
4. Cause and effect	H.2.4.5. Address and devise historically valid questions about cause.	<ul style="list-style-type: none"> • Know why Vortigern invited the Saxons to come to Britain • Discuss how Augustine and Columba both played a part in Britain becoming Christian. 	<ul style="list-style-type: none"> • Devise questions about the war. 	Anglo-Saxons Vikings World War Two	Year 5 Year 5 Year 6
5. Significance and interpretations	H.2.5.5. Address and devise historically valid questions about significance.	<ul style="list-style-type: none"> • Understand some of the reasons put forward for why many Maya dies out. 	<ul style="list-style-type: none"> • List some famous people from Ancient Greece and research their achievements. • Explain why I think one change is more important than others are. 	The Maya Ancient Greeks Local History (TBC)	Year 5 Year 6 Year 6

	H.2.5.6. Understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none"> • Understand that it is very difficult to come to a definite picture of the Vikings. • Understand that evidence is usually one-sided. 	<ul style="list-style-type: none"> • Understand that the conclusions formed about events in the past depend partly on what evidence is used. 	The Maya World War Two Ancient Greeks	Year 5 Year 6 Year 6
--	---	--	---	---	----------------------------

	Upper Key Stage 2	Year 5 Knowledge	Year 6 Knowledge		
HISTORICAL ENQUIRY	Progression statement			Relevant Voyagers unit(s)	Year group
6. Planning and carrying out a historical enquiry	H.2.6.5. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	<ul style="list-style-type: none"> • Reach a conclusion following an enquiry. • Explore the evidence from the Staffordshire hoard and reach a conclusion. • Write my own interpretation of king Offa. • Use evidence to reach a conclusion • Deduce facts about Mayan cities from the archaeological evidence. 	<ul style="list-style-type: none"> • Discover the impact of bombing in my local area. • Research and describe one Greek activity in detail. 	Anglo-Saxons The Maya World War Two	Year 5 Year 5 Year 6
7. Using sources as evidence	H.2.7.5. Understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none"> • Know how the Anglo-Saxons lived • Understand that archaeology cannot tell us everything about Anglo-Saxon times. • Research and explore Mayan technology and achievements. 	<ul style="list-style-type: none"> • Investigate how war affected the way people worked. • Give some reasons why ancient Greece became so powerful. • Draw conclusions about Stone Age people from their paintings. 	Anglo-Saxons The Maya World War Two Ancient Greeks Local History (TBC)	Year 5 Year 5 Year 6 Year 6 Year 6