

History Progression Map
Disciplinary concepts and historical enquiry

Year Group	History topic	Chronology	Evidence and interpretation	Cause and consequence	Change and continuity	Similarity and difference	Historical significance
Year 1	The Gunpowder Plot	Describe memories and changes that have happened in their own lives	Observe and use pictures and photographs to find out about the past	Understand that a cause makes something happen and that historical events have causes	Begin to identify old and new things across periods of time through pictures and photographs	Recognise some similarities and differences between the past and the present	Talk about the main details of the event and how the event is remembered today
	Nurturing Nurses	Use words and phrases (such as old, new, past, present, before and after) to show the passing of time	Ask simple questions about the past	Understand that a consequence is something that happens as a direct result of something else	Begin to understand that some things change and some things stay nearly the same	Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female	Explain reasons why someone might be significant
	Travel and Transport	Use timelines to look at and compare old and new forms of transport	Observe and use pictures and photographs to ask questions about the past	Understand the developments of transport and the impact on people's lives	Begin to recognise old and new transport across periods of time through pictures, photographs and objects	Identify that some forms of transport within living memory are similar and some are different	Begin to talk about the impact of changes to transport in life today
Year 2	War and Remembrance	Begin to use dates where appropriate	Observe and handle evidence to ask questions about the past	Explain that historical events are caused by things that	Talk about how life changed for people during WWI	Talk about life in the trenches for people and animals and compare to	Talk about this significant event in British and global history and

				occurred before them		our lives today	how Remembrance Day is marked
	The Great Fire of London	Order dates on a timeline of the event	Begin to explore a range of historical sources of information	Talk about the causes of The Great Fire of London and what the consequences were	Describe what changed after the Great Fire of London and how these changes have continued through to life today	Describe life in London before, during and after the event	Describe how life changed after the fire in order to live more safely
	Significant Explorers	Place explorative events on a timeline	Begin to use evidence of explorers lives to ask questions	Talk about what we found out from explorations	Describe changes over a period of time	Use pictures and stories to find out about the past and compare different explorations	Name significant explorers from the past
Year 3	The Railways	Begin to create own timelines to show important events	Begin to identify features within sources (artwork) to talk about the past	Begin to talk about negative and positive impacts of change	Use sources to talk about how locomotives have changed over time	Talk about how and why things have changed over time	Talk about some benefits of the railway network in Great Britain today
	Stone Age to Iron Age	Place ages in order of time and understand the meaning of their names Begin to use BC/AD - BCE/CE	Use evidence to ask questions about the past and to find answers	Suggest causes and consequences of the main events within prehistory such as agriculture and migration	Begin to explain the concept of change over a long period of history	Talk about similarities and differences between the Stone age, Bronze Age and Iron Age	Suggest ways of how historians investigate the past

	The Romans	Order a number of events from the Romano-British era on a timeline	Suggest sources of evidence for historical enquiries	Talk about main events and changes in Britain when the Romans invaded	Use historical evidence to make informed conclusions about people in the past	Use historical evidence to identify similarities and differences by asking historical questions	Talk about how the Roman Empire shaped Britain today
Year 4	Ancient Egypt	Place events, artefacts and historical figures on a timeline using dates	Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history	Compose questions using evidence about cause by learning about the lives of Egyptian people	Talk about how evidence can give different answers over time	Use evidence to compare and contrast the powers of different Egyptian Gods	Explain the impact of various sources of evidence for historical enquiry
	Vikings and Anglo-Saxons	Organise information about the Viking and Anglo-Saxon Kings onto a timeline	Evaluate historical evidence and artefacts to make claims about the Viking period	Talk about the causes of invasion by the Vikings	Compare the significance of Anglo-Saxon Kings during the Viking period	Compare and contrast aspects of Anglo-Saxon, Viking and modern day everyday life	Explain how the actions of Anglo-Saxon Kings have shaped Britain
	Riotous Royals	Begin to use dates and terms to describe events	Describe the work of some key individuals from this time period	Start to understand that there are short and long term causes of events	Begin to identify that there are reasons for continuities and changes across periods of time	Talk about and compare the main changes to Britain during Norman England and present day	Talk about how monarchs have changed Britain over time
Year 5	Anglo-Saxon and Scots	Use dates accurately to describe events	Compose accurate accounts on Anglo-Saxon culture	Describe causes of invasion in Britain and what the consequences were.	Explain how life in Britain changed as a result of the invasions	Detail similarities and differences between life before and life after the invasions of	Understand that historical significance can be related to specific events and locations that

						Anglo-Saxons and Scots	are seen as being particularly important to us
	Leisure and Entertainment	Order dates on a timeline and explain their significance	Select relevant information to address historically valid questions	Use past historical knowledge to construct opinions	Identify and note connections, contrasts and trends over time	Begin to show a deeper understanding of change over time by drawing comparisons with their own time	Give opinions on what aspects of leisure and entertainment have had the most impact on lives today
	Ancient Greece	Place dates, artefacts and historical figures on a timeline using dates	Independently research using historical sources and give feedback	Suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers	Explain the concept of change overtime and support this using evidence	Make comparisons between the ancient Games and the Olympics using evidence and my own experiences	Discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion
Year 6	World War II	Use dates accurately in describing events and people	Explain that no single source of evidence gives the full answer to questions about the past	Describe some causes and consequences of World War II	Identify periods of rapid change in history and contrast them with times of relatively little change	Use historical vocabulary to compare and contrast key people, events and artefacts in history	Describe characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
	Maya Civilisation	Use dates and terms accurately when describing	Discuss whether the evidence presented is	Describe causes of events and their	Explain the concepts of continuity and	Compare the similarities and differences	Describe the social and cultural significance of a

		events	reliable and explain why	consequences in Ancient Maya	change over time	between civilisations and cultures	past society
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