

# History Knowledge and Skills Progression Map

Key concepts are in red

Cycle 1	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
People	<p>Pupils can talk about the lives of the people around them and their roles in society</p> <p>Pupils know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Pupils understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p><b>Florence Nightingale and Mary Seacole</b></p> <p>Pupils can talk about Florence Nightingale and Mary Seacole, explaining who they are with some simple facts.</p> <p>They can say how their lives were different and, in a simple way, can say why they are remarkable and <b>significant</b>.</p>	<p><b>Florence Nightingale and Mary Seacole</b></p> <p>Pupils can say how Florence and Mary contributed to the development of medicine and hospitals.</p> <p>They can say what hospitals and nursing were like when Florence and Mary were alive and what they are like today.</p> <p>They can place them in the past showing some <b>chronological awareness</b>.</p>	Significant people are studied in Cycle 2	Significant people are studied in Cycle 2	<p><b>Elizabeth Fry and Thomas Barnardo</b></p> <p>Pupils can describe the context of Victorian Britain within which Fry and Barnardo were living.</p> <p>They can describe their <b>achievements and legacy</b>.</p> <p>They demonstrate a more sophisticated understanding of <b>chronology</b> and can use some dates in relation to <b>significant individuals</b>.</p>	<p><b>Elizabeth Fry and Thomas Barnardo</b></p> <p>Pupils can describe the context of Victorian Britain within which Fry and Barnardo were living in more detail.</p> <p>They can describe their <b>achievements and legacy</b>.</p> <p>They demonstrate a more sophisticated understanding of <b>chronology</b> and can use some dates in relation to <b>significant individuals</b></p>

Events	<p>Pupils understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p><b>The Battle of Hastings</b></p> <p>Pupils can explain that the Bayeux Tapestry is a <b>representation</b> of what happened in a battle a long time ago.</p> <p>They can <b>sequence</b> the main events and remember names of Harold Godwinson and William the Conqueror.</p>	<p><b>The Battle of Hastings</b></p> <p>Pupils can explain that the Bayeux Tapestry is <b>evidence</b> of what happened in the battle. They can talk about different ways in which the past is <b>represented</b>.</p> <p>They can <b>sequence</b> the main events and remember names of Harold Godwinson and William the Conqueror.</p> <p>Pupils are beginning to understand the concept of <b>invasion</b>.</p>	<p><b>Stone Age to Iron Age</b></p> <p>Pupils can say where the Stone Age, Bronze Age and Iron Age fit into British history <b>chronologically</b>.</p> <p>Pupils can use the terms primary and secondary when talking about <b>evidence</b>.</p> <p>Pupils can make simple comparisons about life in the Stone Age, Iron Age and Bronze Age including tools, food and housing.</p>	<p><b>Stone Age to Iron Age</b></p> <p>Pupils can say where the Stone Age, Bronze Age and Iron Age fit into British history <b>chronologically</b>, referring to periods studied in Year 3.</p> <p>Pupils have a more detailed understanding of <b>evidence</b> and know what an archaeologist does.</p> <p>Pupils can compare life and <b>achievements</b> in the Stone, Iron and Bronze ages.</p>	<p><b>Mysterious Maya</b></p> <p>Pupils can describe some elements of the Maya <b>civilisation</b>, showing increasingly sophisticated <b>chronological</b> awareness.</p> <p>They can compare Mayan <b>achievements</b> to those of the Egyptians and can say what a civilisation is.</p> <p>Pupils can question the <b>validity of evidence</b> and can refer to a range of evidence when talking about the Maya.</p>	<p><b>Mysterious Maya</b></p> <p>Pupils can describe many elements of the Maya <b>civilisation</b>, showing increasingly sophisticated <b>chronological</b> awareness.</p> <p>They can compare Mayan <b>achievements</b> to those of other civilisations. They have a more detailed understanding of what a civilisation is.</p> <p>Pupils can question the <b>validity of evidence</b> and can refer to a range of evidence when talking about the Maya. They appreciate the significance of <b>written evidence</b> but know that it may be biased and not give a true picture.</p> <p>Pupils can talk about the <b>follies of mankind</b> with reference to the Maya and deforestation.</p>
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Changes	<p>Pupils know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p><b>The London Look</b></p> <p>Pupils know that Samuel Pepys' diary has helped us understand the Great Fire of London. They know that reading diaries are a way we find out about the past.</p> <p>They know that the Great Fire of London happened a long time ago and use words and phrases related to time.</p> <p>They can explain that London <b>changed</b> after the fire. They can describe some of those changes.</p> <p><u>Changes Within Living Memory</u> Pupils can name Queen Elizabeth and King Charles. They can say that Queen Elizabeth was queen before Charles was king.</p>	<p><b>The London Look</b></p> <p>Pupils can explain how Samuel Pepys' diary has helped us understand the Great Fire of London and what makes it a useful piece of <b>evidence</b>.</p> <p>They can place the Great Fire of London on a <b>timeline</b> and use words and phrases related to time.</p> <p>They can explain how the Great Fire of London <b>changed</b> the built environment. They can describe others ways that the built environment of London has changed since then.</p> <p><u>Changes Within Living Memory</u> Pupils can name Queen Elizabeth and King Charles. They can describe in simple terms what a coronation is. They know that Charles' coronation is <b>a change in national life</b>.</p>	<p><b>Ancient Egyptians</b></p> <p>Pupils can explain what a <b>civilisation</b> is.</p> <p>Pupils can compare the <b>timelines</b> and geography of the ancient civilisations.</p> <p>They can say how the Nile was important in creating a civilisation.</p> <p>They can explain the importance of <b>written evidence</b>.</p> <p>They can describe some elements of <b>religion</b> in Ancient Egypt</p>	<p><b>Ancient Egyptians</b></p> <p>Pupils can explain what a <b>civilisation</b> is referring to change.</p> <p>Pupils can compare the <b>timelines</b> and geography of the ancient civilisations.</p> <p>They describe the significance of the Nile in terms of <b>agriculture</b> and creating a civilisation.</p> <p>They can explain the importance <b>written evidence</b> and give some examples.</p> <p>They can describe some elements of <b>religion</b> in Ancient Egypt in detail referring to practices.</p>	<p><b>Crime and Punishment</b></p> <p>Pupils can talk about <b>chronology and change</b> in a wider context.</p> <p>They can describe some of the ways in which crime and responses to crime have changed over time.</p> <p>They can say why some of the <b>changes</b> happened.</p> <p>Pupils can explore <b>evidence</b> asking valid historical questions.</p> <p><b>Ancient Greeks</b> Pupils have a more sophisticated understanding of <b>invasion and empire</b>.</p> <p>They can talk about the Ancient Greek <b>Legacy</b>.</p> <p>They can describe Ancient Greek way of life.</p>	<p><b>Crime and Punishment</b></p> <p>Pupils can talk about <b>chronology and change</b> in a wider context referring to some significant dates.</p> <p>They can describe some of the ways in which crime and responses to crime have changed over time, giving specific examples of change and its causes.</p> <p>Pupils can explore a range of <b>evidence</b> asking valid historical questions and recognising the need for interpretation and consideration of bias.</p>

Cycle 2	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
People	<p>Pupils can talk about the lives of the people around them and their roles in society</p> <p>Pupils know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Pupils understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p><b>Neil Armstrong and Helen Sharman</b></p> <p>Pupils know who Neil Armstrong is and why he was <b>important</b>. They can say what an astronaut is.</p> <p>They can place the <b>significant event</b> of the moon landing on a timeline.</p>	<p><b>Neil Armstrong and Helen Sharman</b></p> <p>Can say how Armstrong and Sharman contributed to <b>national achievements</b></p> <p>Can say why the moon landing was <b>significant</b> and can talk about other significant events linked to this</p>	<p><b>Nelson Mandela and Rosa Parks</b></p> <p>Pupils can say how Mandela and Parks contributed to <b>international change</b></p> <p>They are showing more detailed <b>chronological awareness</b></p>	<p><b>Nelson Mandela and Rosa Parks</b></p> <p>Pupils can say how Mandela and Parks contributed to <b>international change</b> in the context of injustice</p> <p>They can describe further changes that have happened since</p> <p>They are showing more detailed <b>chronological awareness</b></p>	<p><b>War Memorials</b></p> <p>Pupils can talk about <b>local history</b>.</p> <p>They can refer to <b>invasion and empire</b> in this context.</p> <p>They can tell you who Thomas Colyer Fergusson was.</p> <p>They can tell you some key facts about World War I and why people in the UK would want to remember it.</p> <p>They can examine <b>evidence</b> and question its accuracy.</p>	<p><b>War Memorials</b></p> <p>Pupils can talk about <b>local history</b>.</p> <p>They can refer to <b>invasion and empire</b> in this context.</p> <p>They can tell you who Thomas Colyer Fergusson was and how he was remembered.</p> <p>They can tell you some key facts about World War I and why and how people in the UK would want to remember it.</p> <p>They understand the connections between <b>local, regional, national and international history</b>.</p> <p>They can examine <b>evidence</b> and question its accuracy.</p> <p>They can talk about the <b>follies of mankind</b> with reference to the war.</p>

Events	<p>Pupils understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p><b>The Gunpowder Plot</b></p> <p>Pupils know the story behind the <b>celebration</b> of Bonfire Night</p> <p>They can say how a picture of Guy Fawkes tells us that he lived a long time ago.</p> <p>They can say why the Gunpowder Plot was <b>significant</b></p> <p>They can <b>sequence</b> the main events and remember the name of Guy Fawkes and King James I.</p>	<p><b>The Gunpowder Plot</b></p> <p>Pupils know the story behind the <b>celebration</b> of Bonfire Night</p> <p>They can say how a picture of Guy Fawkes tells us that he lived a long time ago.</p> <p>They can say why the Gunpowder Plot was <b>significant</b></p> <p>They know that <b>religion</b> influenced the plot.</p> <p>They can <b>sequence</b> the main events and remember the name of Guy Fawkes and King James I.</p> <p>They know the difference between a <b>monarch</b> and a <b>government</b>.</p>			<p><b>Vikings</b></p> <p>Pupils show a more developed understanding of <b>invasion</b>.</p> <p>They can compare aspects of Anglo Saxon and Viking life.</p> <p>They can say what <b>archaeological evidence</b> can tell us about the Viking way of life.</p> <p>They can explain that some evidence is limited and does not tell us the whole truth.</p>	<p><b>Vikings</b></p> <p>Pupils show a more developed understanding of <b>invasion</b> and the reasons for it.</p> <p>They can compare aspects of Anglo Saxon and Viking life referring to evidence.</p> <p>They can say what <b>archaeological evidence</b> can tell us about the Viking way of life and how it can challenge <b>stereotypical</b> views of the past.</p> <p>They can explain why evidence is limited and does not tell us the whole truth.</p>
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Changes	<p>Pupils know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p><b>The Victorian Seaside</b>  Pupils can describe how Victorians spent a day at the beach</p> <p>They remember the <b>evidence</b> they saw.</p>	<p><b>The Victorian Seaside</b>  Pupils can discuss <b>similarity and difference</b> when they compare two different time periods focusing on Victorian holidays at the seaside and a day at the beach today.</p> <p>They can refer to <b>evidence</b> when describing these similarities and difference.</p>	<p><b>Invaders</b>  Pupils understand the concepts of <b>invasion, legacy and empire</b>.</p> <p>They can complete a <b>timeline</b> showing they understand the chronology of periods studied before.</p> <p>They can describe some of the <b>Roman legacy</b> in Britain.</p> <p>They can talk in simple terms about the reliability of <b>evidence</b>.</p>	<p><b>Invaders</b>  Pupils can talk about the concept of <b>invasion</b> in more detail when referring to the Romans. They can describe what an <b>empire</b> is and what <b>legacy</b> means.</p> <p>They can complete a more detailed <b>timeline</b> showing they understand the chronology of periods studied before.</p> <p>They can describe <b>Roman legacy</b> in Britain giving several examples.</p> <p>They can talk about the <b>reliability of evidence</b> and the sorts of questions we should ask.</p>	<p><b>Ancient Greeks</b>  Pupils have a more sophisticated understanding of <b>invasion and empire</b>.</p> <p>They can talk about the Ancient Greek <b>Legacy</b>.</p> <p>They can describe Ancient Greek way of life.</p>	
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