



History progression map

	Year 3	Year 4	Year 5	Year 6
Chronological awareness	Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Making a simple individual timeline.	Sequencing eight to ten artefacts, historical pictures or events. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time.	Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Understanding the term “century” and how dating by centuries works. Putting dates in the correct century. Using the terms AD and BC in their work. Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians.	Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past. Sequencing 10 events on a timeline.
Substantive Concepts				
Power (monarchy, government and empire)	To understand the development of groups, kingdom and monarchy in Britain.	To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures	To understand how the monarchy exercised absolute power. To understand the process of democracy and parliament in Britain.	To understand that there are changes in society. To know that there are different reasons for the decline of different empires.

	To know who became the first ruler of the whole of England.	existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse	To understand that different empires have different reasons for their expansion.	
Invasion, settlement and migration	To know that there are different reasons for migration. To know that settlement created tensions and problems. To understand the earliest settlements in Britain. To know that settlements changed over time.	To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To understand the impact of settlers on the existing population.	To understand there are increasingly complex reasons for migrants coming to Britain. To know about the diverse experiences of the different groups coming to Britain over time.	To understand that migrants come from different parts of the world.
Civilisation (social and cultural)	To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that education existed in some cultures, times and groups	To understand how invaders and settlers influence the culture of the existing population.	To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups. To be able to compare development and role of education in societies. To be able to compare education in different cultures and times.	To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures. To be able to compare development and role of education in societies and times. To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations.

Trade	To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods.	To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that the Roman invasion led to a great increase in British trade with the outside world. To understand that trading ships and centres were a reason for the Vikings raiding Britain. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society.	To know that trade routes from Britain expanded across the world. To understand that the methods of trading developed across times. To understand the development of global trade.	To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals). To understand that the expansion of trade routes increased the variety of goods available.
Beliefs	To understand that there are different beliefs in different cultures, times and groups. To know about paganism and the introduction of Christianity in Britain.	To know how Christianity spread. To compare the beliefs in different cultures, times and groups.	To be aware of the different beliefs that different cultures, times and groups hold. To understand the changing nature of religion in Britain and its impact.	To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society.
Achievements and follies of mankind	To be able to identify achievements and inventions that still influence our lives today from Roman times.	To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.	To understand that people in the past were as inventive and sophisticated in thinking as people today.	To understand that people in the past were as inventive and sophisticated in thinking as people today.

	To be aware of the achievements of the Ancient Egyptians		To know that new and sophisticated technologies were advanced which allowed cities to develop. To understand the impact of war on local communities. To understand that people in the past were as inventive and sophisticated in thinking as people today.	To know that new and sophisticated technologies were advanced which allowed cities to develop. To understand the impact of war on local communities. To know some of the impacts of war on daily lives. To know that new and sophisticated technologies were advanced which allowed cities to develop.
Disciplinary Concepts				
Change and continuity	Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred.	Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different society	Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied.	Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity.
Cause and consequence	Identifying the consequences of events and the actions of people.	Identifying the consequences of events and the actions of people.	Giving reasons for historical events, the results of historical events, situations and changes.	Giving reasons for historical events, the results of historical events, situations and changes.

	Identifying reasons for historical events, situations and changes.	Identifying reasons for historical events, situations and changes.	Starting to analyse and explain the reasons for, and results of historical events, situations and change.	Starting to analyse and explain the reasons for, and results of historical events, situations and change.
Similarities and differences	Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today.	Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Making links with different time periods studied. Describing change throughout time.
Historical significance	Recalling some important people and events. Identifying who is important in historical sources and accounts.	Recalling some important people and events. Identifying who is important in historical sources and accounts.	Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments.	Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments.
Sources of evidence	Using a range of sources to find out about a period. Using evidence to build up a picture of a past event.	Observing the small details when using artefacts and pictures. Identifying sources which are influenced by the personal beliefs of the author	Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past.	Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. Describing how secondary sources are influenced by the beliefs, cultures and time of the author.

Historical interpretations	Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented.	Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources. Independently using textbooks to gain historical knowledge.	Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources.	Developing strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions. Evaluating the interpretations made by historians.
Historical Enquiry				
Posing historical questions	Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people.	Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Creating questions for different types of historical enquiry. Asking questions about the bias of historical evidence.	Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research.	Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Asking questions about the interpretations, viewpoints and perspectives held by others.
Gathering, organising and evaluating evidence	Using a range of sources to construct knowledge of the past. Defining the terms 'source' and 'evidence'. Extracting the appropriate information from a historical source.	Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. Identifying the bias of a source.	Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion.	Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing

		Comparing and contrasting different historical sources.	Recognising 'gaps' in evidence.	the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
Interpreting findings, analysing and making connections	Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.	Making links and connections across a period of time, cultures or groups. Asking the question "How do we know?"	Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence.	Challenging existing interpretations of the past using interpretations of evidence. Making connections, drawing contrasts and analysing within a period and across time. Beginning to interpret simple statistical sources.
Evaluating and drawing conclusions	Understanding that there may be multiple conclusions to a historical enquiry question.	Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.
Communicating findings	Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Describing past events orally or in writing,	Identifying weaknesses in historical accounts and arguments. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and	Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.

	recognising similarities and differences with today.	Creating a structured response or narrative to answer a historical inquiry.	change as well as indicting simple causation.	Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.
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