Primary History Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum *Pupils should be taught:*	Children at the expected level of development will: • *Talk about the lives of the people around them and their roles in society.* • *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.* • *Understand the past through settings, characters and events encountered in books read in class and storytelling.*	• *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life* • *events beyond living memory that are significant nationally or globally* • *the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods* • *significant historical events, people and places in their own locality.*		• *changes in Britain from the Stone Age to the Iron Age* • *the Roman Empire and its impact on Britain* • *Britain's settlement by Anglo-Saxons and Scots* • *the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor* • *a local history study* • *a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066* • *the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China* • *Ancient Greece – a study of Greek life and achievements and their influence on the western world* • *a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.*		

- AD (Anno Domini) and BC (before Christ) have been changed to CE (current era) and BCE (before current era). This is to avoid reference to Christianity and, in particular, to avoid naming Christ as Lord.

By the end of the year, children should know…			
Year group	Autumn	Spring	Summer
Year 1	Significant People from History	The History of Toys	Castles
	In 1853 The Crimean War starts, and Mary asks to join the nursing team but is rejected Mary Seacole pays to travel to the Crimea herself to help wounded soldiers by setting up the 'British Hotel' Charles Darwin was born on 12th February 1809 in Shrewsbury, England The Beagle set sail on her voyage in 1831 Darwin travelled to South America and reached the Galapagos islands Jane Goodall was born in London in April 1934 Dame Jane Goodall is the world expert on chimpanzees	That toys have changed over time (plastic and technology) Which toys are old and which toys are new What makes a toy enjoyable to play with	Who might have lived in castles and can explain their jobs Common internal and external features of castles
Vocabulary	past voyage Charles Darwin	now year nowadays	then past old

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	Mary Seacole Jane Goodall Shrewsbury	past present old new modern	castle Lord and Lady Knight monarchy
Year 2	London's Burning	Reach for the Skies	Extraordinary Explorers
	The great fire of London started on 2nd September 1666 and lasted for 4 days The fire started in Thomas Farrier's bakery on Pudding Lane The house in London were mainly made of wood at the time which allowed the fire to spread quickly One of the ways we know about the fire is because of Samuel Pepys famous diary recounting the events King Charles II was King of England at the time	Orville and Wilbur were born in the United States of America in 1867 (Wilbur) and 1871 (Orville) As Children they were given a toy helicopter which started their interest in flying The brother started by building kites and then gliders In December 1903 Wilber Wright became the first person to fly a plane Charles Lindberg first man to fly across the Atlantic 1927 Begin to understand how the Wright brother's invention affected the past and the present	Christopher Columbus was born in Genoa, Italy in 1451 An explorer is a person who travels in search of geographical or scientific information His most important accomplishment was making the first connection between Europeans and the Americas. Permanent European colonies were eventually settled in the New World, as it was called, because of this connection Neil Alden Armstrong was born in Ohio, USA on August 5, 1930. He died on August 25, 2012 He was the first human to walk on the moon on July 20**,** 1969**,** as part of the Apollo 11 mission The Apollo 11 crew included Neil Armstrong as commander, Edwin E. Aldrin Jr. (or Buzz Aldrin) as Lunar Module pilot and Michael Collins, Command Module pilot. As he stepped onto the Moon, he said, "That's one small step for man, one giant leap for mankind." Neil's footprints will be on the Moon for millions of years because there is no wind to blow them away
Vocabulary	chronological experts historian Diary	Legacy groundbreaking news recount related When Where Century Decade Important information	Explorer explore Ship Rocket Equipment Space Moon Country Continent Seas Oceans Representation Replica Impact Investigate Duration Period newspaper
Year 3	Flint, Fire and Forage	Tribe Tales	Rampaging Romans
	The Stone Age began when the first tools were made from stone and ended with the introduction of metal tools	The Bronze Age started at different times around the world and followed the Stone Age Tools were made from bronze and used for hunting	Julies Caesar first invades Britain in c. 55-54 BC The Romans conquer Britain in CE 43 bringing the Iron Age to an end

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	At the end of the Ice age, sea levels rose which turned Britain into an island Humans survived by making sharp stone tools to kill and eat animals Dead animals not only provided food but also skins to keep people warms and bones to make tools Evidence of the Stone age includes discoveries of • -cave paintings • -early tools • -Fire hearths • -Settlement such Skara Brae • -Cheddar Man – the remains of a Mesolithic man The end of the Stone age coincided with the Ancient Egyptian civilisation	It is believed that the bronze age began in Britain when the Beaker people brought tools from Europe Bronze age people lived in settlements, which were made up of groups of round houses (made of wattle and daub or dry stone) These settlements traded resources such as copper and tin The Iron age began as people began to make tools from Iron which was stronger than bronze Settlements became larger as tribes were better able to farm and defend themselves At the end of the Iron age, coins were made and used as currency The end of the Iron age is marked by the Romans Conquering Britain in CE 43	Colchester was the first Roman Fortress in Britain and was made their capital Queen Boudicca led a rebellion against the Roman which was defeated The Roman developed paved, straight roads in Britain and developed an infrastructure (e.g., sewage) They also influenced the - written and spoken language - the way of life - systems of measurement - cities and buildings (brick and stone rather than wattle and daub) - technology - religion (e.g., Christianity) Roman Britain became a nation rather than a collection of tribes
Vocabulary	A.D (Anno Domini) anachronism archaeologist archaeology B.C (Before Christ) B.C.E (Before Common Era) beliefs C.E (The Common Era) invention Neolithic primary Paleolithic secondary significance sources Stone Age Mesolithic	Bronze Age Iron Age Prehistoric La Tene Chariot Hill Fort Casting Smelt Settlement	Cause and effect contrast culture empire factual Middle Ages migration reputation settlements settlers society weapons Aqueduct Forum Legion Villa
Year 4	The Ancient Egyptians	The Anglo-Saxons	Off with Her Head
	The Nile was central to Egyptian life (water, fertile soil, trade, transport, fishing and mud for bricks) and the Egyptians were among the first civilisations to use irrigation systems We know about ancient Egyptian life because of evidence such as pyramids, artefacts from tombs and methods of communication such as the use of hieroglyphics and papyrus rolls Ancient Egyptian society was hierarchical (from most to least important) and each group had a different role within society Mummification was a process of preserving the bodies of the rich and important to prepare them for their journey to the afterlife. The bodies of these people would then be placed in tombs or pyramids	The Anglo-Saxons, originally from Germany and Scandinavia, settled in Britain from about 410CE as the last Roman soldiers were ordered to leave England to defend Rome Some Anglo-Saxons were invited to help defend from Picts and Scots attacking from the North, however they eventually took over. Many came peacefully to find land to farm as their homelands in Scandinavia often flooded or were less fertile Whole families came and brought tools, weapons and farm animals and built entire villages with a new style of homes Anglo-Saxon Britain was made up of seven kingdoms (Northumbria, Mercia, Wessex, East Anglia, Essex, Kent and Sussex)	There were Six Tudor Monarchs who ruled England from 1485 to 1603 King Henry VII became the first Tudor king after the conclusion of the 'War of the Roses' Tudor England had two of the most influential monarchs to sit on the English throne – Henry VIII and his daughter Elizabeth I Henry VIII broke England away from the Catholic Church and created the Protestant Church of England in order to divorce his first wife. Henry VIII had Six wives in total

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	The Ancient Egyptians were polytheists and had multiple deities that represented different aspects of everyday life	King Alfred the Great, who was the King of Wessex, would eventually become the first king of England Early Anglo-Saxons were pagans and were polytheists but gradually became a Christian people	Tudor England, primarily under Elizabeth I's rule, saw the exploration of the Americas, the beginnings of England's great naval exploits and seafaring traditions and the plays of William Shakespeare. During Tudor Rule, England became richer than it ever had been leading to the towns growing and schools and colleges being built. Arts and crafts flourished, and England became home to great painters, writers and musicians Tudor life was problematic for many people as Towns became overcrowded and the spread of disease became prominent Tudors is taught out of chronology so it can be compared with other civilisations and a period of history in Britain before 1066.
Vocabulary	Ancient Egypt Egyptians Mummy Mummification Embalming Tomb God Goddess Civilisation River Nile Pyramids Howard Carter Tutankhamen Pharaoh Hieroglyphs Ritual	Anglo Saxon King Alfred the Great Invasion Pagan Paganism Reliable Unreliable Warrior Armour Blacksmith Fletcher Hunter Farmer Agriculture Conquest kingdoms	cultural diversity ethnic ethnicity extent of change… extent of continuity… eyewitness heir legislation monarchy nation turning point Alliance Nobles Vagabonds Courtier Yeomen Armada
Year 5	Groovy Greeks	Violent Vikings	Mills, Money, Mayhem
	Greece was divided into city-states (polis) that each had its own laws and ways of life. The two most well-known being Athens and Sparta In Athens, Greek art, architecture, philosophy, maths, science, language and theatre were developed which helped shape our modern society Athens had a democratic government like we do in modern day Britain The first Olympic games was held in BCE 776 in Olympia Ancient Greeks were polytheists who believe in a variety of different gods and goddesses. Temples were built to honour them, and they feature heavily in Greek mythology Each city state (polis) consisted of an urban centre with a sacred centre built on a natural acropolis Ancient Greeks is out of chronology so it can be compared with other civilisations and periods of history that have already been studied in terms of their impact on British society and those around the world.	The Vikings left Scandinavia on expeditions to raid and settle in Britain The Vikings were skilled seafarers who created extensive trade networks across much of Europe and beyond. They were skilled at farming, fishing, craft work and hunting They were pagans and brought with them fables of monsters and magic The Vikings repeatedly raided and invaded Britain taking landed and riches, especially from monasteries, most famously Lindisfarne in 793 Alfred the Great fought the Vikings before peace was agreed and the country was divided into Wessex and Danelaw that would eventually be united in an English Kingdom This conflict also allowed the establishment of Scotland and England as separate kingdoms	The industrial revolution was a period of great change and marked the beginnings of modern Britain The invention of new machinery saw large numbers of people leave rural areas to work in cities or towns The six main causes of the revolution were population increase, factories, steam power, agricultural inventions, transport and the British Empire Due to a large increase in urban populations, there was a housing crisis in town and cities which led to poor living conditions and overcrowding Pollution became a problem in towns and cities due to smoke from factories, household rubbish being thrown into the streets and a lack of running water and toilets Working conditions, especially for women and children, were often terrible

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	It is also taught in Year 5, as maturity is needed to study and understand the terms of democracy and the rule of law etc. in relation to British values.	England was ruled by both Anglo-Saxon and Danish kings until their rule came to end in 1066, during the battle of Hastings as King Harold is defeated by William the conqueror	
Vocabulary	Democracy bias Philosophy Sparta Spartan Athens Athena Athenians Zeus Artemis Apollo Lyre Temple Greek Greece Olympic Games Amphitheatre Socrates Aristotle Plato Government Education Pottery Mural	Vikings Raids Battle of Hastings William the Conqueror Old Norse Mythology Bayeux tapestry King Harold II Myth Norse mythology Legend King Cnut the Great Tunic Longboat	Industrial Revolution Mill Industry Distribution Sabotage Nation
Year 6	Mysterious Maya	Woeful WWII	Local History Study – WW2 focus (War at Home)
	The Mayan civilisation was established around CE 250 and was based in Mesoamerica Mayan cities had similar layouts to each other with a palace for the ruler and plaza for markets and pyramid shaped temples Mayans were polytheists believing in multiple nature gods or deities Society was hierarchical with priests the most important people in Mayan culture Mayan merchants traded many goods including salt, cotton, honey and jade The Mayan calendar (Tzolkin) consisted of 260 days and 13 months The demise of Mayan civilisation came about because of a mixture of deforestation, land erosion and drought	WWII was a conflict between the Allied Powers and the Axis power and took place between 1939 and 1945 Major allied powers were Britain, France, Russia, China and the USA. The major Axis powers were Germany, Italy and Japan Know the leaders of the main allied and axis powers WWIIs profound effect on people's lives • Change: the role of women, the Blitz, the welfare state • Deprivation: rationing, restrictions, blackout, 'make do and mend' • Separation: refugees, evacuees, families separated by war and bereavement The legacy of the war included the creation of the European Union, The United Nations and Peace and Remembrance (including Holocaust Memorial Day) The battle of Britain was the first military campaign fought solely in the air.	Learn about the impact of the war on the lives of people living locally Learn about how industry was affected, the jobs people did and how the local community contributed to the war effort How significant events impacted upon the local area i.e., the Blitz, evacuations, rationing Explore the way in which V.E day was celebrated locally in 1945 and in the years since Learn about how the war is commemorated locally and the memorials that are in place

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				Both allies and the axis powers used propaganda posters to boost the moral at people at home and those fighting. It was also used to decrease the moral of the enemy.			
Vocabulary	city-state codex excavate extrapolate misinformation reference point polytheist Plausible			evacuee interpret justify motive movement plausible propaganda reliability stereotype shelter holocaust ally blitz ration		Land army Memorials Census first-hand second-hand	
By the end of the year, children should be able to…							
Chronological understanding	Begin to make sense of their own life-story and family's history.	Sequences 3 events or related objects in order Recognise the difference between past and present. Remembers parts of stories and memories about the past **Uses words and phrases: old, new, young, days, months, before, after**	Recounts changes in own life over time Puts a set of people, events or objects in order using a given scale and give reason for choices Uses past and present when telling others about an event. **Uses words and phrases such as recently, before, after, now, later.**	Uses timelines to place events in order. Uses dates related to the passing of time Understands timeline can be divided into CE (current era) and BCE (Before current era) **Uses words and phrases: century, decade.**	Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Places events from period studied on a timeline Names and places dates of significant events from past on a timeline. **Uses words and phrases: century, decade, BCE, CE, after, before, during**	Uses timelines to place and sequence local, national and international events. Sequences historical periods. Places current study on timeline in relation to other studies. Identifies changes within and across historical periods. **Describes events using words and phrases such as: century, decade, BCE, CE, after, before, during, Tudors, Stuarts, Victorians, era, period.**	Uses timelines to place events, periods and cultural movements from around the world. Uses timelines to demonstrate changes and developments in culture, technology, religion and society. Uses these key periods as reference points: BCE, CE Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Names date of any significant event studied from past and place it correctly on a timeline **Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.**

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Understanding of past events, people and changes in the past	Compare and contrast characters from stories including figures from the past.	Tells the difference between past and present in own and other people's lives Makes simple historical comparisons (e.g., spot the difference between pictures) Uses information to describe the past. Explores significant historical figures/events and why they are important	Uses information to describe differences between then and now Independently identify similarities and differences between people, places, events or ways of life (when the subjects are provided for them) Recounts main events/achievements from a significant period/person in history Uses evidence to explain reasons why people in past acted as they did	Uses evidence to describe past: (e.g., *Houses and settlements* *Culture and leisure activities* *Clothes, way of life and actions of people* *Buildings and their uses* *People's beliefs and attitudes* *Things of importance to people* *Differences between lives of rich and poor)* Uses evidence to find out how any of these may have changed during a time period. Studies change through the lives of significant individuals Describes similarities and differences between people, events and objects then and now Starts to comment on historical changes, including suggestions about cause and effect.	Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect life today. Note connections, contrasts and trends across time but also between places and cultures. Comments on continuity and change, cause and effect. Identifies themes within and between topics.	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Starts to suggest reasons for connections over time and across places and cultures. Identify changes and links within and across the time periods studied. Comment on impact and legacy.	Chooses reliable sources of factual evidence to describe houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. Identifies how any of above may have changed during a time period. Gives own reasons why changes may have occurred, backed up with evidence. Shows identified changes on a timeline. Describes similarities and differences between some people, events and objects studied. Describes how some changes affect life today. Makes links between some features of past societies. Compares and contrasts places, people and cultures, analysing their and others' comparison, extrapolating from them justifying their ideas with evidence
Historical interpretation and enquiry	Comment on images of familiar situations in the past.	Begins to identify and recount some details from the past from sources (e.g., pictures, historical narratives) Asks questions about different sources and objects Finds answers to simple questions about the past using sources of information (e.g., pictures, narratives)	To explore and understand the different ways you can learn about the past eye-witness accounts, books photos, artefacts, buildings and visits, internet). Uses a source – why, what, who, how, where as well as to ask questions and find answers Looks carefully at pictures or objects to find information about the past.	Explore two accounts of the same event and identify differences. Makes decision about which sources would be best to find specific information about a past event Suggests sources of evidence from a selection provided to use to help answer questions.	Explore a variety of contrasting versions of the same event and identifies differences in the accounts. Use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past . Understands the difference between primary and secondary sources of evidence.	Begin to understand why there a different account of a particular event Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others Begins to identify the difference between primary and secondary sources and	Understands that the past has been represented in different ways and the specific reasons for this. Recognises and explains the differences between primary and secondary sources and evaluates the usefulness and accuracy Suggests accurate and plausible reasons for how/why aspects of the past have been represented and

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				Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people ….? What did people do for ….?'	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'what was it like for a …… during ……?' Suggests which sources of evidence to use to help answer questions.	use evidence to build up a picture of life in time studied Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions.	interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. Identifies and uses different sources of information and artefacts. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.
Organisation and communication	Engage in extended conversations about stories, learning new vocabulary.	Shows knowledge and understanding about the past in different ways (e.g., role play, drawing, writing, talking). Recognise that events happen on specific dates	Describes objects, people and events. Writes simple narratives and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past. Recognise that historical events happen on specific dates Writes own date of birth.	Presents findings about past using speaking, writing, ICT and drawing skills Discusses different ways of presenting information for different purposes. Uses dates and terms with increasing accuracy.	Presents findings about past in a variety of ways including speaking, writing, maths (data handling), ICT, drama and drawing skills Discusses most appropriate way to present information, realising that it is for an audience. Uses dates and terms correctly.	Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Independently chooses most appropriate way to present information to an audience Uses dates and terms accurately.	Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (e.g., written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.