History Progression Map: 2025-26

St Thomas More Catholic Primary School

		Reception/ ELGs	Year 1	Year 2	LKS2	UKS2
Topic knowledge		Investigating key figures or events from historical periods; examining how aspects of life have developed over time is covered in each unit, helping pupils to understand the period being studied: however, this knowledge is not necessarily progressive & the need to memorise this knowledge may not extend beyond the topic in question. Topic (ie 'fingertip') knowledge does have an important role in history learning however as it enables pupils to develop their **Chronological awareness** and understanding of **Substantive concepts** in different contexts. Topics are to be found on our History Curriculum Overview.				
Historical Enquiry	*Posing historical questions*	Asking questions about the differences they can see in photographs or images (in stories) that represent the past.	Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts).	Asking a range of questions about stories, events and people. Understanding the importance of historically valid 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 in order to plan a historical enquiry
	Gathering, organising & evaluating evidence	Making simple observations about the past from photographs and images.	Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source.	Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Identifying a primary source.	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	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. Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry.

					secondary sources. Identifying the bias of a source. Comparing and contrasting different historical sources.	Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
	Interpreting findings, analysi ng & making co nections	Making simple observations about the past from photos and images.	Interpreting evidence by making simple deductions . Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).	Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers.	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?"	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.
	Evaluat ing & drawing con clusions	Deciding whether photographs or images (e.g. from stories) depict the past.	Drawing simple conclusions to answer a question.	Making simple conclusions about a question using evidence to support.	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.
		Communicating findings	Communicating findings	Communicating answers to	Communicating knowledge and	Communicating knowledge and

	Communicating findings	by pointing to images and using simple language to explain their thoughts.	through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)	questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing.	understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. 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. Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today.	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 change as well as indicating simple causation. 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. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.
Disciplinary	Change & continuity	Being aware of changes that happen throughout the year (e.g. seasons, nature).	Being aware that some things have changed and some have stayed the same in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new	Recognising some things which have changed / stayed the same as the past. Identifying simple reasons for changes.	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.	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.

					Identifying 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	Experiencing cause and effect in play - achieved through VIP.	Asking why things happen and beginning to explain why with support.	Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result.	Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes.	Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change.
	Similarities & differences	Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day.	Beginning to look for similarities and differences over time in their own lives. To know some similarities and differences between the past	Identifying similarities and differences between ways of life at different times. Finding out about people, events and beliefs in society. Making comparisons with their own lives To know that there are explanations for similarities and	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

			and their own lives. To know that people celebrate special events in different ways. To know that everyday objects have similarities and differences with those used for the same purpose in the past	differences between children's lives now and in the past.		
	Historical significance	Recalling special people in their own lives. To know the names of people that are significant to their own lives.	Recalling special events in their own lives. To know that some people and events are considered more 'special' or significant than others.	Discussing who was important in a historical event. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives.	Recalling some important people and events. Identifying who is important in historical sources and accounts. To know that significant archaeological findings are those which change how we see the past. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.	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. To know how historians select criteria for significance and that this changes.
	Sources of evidence	Using photographs and stories to compare the past with the present day. Using stories and non-	Using artefacts, photographs and visits to museums to answer simple questions about the past.	Using artefacts, photographs and visits to museums to ask and answer questions about the past.	Using a range of sources to find out about a period. Using evidence to build up a picture of a past event.	Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of

		fiction books to find out about life in the past. To know that stories and books can tell us about the past.	Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now. To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember *some* of the events that we have lived through.	Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts. Identifying a primary source To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past.	Observing the small details when using artefacts and pictures. Identifying sources which are influenced by the personal beliefs of the author. To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past.	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. To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date. To understand the types of information that can be extracted from the census. To understand that inventories are useful sources of evidence to find out about people from the past. To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. To understand how to compare different census extracts by analysing the entries in individual columns. To know that often the most reliable sources are primary sources which were created for official purposes.
		Recognising that different	Beginning to identify different	Recognising different ways in	Identifying and giving reasons for	Comparing accounts of events

	Hisorical interpretations	members of the class may notice different things in photographs from the past. To begin to understand that the past can be represented in images and in stories.	ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts. To know that the past can be represented in photographs.	which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources. To know that the past is represented in different ways.	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. To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that assumptions made by historians can change in the light of new evidence.	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. To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events.
Chr		To know that someone's age is the time since they were born.	To know that a timeline shows the order in which events in the past happened.	To know that events in history may last different amounts of time.	To know that history is divided into periods of history e.g. ancient times, middle ages and	To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known

		To know that they started life as a baby but have since grown and changed. To know that some people are older than others. To know that parents are older than children and grandparents are older than parents. To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year).	To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. To know that beyond living memory is more than 100 years ago.	To know a decade is ten years.	modern. To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. To know that BC means 'before Christ' and is the term used to date the years before Jesus was born. To know that AD means Anno Domini and can be used to show years from the year 1AD. To know that this way of dating may also be written as BCE (Before Common Era- BC) & CE (Common Era- AD). To know that prehistory is the period of time before written methods and stretches in British history until the Roman invasion in AD43. To know that prehistory is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age. To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. To know that the Tudor period is the name of the period from 1485-1603 as this was when the	as the 16th century) To know 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, Maya civilisation and Victorians.

		Beginning to sequence events when describing them (e.g. daily routines, events in a story) Recognising that some stories are set a long time ago. Recognising significant dates for them (birthday). Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery…") Recounting activities that happened in their past using photos as a prompt.	Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1). Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Sequencing three or four artefacts/photographs from different periods of time. Placing events on a simple timeline. Recording on a timeline a sequence of historical stories heard orally	Sequencing up to six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1. Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework.	Tudor family were the ruling family in England. To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled. 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. 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	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.

					ancient. Noticing connections over a period. Making a simple individual timeline.	Comparing and making connections between different contexts in the past. Sequencing 10 events on a timeline.
Substantive (abstract) **concepts**	***Power (monarchy, government and empire)***	To know that in fairytales kings/queens are usually important, powerful people who rule over others.		To know that a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different cultures, times and groups e.g. monarchy. To know that Britain was organised into kingdoms and these were governed by monarchs.	To understand the development of groups, kingdom and monarchy in Britain. To know who became the first ruler of the whole of England. To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse	To understand how the monarchy exercised absolute power. To understand the process of democracy and parliament in Britain. To understand that different empires have different reasons for their expansion. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires.
	Achievements & follies of mankind	To recognise some interests and achievements from their own lives and the lives of their families and friends.	To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) To know some achievements and discoveries of significant individuals (e.g. explorers).	To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel). To know the legacy and contribution of some inventions (e.g. flight). To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).	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 to life today in Britain. To be aware that the achievements of ancient civilisations contributed to the development of technology,	To understand that people in the past , 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.

					culture and science	To know some of the impacts of war on daily lives.
	Invasion, settlement & migration				To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlements changed over time.	To understand there are increasingly complex reasons for migrants coming to Britain. To understand that migrants come from different parts of the world. To know about the diverse experiences of the different groups coming to Britain over time.
	Civilisation (social & cultural)				To understand how invaders and settlers influence the culture of the existing population. 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 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, times and groups.

						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 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 trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. 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. To understand that the methods of trading developed from in person to boats, trains and planes. To understand the development of global trade.
	Beliefs	To be aware that there are lots of different celebrations			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 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

					To compare the beliefs in different cultures, times and groups.	societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society