

History Knowledge Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artefacts & Sources	Historical artefacts are objects that were made and used in the past.	Historical artefacts are objects that were made and used in the past. The shape/material of the object can give clues about when/how it was made and used. Historical sources include artefacts, written accounts, photographs and paintings.	Artefacts are objects/things made by people rather than natural objects. They provide evidence about the past (coins, buildings, written texts or ruins). A viewpoint is a person's own opinion or way of thinking about something.	Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photos and witness statements are historical source materials. However, some historical source materials are more reliable than others. Historical viewpoints demonstrate what a person thinks/feels about a historical event/person. Primary sources: documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources: created by someone who did not experience/participate in the event. A secondary source interprets and analyses a primary source.	Historical artefacts can reveal much about the objects use/owner. Bias is the act of supporting or opposing a person or thing in an unfair way. Primary sources: documents or artefacts which provides direct, first-hand evidence of an event, person or time in the past. Sources contain the life experiences, thoughts, opinions or beliefs of their writers/creators, which can affect the information included and the way that people/events have been depicted.	Using a range of historical sources/artefacts can reveal a clearer and more accurate picture about a historical event/person. Bias is the act of supporting/opposing a person/thing in an unfair way. A balanced argument is a response to a question or statement where both viewpoints are considered.	Questions can be used to evaluate the usefulness of a historical source. Different types of bias include political, cultural or racial.
British History	The past was shaped by	Significant historical events	Important individual	The cause of Roman invasion was to gain	Anglo-Saxons invaded Britain to fight and	N/A	Britain's economy grew between the 16 th and 19 th

History Knowledge Progression Map

	people and events.	include those that cause great change for large numbers of people.	achievements include great discoveries and actions that have helped many people.	land, slaves and precious metals. The consequence was conflict with the Celtic tribes that lived in Britain. Significant events/people in the past have caused great change over time. They have influenced how people live today.	capture land and goods because the Romans had left. Individual elements like the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment show changes in British life over time.		centuries due to Britain's involvement in the slave trade, Colonialism, new inventions and the Industrial Revolution. Significant people, events, discoveries or inventions can affect many people over time.
Changes Over Time	Living things, environments, and objects change over time.	Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, family and social structures.	Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.	Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.	Changes in time can happen rapidly/slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology and social and economic circumstances.	Continuity is the concept that aspects of life stay the same over time. Change is the concept that aspects either progress and become bigger, better or more important or decline and becomes smaller, worse or less important.	The causes of significant events can be long term and revolve around set ideologies, institutions, oppressions and living conditions or short-term, revolving around the immediate motivations and actions of individuals/groups of people.
Chronology	A sequence is an order. There is a sequence to the day, week and year.	Sequencing words: first, next, finally, then and after that, can be used to order information chronologically.	A timeline is a display of events, people or events in chronological order. A timeline can show different periods of time, from a	Dates and times can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they	Key changes and events of historical events can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements,	Different world history civilisations existed before, after and alongside others. (E.g. Ancient Sumer and Ancient Egyptians)	Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.

History Knowledge Progression Map

			few years to millions of years.	get from the present day. AD 1 marks the birth of Christ in the Gregorian calendar.	scientific developments and deaths.		
Civilisations	N/A	N/A	N/A	Lives of people in Stone, Bronze and Iron Ages changed and developed over time due to the discovery and use of materials. Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world (E.g. development of tools and discovery of antibiotics)	N/A	Achievements and influences of the ancient Greeks on the wider world include the English alphabet and language, democracy, sport and the Olympics Games, the subjects of mathematics, science, art, philosophy, architecture and theatre. Characteristics of past civilisations include cities, rule and government, writing, numerical systems inventions and social structures.	Characteristics of the earliest civilisations include cities, rule and government, writing, numerical systems inventions and social structures- many of which have influenced the world over 5000 years ago and can still be seen today. Traits include: strong beliefs, right to rule and the ability to communicate. Motives include birth right and the defence of personal, religious or political beliefs.
Communication	Common words/phrases: now, then, yesterday, today, and ago can be used to describe the passing of time.	Common words/phrases: here, now, then, yesterday, last week/year, years ago and a long time ago can be used to describe the passing of time.	A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.	Historical terms to describe periods of time: decade, century, millennia, era, AD, CE, BC, BCE.	Historical terms include abstract nouns, such as invasion and monarchy.	Historical terms, may include abstract nouns: peasantry, civilisation, treason, empire, rebellion and revolt.	Abstract terms: empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, significance and sacrifice.

History Knowledge Progression Map

Compare & Contrast	There are similarities and differences between past and present.	Identifying similarities and differences helps us make connections between life now and in the past.	A historical period is an era or passage of time that happened in the past. (E.g. Victorian Britain is a period in British history)	Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.	Characteristics of a civilisation include cities, government or leadership, forms of writing, numeral systems, calendars, art religion and social structures. The form of these se can be similar or contrasting across different civilisations.	Aspects of history that can be compared/contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.	Common aspects of history such as leadership, belief, lifestyle and significant events ae features of historical time periods. Many have common features (invasion of a country) but can have differences (success of an invasion)
Everyday Life	Aspects of everyday life include houses, objects and entertainment.	Aspects of everyday life include houses, jobs, objects, transport and entertainment	Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment may be similar or different to those used and enjoyed by people today.	Stone Age is defined by the use of stone for making tools/weapons. Bronze Age is defined by the use of metals (including bronze), to make tools, weapons and the creation of a social hierarchy. Iron Age is defined by the use of metals (including iron) to make stronger, more effective tools, weapons and decorative objects.	Influences of Roman civilisation include: building of roads, houses, the building of forts and towns, the use of language and numerals and the spread of Christianity.	Everyday life including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. Some aspects of life could continue (culture and language).	War, oppression, conflict and rebellion can cause damage to buildings and property, kill, injure and oppress people or change people's beliefs, ways of life and identity.
Hierarchy & Power	A king or queen are important figures.	A monarch is a king or queen who rules a country.	Hierarchy is a way of organising people according to how important they are or were. Most past societies had a	Tribal communities appeared around 4000 years ago and supplanted the hunter-gather lifestyle. Communities created permanent settlements	Hierarchy structures in ancient civilisations include (most to least powerful): ruler, officials, nobles or priests, merchants,	Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs.	Consequences of resistance, refusal and rebellion against leaders/hierarchies are wide-reaching and can include war, conflict, oppression, change and improvements in people's lives.

History Knowledge Progression Map

			monarch or leader at the top, nobles, lords or landowners in the middle and poor workers/slaves at the bottom.	made up of a number of families, farmed to produce more food, made and used pottery and created burial mounds/monuments.	workers and peasants, slaves.	Misuse of power and poor leadership caused these aspects to decline.	Leaders and monarchs have changed the course of history in many ways: invading other countries, oppressing groups of people, advocating democracy, inspiring innovation or introducing new religious or political ideologies.
Local History	Local environment (town) has similarities and differences between now and the past through pictures and texts.	Important events in the school's history could include the opening of the school, arrival of new teachers, special visitors and significant changes to buildings.	Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.	National and international historical events: wars, invasions, disease, invention of new technologies and changes in leadership can have a positive or negative impact on locality and can shape the beliefs, identity, settlement and culture of people in the locality.	A past event or society can impact a local settlement: including the layout and use of land in the settlement, changes to the number of people who lived or worked there over time, creation of human features (canals, castles, factories, place names and language).	Aspects of British history and related sites that may have local significance: Norman invasion, Black death, Wars of the Roses and the Industrial Revolution.	Sources of information for a study of a local town/city include primary sources (letters, diaries, official documents, artefacts and buildings) that were created at the time, and secondary sources (memorial and commemorative plaques, information books and research about the event).
Report & conclude	Stories, pictures and role play are used to help people learn about the past.	Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.	Historical information can be presented in a variety of ways: non-chronological report, information leaflet.	Historical information can be presented as a narrative, non-chron report, fact file, timeline, description and presentation.	Relevant historical information can be presented as written text, tables, diagrams, captions and lists.	Sources of information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	Sources of historical information should be read critically to prove/disprove a valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer and knowing if the evidence was a primary or secondary source.

History Knowledge Progression Map

Significant Events	Significant events include those that are important to us, our family, or community.	Significant events include those that cause great change for large numbers of people. Key features include the date it happened, the people and places involved and the consequences.	Significant events affect the lives of many people over a long period of time and are sometimes commemorated (E.g.: Armistice day on the 11 th November remembers the end of the First World War.	Causes of a significant event are the things that make the event happen and directly lead up to it. The consequences happen after the event can be short term (people killed in battle), or long term (a change in language).	Every significant historical event has a cause or number of causes (need for power/wealth, retaliation, occurrence of natural disasters). The consequences are the outcomes of an event (changes in power, improvements in quality of life or damage and destruction).	Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.	Historical narratives can describe long or short term causes and consequences of an event, highlight the actions of significant individuals and explain how significant events caused great change over time.
Significant People	A significant person has made an important right or wrong choice that has led to a change.	A person who is historically significant has made big changes in their lifetime, has been a good/bad role model, were known in their lifetime, made peoples lives better or worse or changed the way people think.	Historical models, such as Darwin's model and diamond ranking, help us to organise and sort historical information.	Historically valid questions relate to aspects such as significance; time and chronology; continuity and change comparing or contrasting or cause and consequence.	A profile of a leader can include their significant achievements, events in which they played a part, opinions of others about the person and the positive/negative consequences of their actions.	Beliefs can prompt an individual to take action, such as fight for change, fight wars, oppress or free individuals, create temples/tombs or protest against injustice.	Decisions can be made for a variety of reasons: belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgment about the actions of historical individuals.