



Progression map - History

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units Studied	People Who Help Us, My Family, My Community	My Local Area; Toys & Homes; Explorers	Travel Over Time; Great Fire of London; Significant Individuals & Events	Stone Age to Iron Age; Romans & Settlements; Ancient Egyptians & Rivers	Anglo-Saxons & Scots; Vikings; Ancient Greece	Kingdom of Benin; Gravesend Local History; Industrial Revolution	Britain at War (WWII); Crime & Punishment; Windrush & Modern Britain
Substantive Knowledge (What pupils know)	Know about their own lives, families and communities. Understand that people lived before them.	Know that homes, transport and local areas change over time. Know who important explorers were and why they are remembered.	Know how transport changed over time. Know key facts about the Great Fire of London and significant individuals.	Know how Britain changed from the Stone Age to Iron Age. Know why Romans invaded Britain and how Ancient Egypt developed beside the Nile.	Know how Anglo-Saxons and Vikings shaped Britain. Know the achievements and influence of Ancient Greece.	Know how Benin became a powerful kingdom. Know how Gravesend developed through trade and migration. Know how industrialisation transformed Britain.	Know how WWII affected Britain and the wider world. Know how crime and punishment changed over time. Know how Windrush shaped modern Britain.
Procedural Knowledge (What pupils do as historians)	Talk about the past and ask simple questions.	Identify past and present. Compare photographs and objects. Sequence simple events.	Use stories, artefacts and pictures to answer questions about the past.	Use historical evidence to answer questions and explain change over time.	Compare sources and identify different viewpoints and interpretations.	Select relevant evidence, explain significance and reach conclusions.	Conduct independent enquiries, evaluate interpretations and construct historical arguments using evidence.



Chronology	Understand yesterday, today and long ago.	Distinguish between past and present.	Use simple timelines and sequence events beyond living memory.	Use BC and AD. Place Stone Age, Romans and Ancient Egypt chronologically.	Explain where Anglo-Saxons, Vikings and Ancient Greece fit within wider chronology.	Compare British and world civilisations across time.	Analyse chronology across themes and periods and explain long-term change.
Historical Enquiry	Ask questions about people and events.	Ask simple historical questions.	Answer questions using sources.	Investigate using evidence.	Compare viewpoints from different sources.	Select evidence to support conclusions.	Independently investigate and justify conclusions.
Using Sources & Evidence	Observe photographs, stories and objects.	Use photographs and artefacts to identify change.	Use stories, artefacts and pictures as evidence.	Use archaeological and historical evidence.	Compare primary and secondary sources.	Evaluate usefulness and reliability of sources.	Evaluate bias, reliability and interpretation.
Historical Interpretation	Recognise that stories help us learn about the past.	Understand people may remember events differently.	Recognise different ways the past is represented.	Explain how evidence helps us understand history.	Compare different historical accounts.	Explain why interpretations differ.	Evaluate interpretations using evidence.
Cause & Consequence	Talk about why things happen.	Identify simple reasons for change.	Explain why significant events happened.	Explain causes and consequences of farming, settlement and invasion.	Explain causes and consequences of migration and conflict.	Analyse causes of trade, industrialisation and local development.	Evaluate complex causes and consequences of war, crime and migration.
Similarity & Difference	Compare experiences and people.	Compare past and present life.	Compare different periods of time.	Compare prehistoric, Roman and Egyptian societies.	Compare Anglo-Saxon, Viking and Greek societies.	Compare Benin with Britain and local history.	Compare justice systems, wartime experiences and migration experiences.



Historical Significance	Recognise important people.	Explain why explorers are remembered.	Explain why significant events are remembered.	Explain why Romans and Egyptians remain significant.	Explain the significance of Anglo-Saxons, Vikings and Greeks.	Explain the significance of Benin, Gravesend and the Industrial Revolution.	Evaluate the significance of WWII, Windrush and changing justice systems.
Settlement (Substantive Concept)	Recognise that people live in communities.	Understand homes and local places.	Understand communities and transport links.	Understand Roman settlements and Egyptian river settlements.	Understand Anglo-Saxon and Viking settlements.	Understand the growth and development of Gravesend.	Understand migration and settlement in modern Britain.
Trade (Substantive Concept)	Understand buying and selling.	Recognise local shops and services.	Understand movement of goods and people.	Understand Roman trade and Nile trade.	Understand Viking trade networks.	Understand Benin trade, Thames trade and industrial trade.	Understand global trade and post-war Britain.
Migration (Substantive Concept)	Understand people sometimes move.	Understand journeys and exploration.	Understand travel and movement.	Understand Roman invasion and settlement.	Understand Anglo-Saxon and Viking migration.	Understand migration into Gravesend.	Understand Windrush and modern migration.
Power & Leadership (Substantive Concept)	Recognise leaders and important people.	Understand the achievements of explorers.	Understand the influence of significant individuals.	Understand the role of pharaohs and Roman leaders.	Understand kings, rulers and warriors.	Understand the role of the Oba and industrial leaders.	Understand political, military and legal leadership.
Civilisation & Society (Substantive Concept)	Understand communities.	Understand life in the past.	Understand communities through time.	Understand Egyptian and Roman civilisation.	Understand Anglo-Saxon, Viking and Greek societies.	Understand Benin civilisation and Industrial Britain.	Understand modern Britain and social change.



Conflict (Substantive Concept)	Understand disagreements.	Understand challenges faced by explorers.	Understand the impact of the Great Fire of London.	Understand Roman invasion of Britain.	Understand Viking raids and conflict.	Understand social tensions during industrialisation.	Understand WWII and changing approaches to crime and punishment.
Legacy (Substantive Concept)	Understand that people are remembered.	Understand why explorers are remembered today.	Understand why significant events are remembered.	Understand Roman and Egyptian influence today.	Understand Greek, Anglo-Saxon and Viking influence today.	Understand the legacy of Benin, Gravesend and industrialisation.	Understand how WWII, Windrush and legal reform continue to shape Britain today.
Vocabulary Progression	past, old, new, family, community	past, present, change, explorer, journey, discover	chronology, event, evidence, significant, transport	civilisation, settlement, invasion, empire, BC, AD	migration, kingdom, conquest, legacy, interpretation	trade, hierarchy, economy, industrialisation, source	propaganda, continuity, significance, interpretation, bias, migration
Local History Progression	My family and community	Changes in Gravesend over time; local explorers linked to the Thames	Gravesend transport links and connections to London	Roman Kent (Richborough Roman Fort and Watling Street)	Kent's role in Anglo-Saxon and Viking Britain	Gravesend docks, trade, migration and transport development	Gravesend during WWII; migration and diversity in modern Kent
Expected End Point	Begin to understand the past.	Explain differences between past and present.	Describe significant people and events.	Explain change, settlement and civilisation using evidence.	Compare societies and explain significance.	Analyse local, British and world history connections.	Think and work as a historian, using evidence, interpretations and historical arguments to explain change over time.