

# History Progression

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking like a Historian (Disciplinary Concepts)	Chronological understanding	Begin to understand the difference between past and present through personal and familiar events.	Sequence events and people studied on a simple timeline using appropriate vocabulary.	Place historical periods (e.g. Stone, Bronze, Iron Age) and major world civilisations in chronological order.	Place people, events, and changes accurately on timelines; recognise overlaps and durations.	Connect British, European and world events, recognising that some happened simultaneously.	Demonstrate secure understanding of historical sequence across British and global history.
	Interpretation	Understand that stories about the past come from different sources (photos, family, books).	Recognise that people might describe the same event differently.	Identify that accounts and artefacts may show different viewpoints or details.	Explain why different interpretations exist (e.g. Roman vs. Celtic accounts).	Analyse how and why interpretations differ, using evidence to support reasoning.	Evaluate differing interpretations and judge which is most convincing.
	Cause & Consequence	Identify simple reasons why people acted or events happened.	Recognise basic causes and effects of historical events.	Begin to link causes and effects in simple chains (e.g., farming → settlements → towns).	Explain multiple causes and describe both short- and long-term consequences.	Analyse how causes are linked and how actions had complex outcomes.	Evaluate which causes or consequences were most significant and why.
	Similarity & Difference	Identify simple differences between now and the past.	Compare aspects of life in the past and present (homes, transport, holidays).	Compare societies, people, and cultures from different times.	Explain similarities and differences between societies or within one period.	Analyse similarities and differences between societies and within social groups.	Evaluate similarities and differences across time and place to draw conclusions.
	Change & Continuity	Notice simple changes over time in homes, toys, or ways of life.	Identify how life has changed and stayed the same across periods studied.	Recognise and describe patterns of change over time.	Explain reasons for changes and continuities within and across periods.	Analyse the pace and extent of change across longer time frames.	Evaluate how and why change occurred and what impact it had.
	Sources as evidence	Use simple sources (photos, artefacts) to find out about the past.	Use sources (maps, diaries, photos) to find information.	Use a range of sources (artefacts, written, visual) to build understanding.	Question sources for reliability and recognise that they can give different information.	Evaluate sources for reliability, bias, and usefulness.	Critically use multiple sources to reach justified conclusions.

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	Historical Significance	Begin to understand why some people or events are remembered.	Recognise the lasting impact of significant people or events.	Understand that people/events are judged significant for different reasons.	Compare the importance of different events or individuals.	Evaluate significance using evidence and criteria (e.g., impact, legacy, scale).	Judge historical significance from multiple perspectives.
<b>Historical Threads (Substantive Knowledge)</b>	<b>Conflict</b>	Pupils know that Florence Nightingale and Mary Seacole helped soldiers during war.	Pupils know that the Great Fire of London was a disaster that affected communities.	Pupils know about tribal wars, Greek conflicts, and social unrest in early industrial towns.	Pupils know about Roman conquest and the suffragette movement challenging authority.	Pupils know about Viking raids, Anglo-Saxon struggles, Tudor conflicts, and industrial unrest.	Pupils know about WWII, Islamic expansion, Civil Rights struggles, and Cold War rivalry.
	<b>Power (Empire/Monarchy)</b>	Pupils know that leaders make decisions that affect others (e.g. space race leaders)	Pupils know that James Cook's voyages were decisions by leaders that shaped exploration.	Pupils know about tribal leadership, Greek city-states, and rulers' decisions shaping society.	Pupils know about Roman emperors, Boudica's leadership, and women challenging Victorian/Edwardian power.	Pupils know about kingship (Alfred, Edward, Tudor monarchs), Viking leaders, and Industrial reforms.	Pupils know how governments and leaders (WWII, US segregation, Caliphates) exercised power and influenced change.
	<b>Society</b>	Pupils know how childhood, hospitals, and communities have changed over time.	Pupils know about Victorian seaside holidays and daily life in London.	Pupils know about prehistory, Ancient Greece, industrial towns, and Olympic communities.	Pupils know about daily life in Roman Britain, women's roles, and football culture.	Pupils know about daily life of Maya farmers, Tudor peasants, and Industrial workers.	Pupils know about life on the Home Front, segregated America, Islamic cities, and 20th-century astronauts.
	<b>Invention (Achievement/Tech nology)</b>	Pupils know that toys, rockets and scientific discoveries (Curie) represent human invention.	Pupils know about changes in housing, ships, and transport (wood → brick, sails → engines, steam → car/plane).	Pupils know about farming, bronze/iron tools and the railway as human achievements.	Pupils know about Roman infrastructure, stadiums, and cultural innovations.	Pupils know about Maya mathematics, Tudor achievements and Industrial inventions.	Pupils know about Space Race achievements, wartime innovations, and scientific discoveries.

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	<p><b>Trade</b></p>	<p>Pupils know that Mary Seacole travelled and brought remedies from Jamaica, showing early global links.</p>	<p>Pupils know that exploration and transport connected communities and began global trade links.</p>	<p>Pupils know about the movement of goods and ideas in Ancient Greece and early Europe.</p>	<p>Pupils know about Roman and medieval trade networks (e.g. goods, markets, resources).</p>	<p>Pupils know about Maya trade, Tudor exploration and Industrial transport systems.</p>	<p>Pupils know about Islamic trade routes, wartime economies, Civil Rights' impact on work, and Cold War investment in science.</p>
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