

History	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression Map	<p><i>3 and 4 year olds</i> <i>Understanding the World</i></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>	<b>Autumn</b>					
		Describe changes within living memory. Where appropriate to reveal changes in national life. Compare my life to what life was like what was life like when my grandparents were children.	Study events from beyond living memory that are significant nationally or globally. Know and understand the key events of The Great Fire of London.	Develop a chronologically secure knowledge and understanding of changes in Britain from the Stone Age to the Iron Age.	Develop a chronologically secure knowledge and understanding of the Roman Empire's impact on Britain.	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. World War I	Develop a chronologically secure knowledge and understanding of Ancient Greece- Greek life and achievements and their influence on the western world.
			Identify similarities and differences between now and then.	Identify similarities and differences between the Stone Age and the Iron Age.	Compare and contrast the Romans with the Stone Age and how advanced they were as a civilisation.	Compare and contrast how Britain had changed from pre war to post war ?	Compare and the contrast the 4 Ancient Civilisations.
			Develop an awareness of the past, using common words and phrases relating to the passing of time and vocabulary of everyday historical terms.	Develop the appropriate use of historical terms	Develop the appropriate use of historical terms	Use appropriate historical terms.	Use appropriate historical terms.
		Sort objects and photographs into then and now.	Sequence the events of the Great Fire of London in chronological order.	Place the times studied and previously studied on a timeline. Sequence events and artefacts In chronological order.	Place the time studied and previously studied on a timeline. Sequence events and artefacts In chronological order.	Place the time studied and previously studied on a timeline. Establish clear narratives within and across periods studied.	Place the time studied and previously studied on a timeline. Establish clear narratives within and across periods studied.
	Understand some ways we find out about the past.	Understand some ways we find out about the past.	Select and organise relevant historical information.	Select and organise relevant historical information.	Construct informed responses by selecting and organising relevant historical information.	Construct informed responses by selecting and organising relevant historical information.	
	<p><i>Reception</i> <i>Understanding the World</i></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in</li> </ul>	<b>Spring</b>					
		Know significant historical events, people and places in the locality. The Watchmakers Prescott	Know significant individuals in the past who have contributed to national and international achievements.	Develop a chronologically secure knowledge and understanding of where and when the earliest	Develop a chronologically secure knowledge and understanding of the Anglo Saxons.	Develop a chronologically secure knowledge and understanding of a Non European society that	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.

<p>the past. Compare and contrast characters from stories, including figures from the past.</p>		Christopher Columbus and Neil Armstrong	civilisations appeared and the achievements of Ancient Egypt	.	contrasts with British History Mayan Civilisation	Victorian Britain
	Fit people and events into chronological framework. Sequence events or objects in chronological order	Fit people and events into chronological framework. Sequence events or objects in chronological order	Compare and contrast Ancient Egypt with the Stone Age.	Place the time studied and previously studied on a timeline. Sequence events and artefacts in chronological order.	Place the time studied and previously studied on a timeline. Establish clear narratives within and across periods studied.	Place the time studied and previously studied on a timeline. Establish clear narratives within and across periods studied.
	Identify similarities and differences between now and then.	Identify similarities and differences between the times of Neil Armstrong and Christopher Columbus.	Place the times studied and previously studied on a timeline. Sequence events and artefacts in chronological order.	Compare and contrast the Anglo Saxons with the Romans	Compare and contrast the Mayans with the Ancient Egyptian and the Roman civilisations.	Compare and the contrast Victorian Britain with 20 <sup>th</sup> Century Britain.
	Use common words and phrases relating to the passing of time and vocabulary of everyday historical terms.	Use common words and phrases relating to the passing of time and vocabulary of everyday historical terms.	Develop the appropriate use of historical terms	Develop the appropriate use of historical terms	Use appropriate historical terms.	Use appropriate historical terms.
	Understand some ways we find out about the past.	Understand some ways we find out about the past.	Select and organise relevant historical information.	Select and organise relevant historical information.	Construct informed responses by selecting and organising relevant historical information.	Construct informed responses by selecting and organising relevant historical information.
	Choose and use parts from stories and other sources to show understanding.	Choose and use parts from stories and other sources to show understanding.	Develop an understanding of how knowledge of the past is constructed from a range of sources.	Develop an understanding of how knowledge of the past is constructed from a range of sources.	Understand how knowledge of the past is constructed from a range of sources.	Understand how knowledge of the past is constructed from a range of sources.
	<p><u>ELG</u></p> <p>Understanding the World</p> <p>Past and Present</p> <p>• Talk about the lives of people around them and their roles in society.</p>	<h2>Summer</h2>				
Know significant historical events, people and places in locality. Our school - How has our school changed?	Know significant historical events, people and places in locality. The Rainhill Rocket	Develop a chronologically secure knowledge and understanding of the where and when the Roman Empire began and how it spread.	Develop a chronologically secure knowledge and understanding of the Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor.	Study changes in the local area Liverpool.	Study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. World War 2	

<ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	Identify similarities and differences between our school now and then	Identify similarities and differences between then and now	Place the time studied and previously studied on a timeline. Sequence events and artefacts in chronological order.	Compare and contrast the Saxons and Vikings beliefs and values. Understand the reasons behind the struggle for power between the Saxons and the Vikings	Compare and contrast the changes in Liverpool	Compare and the contrast the 4 Ancient Civilisations.
	Sequence a number of objects and photographs into chronological order.	Sequence the time studied and previously studied on a timeline.	Identify similarities and differences between the Romans and the Iron Age	Place the time studied and previously studied on a timeline. Sequence events and artefacts In chronological order.	Place the time studied and previously studied on a timeline. Establish clear narratives within and across periods studied.	Place the time studied and previously studied on a timeline. Establish clear narratives within and across periods studied.
	Choose and use parts from stories and other sources to show understanding.	Choose and use parts from stories and other sources to show understanding.	Select and organise relevant historical information from a range of historical sources.	Select and organise relevant historical information from a range of historical sources	Construct informed responses by selecting and organising relevant historical information.	Construct informed responses by selecting and organising relevant historical information.
	Ask and answer questions about the past.	Ask and answer questions about historical artefacts.	Ask and answer questions about change, cause, similarity and difference, and significance.		Ask and answer historically valid questions about change, cause, similarity and difference, and significance	
	Understand some ways we find out about the past sources	Understand some ways we find out about the past sources	Develop an understanding of how knowledge of the past is constructed from a range of sources.	Develop an understanding of how knowledge of the past is constructed from a range of sources.	Understand how knowledge of the past is constructed from a range of sources.	Understand how knowledge of the past is constructed from a range of sources.