ST PHILOMENA'S PRIMARY SCHOOL
HISTORY PROGRESSION MAP | EYFS TO YEAR 6
2026–2027

HISTORY PROGRESSION MAP

EYFS → YEAR 6

Whole-School Curriculum Overview to sit above the History Medium-Term Plans

Chronology • Change and Continuity • Cause and Consequence • Comparison • Significance • Enquiry • Evidence • Interpretation • Vocabulary

This document is the whole-school History curriculum spine. It sets out the knowledge and historical thinking that should become progressively more secure from EYFS to the end of Year 6. It is designed to sit above the year-group MTPs, not replace them.

1. Curriculum intent and progression principles

- History should build a connected understanding of the past, not a sequence of disconnected topics. Pupils should revisit and connect periods, people, events and ideas over time.
- Substantive knowledge is the content pupils learn: people, events, periods, societies, beliefs, power, technology and everyday life. Disciplinary knowledge is how pupils think as historians: chronology, evidence, interpretation, causation, change, comparison and significance.
- Chronological understanding should develop from personal past and present in EYFS, through simple sequencing and timelines in KS1, to secure British, European and world chronology by Year 6.
- Historical enquiry should be rooted in the unit content. Pupils should increasingly ask focused questions, select relevant sources, consider reliability and provenance, compare interpretations and support conclusions with evidence.
- Vocabulary should be explicitly taught, revisited and used with increasing precision in speech and writing.
- By the end of Year 6, pupils should be able to construct balanced, evidence-based explanations and judgements, making connections across periods and recognising that accounts of the past can differ.

2. Curriculum architecture: EYFS → KS1 → KS2

Stage	Curriculum emphasis	Expected development
EYFS – foundation	Past and Present within Understanding the World; own life, family, familiar people, stories and everyday change.	Talk about past and present; compare familiar experiences; use stories, photographs and objects as early evidence; develop language such as then, now, old and new.
KS1 – Year 1 and Year 2	Changes within living memory; significant events beyond living memory; significant individuals; simple local connections.	Sequence events and people; use dates and simple timelines; identify similarities, differences, causes and consequences; ask and answer questions using objects, photographs, diaries and simple written sources.
Lower KS2 – Year 3 and Year 4	British prehistory; ancient civilisation; monarchy and society; Roman Britain; Anglo-Saxons and Vikings; thematic study.	Use BC/AD and longer timelines; explain change over time and causes/consequences; compare societies and periods; use archaeology, artefacts, buildings and written accounts; begin to question reliability.
Upper KS2 – Year 5 and Year 6	Ancient Greece; Victorian Britain; local history; twentieth-century conflict; Benin.	Connect contemporaneous societies; explain interacting causes and long-term consequences; evaluate significance and legacy; independently select and evaluate diverse evidence and interpretations; communicate balanced arguments.

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3. Whole-school unit map – where the current MTPs provide the context

Stage	Current unit/context	Main historical contribution
EYFS	Past and Present / Understanding the World	Personal chronology; family and community; familiar people and roles; stories, homes, technology and transport; past and present comparisons.
Year 1	Toys; The Gunpowder Plot; Significant Explorers	Changes within living memory; a significant event in 1605; lives and achievements of significant individuals across different periods.
Year 2	The Great Fire of London; Travel and Transport; Kings and Queens	A significant event in 1666; transport and technological change; monarchy, succession, power and significant rulers.
Year 3	Stone Age to Iron Age; Ancient Egypt; Tudors	Changes in Britain from prehistory to the Iron Age; an early civilisation; an aspect of British history beyond 1066.
Year 4	The Romans; Vikings & Anglo-Saxons; Crime and Punishment Through Time	Roman invasion and impact on Britain; Anglo-Saxon and Viking migration, settlement and the struggle for England; a thematic comparison of crime, laws, justice and punishments across the Roman, Anglo-Saxon, Tudor and Victorian periods, with links to modern justice.
Year 5	Ancient Greeks; Victorians; Local History – How Has Our Local Area Changed Over Time?	Greek life and influence; industrialisation and Victorian society; a sustained local history investigation using local evidence.
Year 6	World War I; World War II; Benin	Twentieth-century British and world conflict; causation, ideology and social change; a non-European society contrasting with British history.

4. MASTER PROGRESSION MAP – EYFS to Year 6

Read each row horizontally. Not every lesson teaches every strand. The expectation is that each unit contributes to a connected body of knowledge and that historical thinking becomes more independent and sophisticated over time.

Chronology

Knowing when people and events lived; sequencing and connecting periods.

Stage	End-of-stage progression expectation
EYFS	Talk about own life, family and familiar events using past and present.
Year 1	Use before, after, then, now; order familiar objects and events; begin simple timelines.
Year 2	Use dates and timelines; sequence people/events; recognise that events happened beyond living memory.
Year 3	Use BC/AD; sequence longer periods; place prehistory and ancient civilisations in wider chronology.
Year 4	Locate Roman, Anglo-Saxon and Viking periods securely; connect periods in British chronology; recognise turning points such as 1066.
Year 5	Order more dates and events; recognise that societies such as Ancient Greece and Victorian Britain belong to distinct periods and may be compared across time.
Year 6	Apply secure British, European and world chronology; connect WWI and WWII; place the Benin Kingdom within the period studied in the MTP, alongside contemporaneous societies, and recognise that civilisations developed at the same time in different parts of the world.

Change and Continuity

Understanding what changes, what stays the same and why.

Stage	End-of-stage progression expectation
EYFS	Notice that people, homes, objects and experiences can be different now from the past.
Year 1	Identify simple changes and things that remain similar, e.g. toys and transport.
Year 2	Describe and explain changes across long periods, including farming, settlement and technology.
Year 3	Explain changes in Britain from the Stone Age to the Iron Age, including farming, settlement and technology. Identify similarities and differences between these periods, and explore continuity and change in Ancient Egyptian and Tudor society.
Year 4	Explain changes in Greek society, Victorian life and local development; identify trends and continuities.
Year 5	Explain how industrialisation changed work, transport, settlements and society; compare wartime change and continuity.
Year 6	Explain complex long-term developments, including changes in warfare, society and power; distinguish immediate change from lasting legacy.

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Cause and Consequence

Explaining why events happened and what happened as a result.

Stage	End-of-stage progression expectation
EYFS	Talk about simple reasons why familiar things happened.
Year 1	Identify straightforward causes and consequences, e.g. why the Great Fire spread and what changed afterwards.
Year 2	Explain causes and consequences of developments such as farming, settlement, invasion and decisions made by Tudor monarchs.
Year 3	Examine short- and long-term causes and consequences of Roman invasion, Viking raids/settlement and changes in law.
Year 4	Explain how political, social and economic factors influenced Ancient Greek and Victorian life. Investigate how the local area changed over time, including transport and railway development, population change and urbanisation.
Year 5	Explain interacting causes and consequences, including industrialisation, migration and the effects of national developments on a locality.
Year 6	Distinguish long-term causes, triggers and consequences; explain how political, economic, ideological, social and technological factors interacted in the World Wars and Benin's development.

Similarity and Difference

Comparing people, groups, societies and experiences.

Stage	End-of-stage progression expectation
EYFS	Compare familiar people, family experiences and objects.
Year 1	Compare past and present toys, transport and the lives/achievements of significant individuals.
Year 2	Compare life in prehistoric periods; compare roles, beliefs and experiences in Ancient Egypt and Tudor society.
Year 3	Compare Roman and Celtic life; compare Anglo-Saxon and Viking societies; compare experiences of people under different laws and punishments.
Year 4	Compare Athens and Sparta; compare rich and poor, adults and children in Victorian society; compare local experiences.
Year 5	Compare experiences of people and groups across periods and societies; consider different wartime roles and experiences.
Year 6	Make nuanced comparisons between societies, groups and perspectives; compare wartime experiences and Benin with previously studied civilisations.

Historical Significance

Understanding why people, events and developments matter and are remembered.

Stage	End-of-stage progression expectation
EYFS	Recognise important people in own lives and community.
Year 1	Explain why the Gunpowder Plot, Great Fire and explorers are remembered.
Year 2	Identify the impact of significant developments, rulers and individuals, including Stonehenge, Egyptian pharaohs and Tudor monarchs.
Year 3	Explain the significance of Roman legacy, Boudicca, Alfred and 1066; identify important changes in law and punishment.
Year 4	Evaluate the influence of Ancient Greek achievements, Queen Victoria and local developments.
Year 5	Explain the impact and legacy of industrialisation, railway and transport development, population change and urbanisation, including how these developments changed the local area.
Year 6	Make supported judgements about turning points, controversial decisions and legacies, including the Treaty of Versailles, Battle of Britain, atomic bombs and Benin art.

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Enquiry and Historical Questions

Asking questions and planning investigations into the past.

Stage	End-of-stage progression expectation
EYFS	Ask questions about family, familiar people, stories and objects.
Year 1	Ask and answer simple questions about toys, the Gunpowder Plot and explorers.
Year 2	Develop questions about how people lived, why things changed and what evidence can tell us.
Year 3	Investigate questions about invasion, settlement, power, law and punishment; begin to plan a focused enquiry.
Year 4	Construct focused enquiries into Ancient Greek society, Victorian life and the development of the local area. Select and use relevant local evidence, including historical maps, photographs, census records, documents, buildings and archives where available.
Year 5	Develop focused enquiries and use evidence to explain social, political and economic developments.
Year 6	Independently frame and refine historical questions; pursue complex enquiries and reach substantiated conclusions.

Evidence and Sources

Using objects, images, documents, buildings, archaeology and testimony to find out about the past.

Stage	End-of-stage progression expectation
EYFS	Use stories, photographs, family experiences and familiar objects as early evidence.
Year 1	Observe and handle objects; use photographs, pictures, diaries and simple written information.
Year 2	Use archaeological evidence, artefacts, monuments, written evidence and accounts; recognise that sources provide clues.
Year 3	Use artefacts, buildings, maps and written accounts; compare sources and begin to question reliability and usefulness.
Year 4	Select relevant primary and secondary sources, including Greek artefacts and pottery, Victorian photographs and documents, and local maps, census records, railway evidence, buildings and archives.
Year 5	Analyse and compare local and national sources; recognise primary/secondary evidence and select evidence relevant to an enquiry.
Year 6	Independently select, analyse and evaluate diverse sources, including letters, propaganda, statistics, oral traditions, archaeology and artworks. Consider provenance, purpose, audience and limitations.

Interpretation and Perspective

Recognising that people may describe and interpret the past differently.

Stage	End-of-stage progression expectation
EYFS	Listen to stories about the past and talk about what people might have experienced.
Year 1	Recognise that photographs, pictures and accounts show aspects of the past; notice that people may have different experiences.
Year 2	Recognise that evidence can provide different answers; compare accounts of people, beliefs and events.
Year 3	Consider different perspectives within Roman Britain and the Viking and Anglo-Saxon periods; investigate how accounts may differ and begin to question the reliability and usefulness of sources.
Year 4	Recognise that sources and representations can present different experiences of Greek and Victorian life; consider whose voices are included.
Year 5	Compare representations of local and national history; explain how viewpoint and available evidence shape accounts.
Year 6	Compare and evaluate interpretations; explain how purpose, audience, perspective, context and hindsight shape accounts of the World Wars and the Benin Kingdom.

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Vocabulary, Communication and Historical Knowledge

Building precise historical language and communicating connected knowledge.

Stage	End-of-stage progression expectation
EYFS	Use words such as past, present, old, new, family, then and now.
Year 1	Use vocabulary such as Victorian, plot, Parliament, explorer, expedition, transport and monarch; talk, draw and write findings.
Year 2	Use terms such as prehistoric, civilisation, pharaoh, hieroglyphics, Tudor, dynasty and reign; communicate explanations in sequence.
Year 3	Use terms such as prehistoric, Bronze Age, Iron Age, civilisation, pharaoh, hieroglyphics, dynasty and reign; construct informed explanations about prehistory, Ancient Egypt and the Tudors.
Year 4	Use terms such as empire, conquest, legion, settlement, Danelaw, kingdom, law, justice and punishment; construct detailed explanations about Roman Britain, the Anglo-Saxons, Vikings and changing justice systems.
Year 5	Use precise vocabulary to discuss social class, industry, migration, empire and local change; debate and explain using evidence.
Year 6	Use precise and subject-specific vocabulary to construct balanced, coherent, evidence-based arguments and judgements.

5. Chronological spine – key periods and connections

Approximate date/period	Year	Unit/focus	Chronological significance
Personal chronology / living memory	EYFS; Years 1–2	Past and Present; Toys; Travel and Transport; significant individuals	Begins with familiar personal experience and moves towards dated events and technological change.
Prehistory – Stone Age to Iron Age	Year 3	Stone Age to Iron Age	Introduces long-period British chronology, BC/AD, migration, farming, settlement and technological change.
c. 3100 BC onwards	Year 3	Ancient Egypt	Early civilisation studied alongside British prehistory; introduces comparison of contemporaneous societies.
c. 8th–11th centuries	Year 2 / Year 4	Viking transport; Vikings & Anglo-Saxons	Connects travel, trade, migration, settlement and the struggle for the Kingdom of England.
1066 onwards	Year 2 / Year 3 / Year 4	Kings and Queens; Tudors; Crime and Punishment	Develops monarchy, succession, religion, power, law and continuity/change.
1485–1603	Year 3	Tudors	A named British period; develops understanding of monarchy, religion, society and exploration.
1605	Year 1	The Gunpowder Plot	A significant national event beyond living memory; links religion, power, government and commemoration.
1666	Year 2	The Great Fire of London	A significant national event; develops dated chronology, cause/consequence and urban change.
1837–1901	Year 5	Victorians	Industrialisation, empire, social change and technology; connects to local history.
Ancient Greece	Year 5	Ancient Greeks	Places Greek city-states, democracy, beliefs and achievements in wider ancient chronology.
Benin Kingdom – period studied in the Year 6 MTP	Year 6	Benin	A non-European society; pupils place the Benin Kingdom within the period specified in the MTP and compare it with societies developing at the same time.
1914–1918	Year 6	World War I	Develops complex causation, conflict, empire and international relations.
1939–1945	Year 6	World War II	Builds directly on WWI, especially the Treaty of Versailles and its consequences.

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6. Historical enquiry and evidence progression

Stage	Enquiry focus	Examples of evidence from the current curriculum	Expected independence
EYFS	Talk about own experiences; ask questions about familiar people and objects.	Stories, family photographs, familiar objects and first-hand experiences.	Adult-supported talk; describe what is seen or remembered.
Year 1	Ask simple questions about toys, events and significant people.	Objects, photographs, pictures and simple written sources.	Observe, describe, sort and answer questions using clues.
Year 2	Ask focused questions about events, transport and monarchs.	Pepys' diary, pictures, maps, artefacts and written information.	Compare sources and recognise that sources may provide different types of information.
Year 3	Investigate how people lived and how historians know about the past.	Archaeological evidence, artefacts, monuments, written evidence and accounts.	Use evidence to make inferences; compare accounts and recognise limits.
Year 4	Investigate invasion, settlement, power, law and punishment.	Maps, buildings, artefacts, written accounts and primary/secondary sources.	Compare sources; begin to question reliability, usefulness and perspective.
Year 5	Construct own enquiries into societies, social change and local history.	Pottery, photographs, maps, census records, documents, buildings and archives.	Select relevant evidence, distinguish primary/secondary sources and support conclusions.
Year 6	Independently frame, refine and pursue complex historical enquiries.	Letters, photographs, propaganda, speeches, statistics, oral traditions, archaeology, artworks and museum evidence.	Evaluate provenance, purpose, audience, perspective, context and limitations; compare interpretations and construct substantiated arguments.

7. Substantive concepts – how big historical ideas develop

Concept	EYFS	KS1 (Y1–2)	Lower KS2 (Y3–4)	Upper KS2 (Y5–6)
Chronology	Own past and present.	Before/after; simple sequence and dates.	BC/AD; longer periods; British sequence and turning points.	Contemporaneous societies; secure British/world chronology; connected periods.
Power, monarchy and government	Roles in family/community.	Kings, queens, Parliament and power.	Roman emperors; Anglo-Saxon/Viking kings; Tudor monarchy; law.	Empire, democracy, dictatorship, international power and local development.
Religion and belief	Family and community traditions; familiar celebrations/stories.	Religion and belief as factors in significant events and people's lives.	Ancient Egyptian beliefs; Tudor religious change; Roman and Anglo-Saxon beliefs.	Ideology, religious and political power; beliefs and society across different civilisations.
Conflict and law	Stories of events and simple disagreements.	Gunpowder Plot; Great Fire as event and consequence.	Roman invasion; Boudicca; Viking conflict; crime and punishment.	World Wars; nationalism, alliances, dictatorship, ideology and consequences.
Society and inequality	Family/community roles and experiences.	Different lives in the past and present.	Different groups in Roman, Viking and Tudor societies.	Victorian class and inequality; wartime experiences; Benin society.
Technology and innovation	Past/present objects and ways of doing things.	Toys, transport, inventions and exploration.	Prehistoric tools and metalworking; Roman roads and buildings.	Industrialisation; wartime technology; Benin art and craftsmanship.
Trade, migration and settlement	Family/community and movement between places.	Viking transport and simple changes in travel.	Prehistoric migration/settlement; Roman and Viking settlement.	Industrial/local migration and railways; empire and trade; Benin trade networks.
Evidence and interpretation	Stories, photographs and familiar objects.	Objects, pictures, diaries and simple written sources.	Archaeology, artefacts, monuments, buildings and written accounts.	Independent evaluation of oral, written, visual, material and statistical evidence.

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8. End-of-year 'ready for next stage' checkpoints

Transition	Pupils should be able to…
EYFS → Year 1	Talk about own past and present; describe familiar changes; use stories, photographs and objects to discuss what happened before.
Year 1 → Year 2	Sequence simple events; use past/present vocabulary; identify basic similarities and differences; explain why a significant event or person is remembered; use pictures and objects as clues.
Year 2 → Year 3	Use dates and simple timelines; explain straightforward causes and consequences; compare people and developments over time; use a range of sources, including diaries and maps.
Year 3 → Year 4	Use BC/AD and sequence longer periods; explain change and continuity; compare societies; use artefacts, archaeology and written evidence to support an explanation.
Year 4 → Year 5	Place British periods securely; explain short- and long-term causes; compare societies and experiences; identify turning points; begin to question source reliability and perspective.
Year 5 → Year 6	Recognise contemporaneous societies; explain significant social, political and economic change; select relevant evidence; construct detailed explanations and reasoned judgements.
Year 6 → KS3	Apply secure chronology across British, European and world history; explain complex causation and change; evaluate significance and interpretations; independently use evidence to construct coherent, balanced arguments.

9. Unit contribution matrix

✓ = major contribution; • = supporting contribution. This is a curriculum mapping tool, not a requirement that every unit teaches every strand.

Unit	Chron.	Change	Cause	Compare	Signif.	Enquiry	Evidence	Interp.	Vocab.
EYFS Past and Present	✓	✓	•	✓	•	✓	✓	•	✓
Y1 Toys	✓	✓	•	✓	•	✓	✓	•	✓
Y1 Gunpowder Plot	✓	•	✓	✓	✓	✓	✓	•	✓
Y1 Significant Explorers	✓	✓	•	✓	✓	✓	✓	•	✓
Y2 Great Fire of London	✓	✓	✓	✓	✓	✓	✓	•	✓
Y2 Travel and Transport	✓	✓	✓	✓	✓	✓	✓	•	✓
Y2 Kings and Queens	✓	✓	✓	✓	✓	✓	✓	•	✓
Y3 Stone Age to Iron Age	✓	✓	✓	✓	✓	✓	✓	•	✓
Y3 Ancient Egypt	✓	✓	•	✓	✓	✓	✓	✓	✓
Y3 Tudors	✓	✓	✓	✓	✓	✓	✓	•	✓
Y4 Romans	✓	✓	✓	✓	✓	✓	✓	✓	✓
Y4 Vikings & Anglo-Saxons	✓	✓	✓	✓	✓	✓	✓	✓	✓
Y4 Crime & Punishment Through Time	✓	✓	✓	✓	✓	✓	✓	✓	✓
Y5 Ancient Greeks	✓	✓	✓	✓	✓	✓	✓	✓	✓
Y5 Victorians	✓	✓	✓	✓	✓	✓	✓	✓	✓
Y5 Local History	✓	✓	✓	✓	✓	✓	✓	✓	✓
Y6 World War I	✓	✓	✓	✓	✓	✓	✓	✓	✓
Y6 World War II	✓	✓	✓	✓	✓	✓	✓	✓	✓
Y6 Benin	✓	✓	✓	✓	✓	✓	✓	✓	✓

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10. Assessment model – what progression should look like

Assessment dimension	What progression should look like	Possible evidence
Chronological knowledge	Can pupils sequence, date and connect events/periods?	Timelines, retrieval questions, verbal explanations and links to prior units.
Substantive knowledge	Can pupils remember and explain the key people, events, developments and concepts in the unit?	Low-stakes quizzes, knowledge organisers, explanations and end-of-unit tasks.
Causal reasoning and change	Can pupils explain why something happened, what changed and what continued?	Cause/consequence chains, comparison paragraphs, timelines and structured discussion.
Evidence and interpretation	Can pupils use relevant evidence and recognise limitations or differing accounts?	Source analysis, inference tasks, enquiry outcomes and evidence-supported conclusions.
Historical communication	Can pupils communicate clearly using accurate historical vocabulary?	Oral explanations, written narratives, debates, presentations and extended responses.

11. Subject-leader implementation priorities

Priority	Action
Use the map as the curriculum spine	Refer to it when reviewing year-group MTPs, lesson sequences and assessment so that units contribute to the intended whole-school progression.
Check chronology is visible	Ensure timelines and references to previous/future periods are used consistently, especially where units revisit monarchs, conflict, law and society.
Make disciplinary knowledge explicit	Plan regular opportunities for pupils to practise chronology, causation, change/continuity, comparison, significance, enquiry, evidence and interpretation through the substantive unit content.
Strengthen evidence use	Ensure pupils encounter the sources identified in the MTPs and are taught how to use them, not simply shown them.
Revisit vocabulary and sticky knowledge	Identify essential vocabulary and knowledge in each unit; revisit these through retrieval and discussion.
Monitor progression collaboratively	Use pupil voice, book looks, planning discussions and assessment evidence to identify what pupils know, remember and can do as historians.
Review coverage and coherence annually	Check that the unit sequence and National Curriculum coverage remain aligned across the overview, MTPs and taught curriculum.