



St Mark's Primary School – History Progression Map

EYFS Foundation for History

- Begin to understand the concept of time through daily routines and stories.
- Talk about events in their own lives and in their families.
- Use vocabulary such as yesterday, today, tomorrow, old, new, past and present.
- Explore similarities and differences between past and present through familiar experiences (e.g. toys, homes, transport).

Key Stage 1 (Years 1-2)

Overall Focus: Developing a sense of time, exploring change, and recognising significant people and events.

Year Group	Enquiry Topics	Substantive Knowledge	Disciplinary Knowledge	Key Concepts
Year 1	<ul style="list-style-type: none"> • What was life like in the past? • What were toys like in the past? • Why are we called the Potteries? 	<ul style="list-style-type: none"> • Changes within living memory (homes, schools, play). • Local history of the Potteries and its importance to the community. 	<ul style="list-style-type: none"> • Use simple sources (photos, objects) to ask and answer questions. • Sequence events in simple timelines. • Compare past and present. 	Continuity & Change, Similarity & Difference, Historical Significance
Year 2	<ul style="list-style-type: none"> • Why do we remember the Great Fire of London? • Who was responsible for the Titanic sinking? • Who were the famous explorers? 	<ul style="list-style-type: none"> • National events beyond living memory. • Significant individuals (Samuel Pepys, Christopher Columbus, Neil Armstrong) • Early modern history and key inventions. 	<ul style="list-style-type: none"> • Use a range of evidence to describe events. • Recognise different viewpoints. • Begin to explain cause and consequence. 	Cause & Consequence, Evidence & Interpretation, Chronological Understanding

Lower Key Stage 2 (Years 3-4)

Year Group	Enquiry Topics	Substantive Knowledge	Disciplinary Knowledge	Key Concepts
Year 3	<ul style="list-style-type: none"> • Who were the Early Britons? • What was life like in Roman Britain? • Were the Vikings always vicious and victorious? 	<ul style="list-style-type: none"> • Prehistoric Britain: Stone Age to Iron Age. • The Roman Empire and its impact on Britain. • Viking society and culture, Viking expansion and exploration and historical interpretation. 	<ul style="list-style-type: none"> • Use artefacts and sources to infer information about the past. • Sequence periods and identify key changes over time. • Ask historically valid questions. 	Continuity & Change, Cause & Consequence, Evidence
Year 4	<ul style="list-style-type: none"> • Were the Egyptians really gruesome? • What was life like in Tudor England? • What was life like in Victorian Britain? 	<ul style="list-style-type: none"> • Ancient Egypt: beliefs, daily life, and achievements. • Changes in monarchy, society, and industry. • The Industrial Revolution, Empire and Global Power and social structure and daily life. 	<ul style="list-style-type: none"> • Evaluate sources for reliability. • Explain different interpretations of historical events. • Use evidence to support arguments. 	Interpretation, Similarity & Difference, Historical Significance

Upper Key Stage 2 (Years 5-6)

Year Group	Enquiry Topics	Substantive Knowledge	Disciplinary Knowledge	Key Concepts
Year 5	<ul style="list-style-type: none"> • What was life like in Anglo-Saxon Britain? • What was life like in Ancient Greece? • What was life like in Medieval England? 	<ul style="list-style-type: none"> • Britain before 1066 and early kingdoms. • Impact of Empire, technology and reform. • Early medieval invasions and settlement. 	<ul style="list-style-type: none"> • Analyse cause and consequence in depth. • Use multiple sources to compare interpretations. • Understand social, cultural and political contexts. 	Cause & Consequence, Continuity & Change, Significance
Year 6	<ul style="list-style-type: none"> • What happened in World War II? • What was life like in post-war Britain? • What was life like in the Mayan civilisation? 	<ul style="list-style-type: none"> • Classical and non-European civilisations. • Conflict, democracy and empire. • Modern history and its impact on today's world. 	<ul style="list-style-type: none"> • Draw evidence from various materials. • Develop balanced arguments using evidence. • Understand the concept of historical interpretation and legacy. 	Chronology, Interpretation, Evidence & Enquiry, Significance

Progression of Historical Skills and Concepts

This table shows how key historical concepts and enquiry skills develop progressively from Key Stage 1 through to Upper Key Stage 2.

Concept	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Chronology	Order simple events and use everyday time terms.	Sequence key periods and recognise overlaps.	Develop a secure sense of chronological framework and place civilisations in global context.
Cause & Consequence	Recognise simple reasons for events.	Explain causes and effects using evidence.	Analyse and evaluate multiple causes and their significance.
Continuity & Change	Identify things that change and stay the same.	Describe patterns of change over time.	Evaluate long-term impacts and trends across eras.
Similarity & Difference	Compare life now and then.	Compare different societies and periods.	Analyse diversity within societies and draw balanced comparisons.
Evidence	Use stories and objects as evidence.	Use artefacts, documents, and visual sources critically.	Evaluate reliability, bias, and interpretation of evidence.
Significance	Recognise important events and people.	Explain why certain events are significant.	Evaluate significance from different perspectives.