History Progression Document 2026-2027

Strand	Reception (ELG: past and present)	Y1	Y2	Y3	Y4	Y5	Y6
Historical enquiry	Know that photos from their own past and stories answer questions about the past	Know that written sources e.g. a diary, pictures, photos and artefacts tell us about the past	Use written sources, pictures, photos and artefacts to answer given questions about the past Construct hypothetical open-ended questions for significant people e.g. how did Mary Seacole feel after the war?	Know that historical sites and archaeological digs have informed us about the past (e.g. coins, ancient settlements and hieroglyphics) Construct open-ended questions about the past using stem sentences	Use the evidence from historical sites and archaeological digs to answer given questions about the past Know that different sources of evidence can answer different questions about the past Construct own open-ended questions about the past that can be answered using internet searches	Explain how some sources of evidence are more reliable than others, e.g. a preserved artefact compared to a ruined landmark	Choose the most reliable sources of evidence from a given selection to answer given questions about the past Know that there are primary and secondary sources of evidence Compare two contrasting arguments about the past explaining how and why interpretations differ

Rationale: This progression develops pupils' historical enquiry from using simple sources to answer questions about the past to evaluating evidence and interpretations. Pupils learn that different sources provide different information, ask increasingly independent historical questions and use evidence to draw conclusions. By Year 6, they distinguish between primary and secondary sources, assess reliability and explain why interpretations of the past may differ. This sequence develops increasingly critical and independent historians who understand how historical knowledge is constructed from evidence.							
Chronology	Use everyday time related language: • Past • Present	Use time related language: • Long ago • In the past • Then/now • Old/new • Before/ after	Sequence significant events, e.g. the days of the Great Fire of London, in chronological order Recall significant dates (Great Fire of London and Gunpowder Plot)	Place significant dates on a blank timeline in chronological order (in relation to present day)	Place significant dates on a given structured timeline (for example, with time intervals of 500 years) Recall significant dates (Stone Age – Iron Age, Ancient Egyptian era, Roman Britain era and Anglo-Saxon – Viking era)	Place significant dates on a given structured timeline (with time intervals of 1,000 years)	Recall significant dates (Ancient Greek era, Maya era and the Suffragette Movement) Know that dates are either BC/BCE or AD/CE
Rationale: Chronological understanding is deliberately sequenced from pupils' understanding of their own past and the language of time to the secure placement of periods and civilisations within a wider historical framework. Pupils first learn to distinguish between past and present, then use increasingly precise temporal vocabulary before sequencing events and placing them on timelines. As pupils move through Key Stage 2, they develop an understanding of duration, interval, overlap and historical scale through the use of structured timelines and the recall of significant dates from studied periods. By Year 6, pupils understand the distinction between BC/BCE and AD/CE and can locate major periods of British and world history within a coherent chronological framework. This progression supports pupils in making connections between units, recognising patterns of continuity and change over time, and developing the secure chronological knowledge that underpins historical enquiry.							

Characteristics of a person, event or era from history (including continuity and change, cause and consequence, similarities and differences, significance and links to our local history)	Know about events/experiences in their own lives and the lives of the people around them from the past and in the present	Know what significant events happened in the past: • Toys over time • The Gunpowder Plot • The Great Fire of London	Use knowledge of: • Toys over time • The Gunpowder Plot • The Great Fire of London • Guy Fawkes • Mary Seacole to explain reasons for events and changes	Know some significant periods of history in Britain and in the wider world: • Ancient Egypt Stone Age to Iron Age • Roman Britain • Anglo-Saxon and Vikings	Use knowledge of: • Ancient Egypt • Stone Age to Iron Age • Roman Britain • Britain's settlement by Anglo-Saxons, Scots and Vikings to explain reasons for events and changes	Know some significant periods of history in Britain and in the wider world: • Ancient Greece • Maya civilisation • The Suffragette Movement (focus on women from our local history, e.g. Alice Bacon)	Use knowledge of: • Ancient Greece • Maya civilisation • The Suffragette Movement to explain reasons for events and changes and make comparisons Analyse different reasons and interpretations for events and changes

	Know that some significant people from the past and in the present are kings and queens	Know who significant people from the past are: • Guy Fawkes (born in our local area) • Mary Seacole					
Rationale: This progression develops pupils' understanding of significant people, events, periods and civilisations from their own experiences to the wider world. Pupils begin by recognising differences between past and present before learning about key historical figures and events. As their knowledge grows, they use it to explain causes, consequences, change and significance across a range of historical contexts. By Year 6, pupils compare civilisations, evaluate interpretations and analyse historical change. This cumulative sequence ensures that substantive knowledge and disciplinary thinking develop together, supporting a coherent understanding of Britain's past and the wider world.							

Monarchy	Know what kings and queens are	Know the names of significant monarchs from the past, e.g. James I and King Charles II were British monarchs during significant events in Britain	Know how monarchs have an impact on society/ people's lives, e.g. the role King James I had during the Gunpowder Plot	Know the differences between monarchs and other rulers from the past, e.g. the Romans were ruled by Emperors e.g. Emperor Claudius	Know that monarchs from the past have had an impact on Britain today, e.g. King Alfred the Great's legacy	Know that monarchs have had an impact on our local area in the past, e.g. know that King George V had an influence on the Suffragette Movement Know the differences between monarchs and other rulers from the past, e.g. know that Ancient Greece was the first democracy	Compare different versions of monarchy throughout history
Rationale: Monarchy is sequenced from pupils recognising kings and queens as significant figures to understanding how monarchs have influenced people, events, Britain and the wider world. Pupils build knowledge of important rulers before exploring their impact, comparing monarchies with other forms of leadership and considering historical legacy. By Year 6, pupils evaluate and compare different forms of monarchy across time. This progression helps pupils understand power, leadership and governance within different historical contexts whilst supporting a coherent, knowledge-rich understanding of change, significance and historical influence over time.							

Invasion/ Empire				Know what an empire is Know that the Romans, Angles, Saxons, Vikings, Picts and Scots were invaders Know the reasons why the Romans, Angles, Saxons, Vikings, Picts and Scots invaded Britain	Know why the Roman Empire was so successful Know how our lives today have been influenced by the Romans	Compare the Maya and Greek Empires	Know why the Greek Empire was so successful (Battle of Marathon) to compare to the Roman Empire
Rationale: This progression develops pupils' understanding of invasion and empire from knowing what an empire is and why groups invaded Britain to analysing why empires were successful and comparing different civilisations. Pupils first explore the motives and impact of invasions before examining the successes and legacies of the Roman Empire. They then compare the Maya and Greek Empires and evaluate the factors that contributed to imperial success. This sequence helps pupils understand power, expansion, influence and legacy across different historical contexts, supporting a coherent understanding of change, significance and historical comparison within Britain and the wider world.							
Civilisation/ settlements	Know similarities and differences between things in the past and now, e.g. different types	Know what a settlement is Know that London has been a large settlement in	Know how the layout of London contributed to the Great Fire	Know how settlements changed from the Stone Age to Iron Age and why		The layout of Ancient Greek cities and Maya cities	Explain the legacies of the Ancient Greeks (cities and architecture)

	of homes from past and present day	England for a long time		Know how the Romans changed Celtic settlements Know that the Romans, Anglo-Saxons, Vikings, Picts and Scots settled in Britain		Compare Maya and Greek cities How Maya settlements changed over time	
				Know what a civilisation is	Know why the Nile was so important to Ancient Egyptians	There was a hierarchy system in Ancient Greece There was a hierarchy system in Maya civilisation	Know the reasons for the growth and decline of the Maya civilisation
Rationale: This progression develops pupils' understanding of settlements and civilisations from recognising how people lived in the past to explaining how settlements, societies and civilisations changed over time. Pupils build knowledge of settlements, migration and the development of communities before exploring how the Romans, Ancient Egyptians, Ancient Greeks and Maya shaped their societies. As their understanding deepens, they compare different civilisations, examine social structures and analyse the factors that contributed to growth, change and decline. This sequence helps pupils understand how people organised themselves, adapted to their environments and left lasting legacies, supporting a coherent understanding of continuity, change and historical significance across Britain and the wider world.							

Religion	Know that kings and queens are crowned in a church		The Gunpowder Plot happened because of a disagreement about religions	Religion was an important aspect of Stone Age to Iron Age and Anglo-Saxon life (Stonehenge and Sutton Hoo)	There are different explanations for Stonehenge The main religion in Britain changed over time Ancient Egyptians believed in many gods and the afterlife	Ancient Greeks believed in many gods and myths The Mayas believed in many gods	
Rationale: This progression develops pupils' understanding of the role of religion in shaping societies, beliefs and historical events. Pupils begin by recognising links between monarchy and religion before exploring how religious beliefs influenced significant events, daily life and different civilisations. As their knowledge grows, they examine changing religious beliefs over time, consider different interpretations of historical evidence and compare belief systems across cultures. This sequence helps pupils understand the influence of religion on people, societies and historical change, supporting a coherent understanding of continuity, significance and diversity within Britain and the wider world.							
Equality/ women throughout history	Women and men can be kings and queens	Queen Victoria was a queen of England	Mary Seacole was treated differently because of the colour of her skin	Women and men were pharaohs Queen Boudicca was the queen of the Iceni tribe and a rebel	Hilda of Whitby was an important female figure	Women and men were Maya leaders	The Suffragettes fought for women's rights

Rationale: This progression develops pupils' understanding of equality and the role of women throughout history by exploring significant individuals and changing attitudes across different periods and civilisations. Pupils learn about influential women and female rulers, consider how people were treated differently because of characteristics such as gender or race, and examine the contributions of women in a range of historical contexts. By Year 6, pupils understand how campaigns such as the Suffragette Movement challenged inequality and secured greater rights. This sequence helps pupils understand change, significance and representation over time, whilst developing a coherent understanding of how individuals and groups have shaped society.