



History – progression map



EYFS

Three and Four-Year-Olds	Understanding the World	• Begin to make sense of their own life-story and family's history.	
Reception	Understanding the World	• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.	
ELG	Understanding the World	Past and Present	• Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

<u>Key Stage One National Curriculum Endpoints</u>	<u>Key Stage Two National Curriculum Endpoints</u>			
	Y3	Y4	Y5	Y6
• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell) • significant historical events, people and places in their own locality	• Ancient Greece – a study of Greek life and achievements and their influence on the western world • a local history study	• the Roman Empire and its impact on Britain • changes in Britain from the Stone Age to the Iron Age • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study	• Britain's settlement by Anglo-Saxons and Scots • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066