

History Progression Map of Skills					
Topic	Key Content	Key Concept	KS1	LKS2	UKS2
Bang! Crash! Boom!	In this World War II topic, children explore the experiences of people during the Blitz and on the frontline. Across Key Stage 1, pupils learn about daily life during wartime, including air raids, rationing, and how communities helped one another. In Key Stage 2, learning deepens to include the perspectives of soldiers and civilians, examining personal stories, letters, and diaries to understand resilience and courage. Pupils develop historical enquiry skills, comparing experiences at home and abroad, and reflecting on the impact of war on families and society. Across both key stages, the children will look at how the local area was affected by WW2.	Investigate and interpret the past	Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artifacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented.	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.	Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past.
		Build an overview of world history	Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.	Describe changes that have happened in the locality of the school throughout history. Compare some of the times studied with those of other areas of interest around the world. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Identify continuity and change in the history of the locality of the school. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

		Understand Chronology	Place events and artifacts in order on a timeline. Label timelines with words or phrases such as past, present, older and newer.	Place events, artefacts and historical figures on a timeline using dates.  Use dates and terms to describe events.	Describe the main changes in a period of history Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.
		Communicate Historically	Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past.</li> </ul>
<b>Topic</b>	<b>Key Content</b>	<b>Key Concept</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
Prehistoric	In this topic, children explore life in prehistoric times. In Key Stage 1, pupils focus on dinosaurs, learning about different species, their habitats, and how scientists discover	Investigate and interpret the past	Observe or handle evidence to ask questions and find answers to questions about the past. Use artifacts, pictures, stories, online sources and databases to find out about the past.	Use evidence to ask questions and find answers to questions about the past.  Use more than one source of evidence for historical enquiry to gain a	Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past.

evidence from fossils. In Key Stage 2, learning extends to early humans, the Stone Age, and the Ice Age, exploring how people lived, survived, and adapted to changing environments. Pupils develop skills in chronological understanding, comparing past and present, and using evidence to ask and answer historical questions.			more accurate understanding of history.	Understand that no single source of evidence gives the full answer to questions about the past.
	Build an overview of world history	Describe historical events.	Give a broad overview of life in Britain from ancient until medieval times. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
	Understand Chronology	Label timelines with words or phrases such as: past, present, older and newer.	Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline.	Describe the main changes in a period of history Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.
	Communicate Historically	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past.</li> </ul>

Topic	Key Content	Key Concept	KS1	LKS2	UKS2
Paddington	In this topic, children use Paddington Bear's adventures as a stimulus to explore the history of London. In Key Stage 1, pupils focus on the Great Fire of London, learning about its causes, effects, and how the city changed as a result. They develop an understanding of chronology and historical enquiry through stories and simple timelines. In Key Stage 2, learning extends to key historical sites such as the Tower of London and Tower Bridge, investigating their history, purpose, and significance.	Investigate and interpret the past	Observe or handle evidence to ask questions and find answers to questions about the past. Use artifacts, pictures, stories, online sources and databases to find out about the past.	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use evidence to ask questions and find answers to questions about the past. Suggest causes and consequences of some of the main events and changes in history.	Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Understand that no single source of evidence gives the full answer to questions about the past.
		Build an overview of world history	Describe historical events.	Give a broad overview of life in Britain from ancient until medieval times. Describe the social, ethnic, cultural or religious diversity of past society.	Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Describe the social, ethnic, cultural or religious diversity of past society.
		Understand Chronology	Label timelines with words or phrases such as: past, present, older and newer.	Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events.	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.
		Communicate Historically	Use words and phrases such as: a long time ago, recently, when my parents/carers were children,	• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> </ul>	• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> </ul>

			years, decades and centuries to describe the passing of time.	<ul style="list-style-type: none"> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> <ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> <ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past.</li> </ul>
Topic	Key Content	Key Concept	KS1	LKS2	UKS2
Disease	In this topic, children explore the history of disease and healthcare. In Key Stage 1, pupils study key nurses, including Mary Seacole, Florence Nightingale, and Edith Cavell, learning about their contributions and comparing hospitals of the past with those of today. They develop an understanding of change over time and the impact of individuals on society. In Key Stage 2, learning extends to Tudor and Victorian treatments of illness, exploring how people cared for the sick. Pupils examine the work of Louis Pasteur, Edward Jenner, and Joseph Lister,	Investigate and interpret the past	Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artifacts, pictures, stories, online sources and databases to find out about the past. Use artifacts, pictures, stories, online sources and databases to find out about the past.	Use evidence to ask questions and find answers to questions about the past. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.	Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence to justify claims about the past.
		Build an overview of world history	Describe significant people from the past.	Give a broad overview of life in Britain from ancient until medieval times. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society.

	understanding how their discoveries transformed medical practices and continue to influence healthcare today.				Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
		Understand Chronology	Place events and artifacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives.	Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline.	Describe the main changes in a period of history Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.
		Communicate Historically	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past.</li> </ul>
<b>Topic</b>	<b>Key Content</b>	<b>Key Concept</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
Robots	In this topic, children explore the history of technology through the theme of robots. In Key Stage 1, pupils focus on	Investigate and interpret the past	Ask questions such as: What was it like for people? What happened? Use artifacts, pictures, stories, online sources and databases to find out about the past.	Use evidence to ask questions and find answers to questions about the past. Describe different accounts of a historical event, explaining some of	Use sources of evidence to deduce information about the past. Seek out and analyse a wide range of evidence to justify claims about the past.

<p>how technology has developed and progressed in the home, learning about everyday inventions and how they have changed daily life over time. In Key Stage 2, learning extends to key historical inventors and their contributions, examining how these innovations have shaped society. Pupils also explore modern technology, considering its impact on the world today. Across both key stages, children develop historical enquiry skills, understanding change over time, and reflecting on how human creativity and invention continue to transform lives.</p>			<p>the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Understand that no single source of evidence gives the full answer to questions about the past.</p>
	Build an overview of world history	Describe significant people from the past.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
	Understand Chronology	<p>Label timelines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives.</p>	<p>Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately in describing events.</p>
	Communicate Historically	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	<p>• Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul>	<p>• Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> </ul>

					<ul style="list-style-type: none"> <li>• legacy.</li> <li>• Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past.</li> </ul>
Topic	Key Content	Key Concept	KS1	LKS2	UKS2
Explorers	<p>In this topic, children explore the lives and achievements of famous explorers and the impact of their discoveries. In Key Stage 1, pupils begin with Amelia Earhart, learning about her pioneering flights and courage, and Ernest Shackleton, exploring his Antarctic expeditions and perseverance. In Key Stage 2, learning extends to historical explorers such as Christopher Columbus and Francis Drake, examining their voyages, discoveries, and the wider effects on the world. Across both key stages, children develop historical enquiry skills, understand chronology, and reflect on how exploration has shaped societies, encouraging curiosity, resilience, and a sense of</p>	Investigate and interpret the past	<p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artifacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence to justify claims about the past.</p>
		Build an overview of world history	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
		Understand Chronology	<p>Place events and artifacts in order on a timeline.</p>	<p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Use dates and terms to describe events.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Use dates and terms accurately in describing events.</p>

	adventure in the past and present.	Communicate Historically	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past.</li> </ul>
<b>Topic</b>	<b>Key Content</b>	<b>Key Concept</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
Outer Space	In this topic, children explore the history of space travel. In Key Stage 1, pupils learn about how rockets have developed over time and the significance of the first moon landing, understanding key events in chronological order. In Key Stage 2, learning extends to early astronomers and their discoveries, including understanding that the Earth is round, and the evolution of space travel throughout history. Pupils explore why	Investigate and interpret the past	<p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artifacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>
		Build an overview of world history	<p>Describe historical events.</p> <p>Describe significant people from the past.</p>	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

	advancements accelerated during the 1960s, considering technological, political, and social factors. Across both key stages, children develop historical enquiry skills, understand change over time, and reflect on human curiosity and achievement in exploring the cosmos.				
		Understand Chronology	Place events and artifacts in order on a timeline. Recount changes that have occurred in their own lives. Use dates where appropriate.	Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events.	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.
		Communicate Historically	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.  Show an understanding of the concept of nation and a nation's history.	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past.</li> </ul>
<b>Topic</b>	<b>Key Content</b>	<b>Key Concept</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
Mummies and Tombs	In this topic, children explore the history of Ancient Egypt. In Key Stage 1, pupils investigate key landmarks such as the pyramids and temples,	Investigate and interpret the past	Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago?	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries.	Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices.

<p>and learn about daily life, homes, and activities of people in Ancient Egypt. In Key Stage 2, learning extends to the social hierarchy, religious beliefs, and ideas about life after death, including mummification and burial practices. Across both key stages, pupils develop historical enquiry skills, understand chronology, and compare past and present.</p>		<p>Use artifacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past.</p>
	<p>Build an overview of world history</p>	<p>Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p>	<p>Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
	<p>Understand Chronology</p>	<p>Place events and artifacts in order on a timeline.</p>	<p>Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.</p>

		Communicate Historically	<p>Show an understanding of the concept of nation and a nation's history.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past.</li> </ul>