



# St Paul's C of E Primary School Progression Map



Subject: **History**

**Intent**  
History gives us an understanding of who we are and where we came from. By learning about the past, we can see trends and themes that can inform our choices and guide our steps in the future. Our aims are to inspire and enable our pupils to find out more about the past, in order that they understand current events and issues better, and feel a sense of where they stand within the world's history.

Autumn	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<b>All About Me</b> Name members of the family. Some awareness of personal timelines and other people's lives.	<b>Schools Now and Then</b> Schools and schooling have changed over time. St Paul's originates from 1868 and we can compare the old building with the new. Homelife was also different in the past.	<b>Great Fire of London</b> Homes, jobs and transport have changed over time. Artefacts show us how people lived in the past (1666). Fire started Pudding Lane and spread quickly. What did people do about it? Primary sources: first-hand accounts. London rebuilt, including Monument.	<b>Britain's History from the Ice Age to the Celts</b> What and when was the Ice Age? How did landscape change as world warmed up? What was life like in Mesolithic, Neolithic, Bronze Age and Iron Age?	<b>The Anglo Saxon Invasion</b> Who were Anglo Saxons? What were settlements like? How do we know they came to Herefordshire? How was society structured? What did Anglo Saxons believe and how did beliefs change over time? Key people and places: Sutton Hoo, Beowulf. King Ethelbert and Herefordshire.	<b>Life in Britain During World War 2.</b> When, how and why did War begin? What happened to children (evacuees)? What was the Blitz and how did people protect themselves? What was rationing and why was it needed? How did War affect everyday life? Women in the War: a local history. How did it end?	<b>Understanding Crime and Punishment Across the Ages</b> What was crime and punishment like in Roman Britain? What were the 12 tables? How has crime and punishment changed through the ages, with reference to: Anglo Saxons, Tudors, James 1, Georgian period. Why and when were prisons introduced?
Skills	Talk about immediate and more distant family members. Talk about things that happened in their own past and relate these to a concept of time: yesterday, long ago. Talk about events that have happened in other people's lives.	Examine sources of evidence, eg. Interviewing older generation about schools in the past; visiting buildings to compare; looking at books and photos.	Chronology: compare past and present London. Use sources of evidence to describe life in 1666; explain why some sources are helpful. Communication: sequence events of the fire, explain how London rebuilt, explain	Chronology: explain how Britain's landscape was different in the past with reference to historical periods. Communication: describe images seen in caves of Lascaux and draw conclusions about how people lived. Research to find	Chronology: explain where Anglo Saxons came from and why. Herefordshire's history: describe key features of an Anglo-Saxon settlement and identify Anglo-Saxon place names in my local area; describe local evidence supporting evidence of King Ethelbert.	Chronology: explain how WWI lead to the start of WWII? Use primary sources of evidence to evaluate the different experiences of evacuees and the lives of those who lived in Reception areas such as	Chronology: describe the earliest ideas about crime and punishment, and order events; explain how ideas about crime and punishment have changed over time; use sources of evidence to describe features of crime and punishment in different time periods.

			how the fire was commemorated.	out how and when Stonehenge constructed. Use sources of evidence to describe changes in technology in Mesolithic. Learn from history to explain how living in groups helped people in the Mesolithic, and how way people lived in past affected landscape	Communication: explain how Anglo-Saxon society was structured; describe conversion to Christianity. Use sources of evidence (written and artefacts) to draw conclusions.	Hereford, and describe and explain the purpose of artefacts associated with the Blitz. Communication: explain how artefacts such as ration books helped ensure fair access to limited supplies of food; research how war spread and how it ended. Learn from history to identify propaganda and its role in winning the war. Local history: how were women's roles changed by the events of the war, locally and nationally?	
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Spring	EYFS	Key Stage 1			Key Stage 2		
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<b>Castles, knights and dragons</b> Aware that long ago, lives were different: buildings were different, clothes were different and lifestyles were different.	<b>Toys Old and New</b> Describe toys now, from 20 years ago, Victorian toys and pre-Victorian.	<b>Shops then and now</b> Describe Hereford's past shopping experience, including prevalence and nature of specialist independent shops. How and why has food packaging changed? Shopping today: self-service supermarkets.	<b>The Roman Conquest of Britain</b> When did Romans come to Britain? What is an emperor / empire? Who was Boudicca and what happened to her? How did Roman army subdue British people? Explore Roman towns, road networks and	<b>The Viking Invasion of Britain</b> Monasteries: what, where located and what sort of jobs did people do there? Who were Vikings? Where from? Why were monasteries easy targets? What is a Viking longship? Trade routes and voyages made by Vikings. Who was Alfred the Great?	<b>Life - and Death – in Ancient Civilisations</b> The world's first cities: Mesopotamia and the fertile crescent. Where were the world's first civilisations? How do archaeologists find out about early civilisations? What challenges do	<b>What have the Ancient Greeks done for us?</b> When did Ancient Greek civilisation begin and end? What do we know about the Trojan War? How do Greek ideas and history affect the world, e.g. Olympics? How do Greek discoveries and ideas still influence government,

				effect on place names today. Roman technology: aqueducts, baths etc. Mosaics. Everyday Roman life and conversion to Christianity. Wider Roman empire and why Romans left Britain.	What was Danelaw? What happened after Alfred the Great? Who were other rulers of England? What traces did Vikings leave behind? Who were Normans and what happened when they arrived?	artefacts present in terms of preservation and understanding their use? How did these civilisations develop? What remains of them? Exploring the inventions of early civilisations: writing in Mesopotamia and in Ancient Egypt; and technology of Ancient Egypt: shaduf and paper. What do we know about the Indus Valley Civilisation?	architecture, culture, science and medicine?
Skills	Talk about features of castles. Talk about how people lived in and around castles, what they wore, ate and how they lived their lives.	Sources of evidence: talk about favourite toy and identify what it is made from; talk about toys parents owned and whether they are familiar; talk about and make some toys that Victorian children would have played with. Chronology: understand that toys have existed for thousands of years. Communication: explain the story of the first teddy bear and who it was named after.	History of Herefordshire: identifying changes in a familiar setting through time. Chronology: describe some specialist shops and goods they sold; describe how the way we pay for shopping has changed over time. Communication skills to role play a historical shopping experience. Learning from history: describe changes in the way shopping is delivered and explain effect of Covid on shopping habits.	Chronology: compare the two Roman invasions. Use sources of evidence to show what happened when Romans landed in Britain and evaluate artefacts associated with Roman towns and villas. Explain Roman's influence on our local area. Use communication skills to describe aspects of everyday life in Roman times. Learn from history to summarise the impact of the Romans on Britain.	Communication: describe a typical day in life of a monastery; describe where in the world Vikings travelled and summarise why they went there. Use written sources of evidence to draw conclusions about historical events (e.g. Lindisfarne). Chronology: describe Alfred the Great's contribution to the creation of England as a country and give examples of some of England's most famous kings and queens. Explain why Herefordshire does not have many Viking place-names; explain why Herefordshire has so many motte and bailey castles.	Chronology: map on a timeline and explain the change from hunter-gatherer societies to the world's first cities; identify similarities between different civilisations and suggest reasons they are similar. Use sources of evidence to examine and evaluate artefacts and technology, drawing conclusions where possible and making suggestions. Communication: explain the process of mummification and why it was important. Learn from history to explain how civilisations rise and fall.	Chronology: place the five main periods of ancient Greek civilisation on a timeline and identify how they link to other ancient civilisations. Use sources of evidence to identify bias in contrasting viewpoint accounts of the Trojan War. Research information about the origins of the Olympics and Marathon race. Learn from history to explain impact of Greek ideas on today's world, with reference to Hippocratic Oath and democracy. Fieldwork skills: I can describe similarities between public buildings in Ancient Greece and the city of Hereford.

Summer	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p><b>Traditional Tales and Pirates!</b> Books can teach us about lives long ago.</p>	<p><b>Historical Holidays</b> Features of holidays in the past: mediaeval holidays (saints days, holiday days and pilgrimages), 18<sup>th</sup> Century (the Grand Tour), 19<sup>th</sup> Century (seaside holidays), 20<sup>th</sup> century (international travel), 21<sup>st</sup> century (nostalgia and staycations), the future – space tourism?</p>	<p><b>Florence Nightingale and Mary Seacole</b> What is a hospital? What is role of nurse? How have both changed? Three famous nurses: Florence Nightingale, Mary Seacole and Edith Cavell.</p>	<p><b>Tupsley Through Time</b> Describe Tupsley's oldest houses, then Georgian homes, Victorian terraces, interwar semi-detached, 1970s developments, modern homes. How might Tupsley change in future?</p>	<p><b>Mayan Civilisation</b> How did the impact of the ancient Mayas impact their society and beyond? How did the ancient Maya settle in a rainforest? How important was chocolate to the ancient Maya? What did the ancient Maya believe? How did the ancient Maya reflect world belief in their inventions? What do archaeological remains tell us about ancient Maya cities? What caused the decline of the ancient Maya cities?</p>	<p><b>Golden Age of Islam</b> Why was Islamic culture able to change the world? What were main areas of research and how has their thinking influenced our lives today? Significance of Baghdad. How much do we know about Hereford's history? Why did Islamic explorers seeks to travel the world and how far did they get? What is code-breaking? How do Islamic beliefs impact on Islamic art?</p>	<p><b>What happened in Hereford in the Civil War?</b> What was the English Civil War? How did people know which side to support? Who was Lady Brilliana and why is she remembered today? What happened during the four sieges of Hereford?</p>
Skills	<p>Talk about the part with reference to stories they have heard.</p>	<p>Local history: explain the origin of the word 'holiday'. Chronology: suggest why people went on the Grand Tour, describe how international travel has changed holidays, talk about some family holidays, and suggest how holidays might change in the future. Communication: describe a seaside resort in Victorian times.</p>	<p>Chronology: explain what a hospital is and how they have changed over time; identify similarities and differences between three nurses. Sources of evidence: evaluate a range of artefacts associated with nursing. Learning from history and communication: explain how Nightingale, Seacole and Cavell improved</p>	<p>Chronology: describe how oldest houses were built, compare lives of people of Tupsley and their servants, explain changes in Tupsley that are better for the environment, place my personal links with Tupsley on a timeline. Use communication skills to describe a typical day in a Victorian school. Learn from history to</p>	<p>Chronology: explain when Mayan civilisations expanded and declined. Communication: explain what was important to the Mayas, e.g. their beliefs, their inventions. Learn from history by exploring what caused the decline of the Mayan civilisation. Historical sources: explore what archaeological remains can tell us about the past.</p>	<p>Chronology: explain factors that led to search for knowledge during Golden Age of Islam, and place events in the field of code-breaking within a historical timeline. Learning from history to identify areas of learning which have been influenced by Golden Age of Islam. Communication: explain how location of Baghdad led to its</p>	<p>Communication: identify the different sides of the Civil War and explain some of its causes. Research and record the remains of Hereford's defensive wall. Debate whether it was a good ideas to open the city gates. Research weapons used and explain impact upon development of the war in Hereford. Local History: explain how and why people in Herefordshire chose which side to support in the war</p>

			nursing and helped soldiers.	describe changes in '70s. Use sources of evidence to find out what jobs people did.		development as a centre for trade and learning, and research, record and communicate historical findings in a geographical context. Evaluate examples of Islamic art and ask questions about it.	and the significance Hereford city's royal seal. Use primary sources of evidence to explain how trickery was used to capture the city of Hereford.
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Impact (End Points)						
EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children can talk about how things were different in the past. They have some concept of a timeline relating to their own lives and relating to the more distant past.	Children are able to talk about changes within living memory (with reference to schools, toys and e-books). They are starting to have some understanding of where events sit within a chronological framework and can identify some similarities and differences between life in different periods (schooling, toys, books and holidays). They understand that we learn about history using various sources including artefacts and books.	Children are able to use a wide vocabulary of everyday historical terms. They can describe events beyond living memory that are significant – The Great Fire of London. They can also describe the lives of significant individuals in the past who have contributed to national and international achievements (Nightingale, Seacole and Cavell). They can describe the history of shops and shopping in their local area.	Children can describe changes in Britain from the Stone Age to the Iron Age, including Ice Age, Mesolithic, Neolithic, Bronze Age. They can also describe the Roman Empire and its impact on Britain, including Caesar's attempted invasion, Roman Empire by AD42 and power of its army, British resistance (Boudicca), Romanisation of Britain.	Children are able to describe Britain's settlement by Anglo Saxons with reference to settlements and kingdoms, place names and village life, art and culture and Christian conversion. They can describe the Viking invasion referring to Danelaw and Alfred the Great. They can describe the evidence that remains in Herefordshire of both invasions. They can describe the changes that happened to the Maya people: how and where they loved, how they flourished and	Children can describe an aspect or theme in British history that extends their chronological knowledge beyond 1066: World War 2, with some reference to local history. They can describe the achievements of the earliest civilisations with detailed reference to Ancient Egypt. They can explain features of the history of a non-European society that provides contrasts with British history: the Golden Age of Islam with reference to Baghdad.	Children can describe how historians learn about the history of the crime and punishment; they can describe features of crime and punishment in different periods of history. They can explain the history of Ancient Greece, outlining Ancient Greek life and achievements and their influence on the western world. They can also describe the history of Hereford in the English Civil War, having conducted a local history study.

				how their civilisations declined.		
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