**History Knowledge Progression Map** Last updated: July 2026

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<tr><td>EYFS<br>(taken from Development Matters)</td><td><u>Communication and Language</u><ul><li>Learn new vocabulary</li><li>Ask questions to find out more and to check they understand what has been said to them.</li><li>Articulate their ideas and thoughts in well-formed sentences.</li><li>Connect one idea or action to another using a range of connectives.</li><li>Describe events in some detail.</li><li>Engage in non-fiction books.</li><li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul></td><td><u>Personal, Social and Emotional Development</u><ul><li>Think about the perspectives of others.</li></ul><u>Understanding the World</u><ul><li>Comment on images of familiar situations in the past</li><li>Compare and contrast characters from stories including figures from the past</li></ul></td></tr>
<tr><td>Substantive Concepts<br>Represented across units</td><td colspan="2"><ul><li>Chronology</li><li>Leadership</li><li>Exploration</li><li>Technology</li><li>Equality</li><li>Culture</li></ul></td></tr>
<tr><td>KS1 Aim<br>(taken from NC2014)</td><td colspan="2"><ul><li>To develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>To know where the people and events they study fit within a chronological framework.</li><li>To identify similarities and differences between ways of life in different periods.</li><li>To use a wide vocabulary of everyday historical terms.</li><li>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li><li>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li></ul></td></tr>
<tr><td>Year 1 and 2<br>SUBSTANTIVE KNOWLEDGE</td><td><u>How do our favourite toys and games compare with those of children in the 1960s?</u><br><br>Chronology<ul><li>In the past, many toys were different to the toys we play with today.</li></ul>Leadership<ul><li>In the past, adults chose from a smaller range of toys in shops. Now, toy companies design many different toys and use adverts to influence what children want to play with.</li></ul>Technology<ul><li>The materials toys are made of have changed over time. Now, many toys need electricity or batteries.</li></ul></td><td><u>Why is the history of my locality significant?</u><br><br>Chronology<ul><li>In the past, Trowbridge had lots of factories.</li></ul>Leadership<ul><li>In the past, mill owners helped run the town.</li></ul>Technology<ul><li>In the past, people used water and simple machines to make cloth. Now, we use modern machines to make clothes much faster.</li></ul>Equality<ul><li>A long time ago, children worked in mills as well as adults. Now, children go to school to learn, and adults do different jobs.</li></ul></td></tr>
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| | **Equality**<br>• In the past, some toys were seen as only for boys or only for girls. Now, children can choose.<br>**Culture**<br>• In the past, toys were based on everyday life. Now, many toys are linked to films, TV, and popular characters.<br>**Exploration**<br>• In the past, children explored using imagination with simple toys. Now, children can explore real and imaginary worlds through toys and games. | **Culture**<br>• Trowbridge was known for making woollen cloth and this became an important part of how people lived, shaping their daily lives and the community.<br>**Exploration**<br>• People travelled from far away to buy woollen cloth. This means people had to travel and explore new places, helping them learn about different towns and meet new people. |
| | **<u>What does it take to be a great explorer? Or How have explorers changed the world?</u>** **(***<u>details will be linked to the explorers chosen)</u>*<br><br>**Chronology**<br>• Ernest Shackleton explored Antarctica over 100 years ago.<br>• Neil Armstrong went to the Moon in 1969.<br>**Leadership**<br>• Ernest Shackleton was a leader who helped his team stay safe during a difficult journey.<br>• Neil Armstrong was the commander of his mission and led his team on the Moon.<br>**Technology**<br>• Shackleton used ships and simple tools to explore icy lands.<br>• Armstrong used a spacecraft called Apollo 11 to travel to space.<br>**Equality**<br>• In the past, most famous explorers were men. Today, men and women from all over the world can be explorers and astronauts.<br>**Culture**<br>• Shackleton's journey showed bravery and teamwork in dangerous conditions.<br>• Armstrong's Moon landing became famous around the world and changed how people think about space.<br>**Exploration**<br>• Explorers find out new things about our world and beyond. | **<u>The Great Fire of London</u>**<br><br>**Chronology**<br>• The Great Fire of London happened in 1666. It lasted for four days and is an important event from the past.<br>**Leadership**<br>• King Charles II helped make decisions to stop the fire, such as ordering houses to be pulled down.<br>**Technology**<br>• People in 1666 did not have modern fire engines. They used buckets, water pumps, and fire hooks to try to stop the fire.<br>**Equality**<br>• The fire affected many different people, especially poorer families who lost their homes.<br>**Culture**<br>• The fire changed how people thought about buildings and safety in London. After the fire, houses were rebuilt using brick and stone instead of wood.<br>**Exploration**<br>• After the fire, people explored new ways to make cities safer, including better building designs and wider streets to stop fires spreading. |

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| **Year 1 and 2 DISCIPLINARY KNOWLEDGE (across the year)** | **Year 1**<br><br>*Time*<br>Recounts the main events of a historical story or event in the correct chronological order using appropriate time vocabulary.<br><br>*Historical interpretation*<br>Explains that different sources help us learn about the past.<br><br>*Sources and Evidence*<br>Uses a range of simple sources to answer historical questions independently.<br><br>*Cause and Consequence*<br>Explains a simple cause and consequence of an historical event.<br><br>*Change and Continuity*<br>Describes simple changes over time using historical examples.<br><br>*Historical Significance*<br>Explains simply why a person or event is important. | Year 2<br><br>*Time*<br>Recounts historical events in chronological order, using historical terms confidently and accurately.<br><br>*Historical interpretation*<br>Begins to explain why some sources are more useful than others and recognises that people may remember the past differently.<br><br>*Sources and Evidence*<br>Selects evidence from sources to answer questions and explains what the evidence shows.<br><br>*Cause and consequence*<br>Uses evidence to explain causes and consequences for people and communities.<br><br>*Change and continuity*<br>Explains what has changed and what has stayed the same over time using historical examples.<br><br>*Historical significance*<br>Describes how significant people, events or developments brought about change and why they are remembered today. |
| **KS1 Geography Links** | **Locational Knowledge** *(Across all history units to place "Where in the world are we?" slide)*<br>• Name and locate the world's seven continents and five oceans.<br>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.<br>**Place Knowledge** *(Across all history units to place "Where in the world are we?" slide and local history unit)*<br>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country<br>**Human and Physical Geography** *(potential to make links in the Greatest Explorer unit)*<br>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles<br>• Use basic geographical vocabulary to refer to: | |

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- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical skills** *(Across all history units to place "Where in the world are we?" slide)*

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
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<tr><td>KS2 Aim<br>(taken from NC2014)</td><td colspan="2">

- To develop a **chronologically** secure knowledge and understanding of British, local and world history.
- To note connections, contrasts and trends over time and develop the appropriate use of **historical terms**. *Using vocabulary to discuss/write about the "themes" (See below).*
- To address and sometimes devise historically valid questions about **change, cause, similarity and difference, and significance**. *What has changed? What was the cause of the change? What is similar/different between now and then/before and after the change/two different periods? Why was this significant at the time or now?*
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information. *Knowledge and experience of using primary (including artefacts if possible) and secondary sources.*
- To understand how our knowledge of the past is constructed from a range of **sources** through enquiry. *Understand bias in historical sources and that the interpretation of history can change over time.*
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<tr><td>Year 3 and 4<br>SUBSTANTIVE KNOWLEDGE<br>(Must be taught in this order)</td><td>

**Impact of the Roman Empire on Britain**

**Chronology**

- The Romans were in Britain from AD 43 to around AD 410, after the invasion led by Claudius.

**Leadership**

- Britain became part of the Roman Empire and was ruled by governors chosen by the emperor. The emperor was the most powerful leader in Rome.

**Technology**

- The Romans built roads, towns, and forts, and introduced technologies like central heating (hypocausts). A famous example is Hadrian's Wall.

**Equality**

- Roman society had different levels, with wealthy citizens at the top and enslaved people at the bottom. Not everyone in Britain had the same rights as Roman citizens.

**Culture**

- The Romans brought new ideas to Britain, including their language (Latin), new foods, and religion.

**Exploration**
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**How did the Anglo-Saxons and Vikings change Britain?**

**Chronology**

- The Anglo-Saxons lived in Britain from around 410 AD to 1066.
- The Viking Age in Britain was from around AD 793 to 1066.

**Leadership**

- Anglo-Saxon Britain was divided into kingdoms, each ruled by a king. A famous king was Alfred the Great.
- Vikings were led by kings or chiefs. Some became rulers in Britain, such as Cnut the Great.

**Technology**

- The Anglo-Saxons were skilled farmers and craftspeople, making tools, weapons, jewellery and strong wooden houses.
- The Vikings built fast, strong longships that allowed them to travel, raid, and explore across seas and rivers.

**Equality**

- In Anglo-Saxon Britain, society was hierarchical, with kings and nobles at the top and enslaved people at the bottom.
- Viking society had different roles, including jarls (nobles), karls (free people), and thralls (enslaved people).

**Culture**
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| | • The Romans travelled across Europe and invaded Britain, expanding their empire from Italy across many lands. | • Anglo-Saxons believed in gods before converting to Christianity. They told stories and poems like Beowulf.<br>• The Vikings believed in Norse gods like Odin and Thor, and told stories called sagas.<br>**Exploration**<br>• The Anglo-Saxons travelled across the sea from places like Germany, Denmark, and the Netherlands to settle in Britain.<br>• The Vikings were great explorers, travelling from Scandinavia to Britain and beyond, even reaching North America. |
| | **<u>Changes in Britain from the Stone Age to the Iron Age</u>**<br><br>**Chronology**<br>• The Stone Age lasted from about 3 million years ago to 2000 BCE. The Bronze Age was from around 2500 BCE to 800 BCE. The Iron Age lasted from around 800 BC to AD 43.<br>**Leadership**<br>• In prehistory, people lived in small groups or tribes, led by experienced and older members in the Stone Age and moved towards having chiefs or warrior leaders in the Bronze and Iron Ages.<br>**Technology**<br>• Each age brought new materials and smarter ideas, helping people live and work more easily. In the Stone Age, people improved stone tools and started farming. In the Bronze Age, people made bronze (copper & tin) for stronger tools and weapons. In the Iron Age, people used iron, which was even stronger and easier to find.<br>**Equality**<br>• Society became less equal as time went on in prehistory. In the Stone Age, men, women, and children all had roles. However, in the Bronze Age, some people owned more valuable items to show wealth differences, and in the Iron Age, there were clear differences between groups in society.<br>**Culture**<br>• Prehistoric people created art and designs and are famous for monuments like Stonehenge (Stone Age), burial mounds | **<u>Ancient Egypt</u>**<br><br>**Chronology**<br>• Ancient Egypt lasted from around 3100 BCE to 30 BCE, whilst the UK was in its prehistoric stage.<br>**Leadership**<br>• Egypt was ruled by a pharaoh, a powerful leader believed to be a god on Earth.<br>**Technology**<br>• The Egyptians were skilled engineers who built huge structures like the Pyramids of Giza, using clever building methods and tools.<br>**Equality**<br>• Egyptian society was hierarchical, with different levels of power. The pharaoh was at the top, and farmers and slaves were at the bottom.<br>**Culture**<br>• Egyptians believed in many gods and an afterlife, which is why they created mummies and decorated tombs.<br>**Exploration**<br>• The Egyptians explored and travelled along the Nile River, which was vital for transport, trade, and communication. |

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| | (Bronze Age e.g. Amesbury Archer) and Celtic patterns (Iron Age metalwork).<br>**Exploration**<br>• Over time, prehistoric people explored new lands and eventually began to settle in one place when farming developed. During the Bronze Age, tribes started to trade goods (particularly copper and tin to make bronze) across Britain and beyond, including with parts of Europe. | |
| **Year 3 and 4 DISCIPLINARY KNOWLEDGE (across the year)** | **<u>Year 3</u>**<br><br>*Time*<br>Uses timelines confidently to sequence periods, events and people. Recounts the key events within a period of history in chronological order using accurate historical terminology.<br><br>*Historical interpretation*<br>Explains two different interpretations of the same event and suggests simple reasons why they may differ.<br><br>*Sources and Evidence*<br>Suggests suitable sources of evidence to answer questions and uses information from different sources to build understanding.<br><br>*Cause and Consequence*<br>Explains how different causes contributed to an event and describes how events affected people at the time.<br><br>*Change and Continuity*<br>Explains how aspects of life have changed over time and describes ways in which the past has influenced life today.<br><br>*Historical Significance*<br>Describes how the significance of people and events helps us understand what life was like in the past. | **<u>Year 4</u>**<br><br>*Time*<br>Explains chronology across different time periods using timelines and recounts the events of a historical period clearly, using precise historical language.<br><br>*Historical interpretation*<br>Compares different interpretations, explaining why they differ and recognising that historians use a range of evidence to form conclusions.<br><br>*Sources and Evidence*<br>Uses evidence from different sources to support explanations and begins to comment on the usefulness of different sources.<br><br>*Cause and consequence*<br>Explains how causes are connected and evaluates the impact of events on people and societies using evidence.<br><br>*Change and continuity*<br>Explains patterns of change and continuity across different periods and how these changes continue to influence society today.<br><br>*Historical significance*<br>Evaluates why people, places and developments are historically significant and explains how studying them helps us understand the past and its influence on the present. |
| **LKS 2 Geography** | **<u>Locational Knowledge</u>** (*Across all history units to place "Where in the world are we?" slide)*<br>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. | |

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- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

**<u>Human and Physical Geography</u>**

- Describe and understand key aspects of:
  - Physical geography, including Rivers and the water cycle
  - Human geography including types of settlement
- Describe and understand key aspects of:
  - Physical geography, including Mountains, volcanoes and earthquakes.
  - Human geography, including land use

**<u>Geographical skills</u>** (*Across all history units to place "Where in the world are we?" slide)*

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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<tr><td>Year 5 and 6<br>SUBSTANTIVE KNOWLEDGE</td><td>

**<u>Ancient Greece</u>**

**Chronology**

- Ancient Greece existed from around 1200 BCE to 323 CE.

**Leadership**

- Different city-states had different types of leadership. Athens developed democracy, where citizens could vote, while Sparta was ruled by kings and a small group of leaders.

**Technology**

- The Ancient Greeks made advances in building, science, and engineering. They developed strong temples with columns and invented tools and ideas that influenced later civilisations.

**Equality**

- Ancient Greek society was not fully equal. Only free men who were citizens could vote in places like Athens. Women and enslaved people had fewer rights.

**Culture**

- Ancient Greece is famous for its art, theatre, and mythology. Stories about gods and heroes were important, and events like the Ancient Olympic Games brought people together.

**Exploration**

- The Greeks were great sailors and traders. They travelled across the Mediterranean Sea, setting up colonies and sharing ideas, goods, and culture with other places.
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**<u>The Kingdom of Benin</u>**

**Chronology**

- The Kingdom of Benin lasted from around 900 AD to 1897.

**Leadership**

- Benin was ruled by a powerful king called the Oba, who lived in a royal palace in Benin City and made important decisions for the kingdom.

**Technology**

- People in Benin were skilled metalworkers who created the detailed Benin Bronzes using advanced bronze-casting techniques.

**Equality**

- Benin had a hierarchical society, with the Oba at the top, followed by chiefs, craftsmen, and traders, meaning people had different levels of power.

**Culture**

- Art, religion, and ceremonies were important. The Benin Bronzes recorded history and celebrated important people and events.

**Exploration**

- Benin's people travelled for trade and made contact with European explorers and traders, including those from Portugal. These connections helped Benin grow wealthy and learn about other parts of the world.
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| | **<u>Why did Britain once rule the largest empire the world has ever seen?</u>**<br><br>**Chronology**<br>• The British Empire grew from the 1500s to the early 1900s, making Britain one of the most powerful nations in the world. It followed periods like Ancient Greece and the Roman Empire and overlapped with the Industrial Revolution.<br>**Leadership**<br>• The Empire was ruled by the British monarchy and government. Important figures included rulers like Queen Victoria, and officials who governed different parts of the Empire.<br>**Technology**<br>• Advances in ships, navigation, and industry helped Britain build and control it's Empire. Steamships, railways, and the telegraph made it easier to travel, trade, and communicate across long distances.<br>**Equality**<br>• Life in the British Empire was not equal. People in Britain often had more power than those in colonised countries, and many people were treated unfairly. This has had lasting effects that are still discussed today.<br>**Culture**<br>• The Empire spread British culture, language, and customs to many parts of the world. At the same time, Britain was influenced by the cultures, foods, and traditions of the countries it controlled.<br>**Exploration**<br>• Exploration and trade were key to the growth of the British Empire. Explorers and traders travelled to places like India, Canada, and Australia, building trade links and settlements across the world. | **<u>Local history study – aspects of national history reflected in a locality (Trowbridge)</u>**<br>**Link with the units already done already – where do these link with Trowbridge? Connecting prior knowledge. Link to concepts e.g. exploration – link to trade.**<br>**Compare and contrast.**<br><br>**Chronology**<br>• Timeline for Trowbridge – citing the major periods (prehistory, Romans, Anglo-Saxons, Vikings*, Victorians*, WW2, Modern/Commonwealth Era)<br>• Trowbridge (recorded as *"Trobrigge"*) was listed in the Domesday Book in 1086, showing that it existed as a Saxon town nearly 1,000 years ago.<br>**Leadership**<br>• Trowbridge was held by Edward of Salisbury in 1086. His daughter, Matilda, married Humphrey de Bohun, founding a prominent Norman family who managed the local manor and built Trowbridge Castle.<br>• Henry de Bohun was one of the barons who helped force King John to agree to the Magna Carta in 1215.<br>• During the Industrial Revolution, mill owners in Trowbridge led large workforces in textile factories.<br>**Technology**<br>• Heated baths and plumbing systems built by The Romans built can be seen in nearby Bath. Sites near Southwick and Woodmarsh have been discovered by archaeologists which are believed to hold the remains of a large 1st-century Roman villa.<br>• Spitfire parts were manufactured and assembled in secret factories in Trowbridge, Wiltshire, during World War II.<br>**Equality**<br>• Life in industrial Trowbridge was not equal. Factory owners were often wealthy, while many workers, including children, worked long hours in difficult conditions.<br>• Many women in Trowbridge worked in textile mills during World War II, producing strong fabrics used in military clothing and equipment needed by RAF pilots flying aircraft like the Spitfire. This shows how roles changed during World War II, with more women taking on essential industrial jobs.<br>**Culture** |

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| | | • The Doomsday book recorded who owned the land, how many people lived there, and what resources the area had.<br>• In Trowbridge, many families worked in woollen mills, and skills like weaving and cloth-making were passed down through generations, becoming a key part of the town's way of life.<br>**Exploration**<br>• Trowbridge's cloth was traded across Britain and beyond. Its growth was supported by transport links like the Kennet and Avon Canal, which helped goods travel to other towns and cities. |
| **Year 5 and 6 DISCIPLINARY KNOWLEDGE (across the year)** | **<u>Year 5</u>**<br><br>*Time*<br>Uses timelines confidently to explain chronology, recounting events within a period and making links between periods using accurate historical terminology.<br><br>*Historical interpretation*<br>Explains how interpretations are influenced by evidence, viewpoint or purpose and recognises that historical understanding can change over time.<br><br>*Sources and Evidence*<br>Selects appropriate sources independently, evaluates their usefulness and reliability, and uses evidence to answer historical questions.<br><br>*Cause and Consequence*<br>Distinguishes between short-term and long-term causes and explains how events led to change over time.<br><br>*Change and Continuity*<br>Organises similarities and differences between societies and begins to explain why these differences existed.<br><br>*Historical Significance*<br>Explains significance by referring to the impact, influence and legacy of people, places and events. | **<u>Year 6</u>**<br><br>*Time*<br>Uses chronology to explain patterns of change and continuity across periods, making well-supported links between different civilisations and historical eras.<br><br>*Historical interpretation*<br>Critically explains how and why interpretations change over time and evaluates which interpretations are most convincing using historical evidence.<br><br>*Sources and Evidence*<br>Critically evaluates evidence from multiple sources, justifying conclusions with well-selected historical evidence and recognising that no single source tells the whole story.<br><br>*Cause and consequence*<br>Explains how causes are connected and evaluates the impact of events on people and societies using evidence.<br><br>*Change and continuity*<br>Analyses similarities and differences across periods and civilisations, explaining the reasons for change and continuity using historical evidence.<br><br>*Historical significance*<br>Justifies historical significance using criteria such as impact, legacy, extent and duration of change, explaining how significance helps us understand the past and the present. |

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| **UKS2 Geography Links** | **Locational Knowledge** (*Across all history units to place "Where in the world are we?" slide)*<br>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (*location may have had impact on why certain events happened*)<br>**Place Knowledge**<br>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America<br>**Human and Physical Geography**<br>• Describe and understand key aspects of: *(Benin case study – Benin link)*<br>o Physical geography, including climate zones, biomes and vegetation belts,<br>o Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water<br>**Geographical skills** (*Across all history units to place "Where in the world are we?" slide)*<br>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |