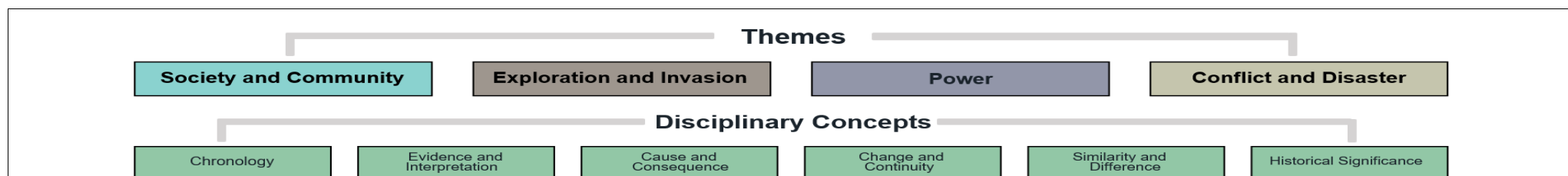



St John's Catholic School History Skills Progression Map 2025/2026



EYFS

Understanding the world

- Talk about the lives of people around them and their role 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 and storytelling.

 Concepts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Kings, Queens and Castles History of Toys Hospitals and Health care	Famous Explorers Fire of London Technology	Stone Age to Iron Age Ancient Egyptian	Ancient Greece The Romans	Anglo-Saxons and Vikings Ancient Maya	World War II Crime and Punishment
Chronology	Label timelines with words such as: past, present, older and newer. Place events, some artefacts and people on a timeline Begin to use some dates where appropriate Recount changes that have occurred in my own life.	Place explorative events on a timeline. Place events, artefacts and historical figures on a timeline. Use dates where appropriate	Place ages in order of time and understand the meaning of their names. Place artefacts within their correct age. With support, use BC/BCE. Place events, artefacts and historical figure on a timeline using dates. With support, use BC/BCE and AD/CE	Place events, artefacts and historical figures on a timeline using dates. Use BC/BCE and AD/CE. Place events, artefacts and historical figures on a timeline, using dates and time (BC/BCE/AD/CE).	Use dates accurately in describing events and people. Use dates and terms accurately in describing events and people.	I can use dates and terms accurately in describing events. I can describe the main changes in a period of history. I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
Evidence and Interpretation	With support, observe or handle evidence to ask questions and find answers to questions about the past.	Use evidence of explorer's lives to ask questions about the past. Observe or handle evidence to ask questions and find	I can observe evidence to ask about the past and come to conclusions based on what I have seen. Explain how we find prehistoric evidence.	Suggest suitable sources for historical enquiry. Begin to discuss the reliability of sources.	I can use sources of evidence to deduce information about the Saxons and Vikings.	I can use sources of information to form conclusions about the past. Explain that no single source of evidence gives

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	<p>Look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"</p>	<p>answers to questions about the past.</p> <p>Begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p>	<p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>Suggest more than one suitable source for historical enquiry.</p> <p>Begin to discuss the reliability of sources.</p>	<p>I can discuss whether the evidence is reliable and explain why. I can use sources of evidence to deduce information about the past.</p> <p>I can use sources of information to form testable hypotheses about the past.</p>	<p>the full answer to questions about the past.</p> <p>Analyse a wide range of evidence in order to justify claims about the past.</p> <p>With support, refine lines of enquiry as appropriate.</p>
Cause and consequence	<p>Discuss causes that lead to toys changing.</p> <p>Begin to explain why monarchs built castles and what the consequences of these actions were.</p> <p>Recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were</p>	<p>Discuss the causes of exploring and what we have found out from exploration.</p> <p>Explain the causes of the Great Fire of London and what the consequences were.</p> <p>Explain some reasons why technology was manufactured</p>	<p>Suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p> <p>Suggest causes and consequences of some of the main events within Ancient Egypt.</p>	<p>Suggest causes and consequences of some of the main events and changes in Greece and use evidence to support answers.</p> <p>Suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p>	<p>Describe causes of invasion in Britain and what the consequences were.</p> <p>Describe causes of events and their consequences in Ancient Maya.</p>	<p>Describe some of the causes and consequences of World War 2.</p> <p>Describe the social causes of crime and punishment.</p> <p>Describe the consequences of crimes.</p>
Change and Continuity	<p>Say which toys have stayed the same and which toys have changed over time</p> <p>Describe changes and historical events</p> <p>Describe changes and the historical events they led to.</p>	<p>Describe changes over a period of time.</p> <p>Describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p> <p>Describe how technology has changed and how it has continued over time</p>	<p>Begin to explain the concept of change over a long period of history</p> <p>Begin to explain the concept of change over a long period of history.</p>	<p>Explain the concept of change over time and represent this with evidence.</p> <p>Explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.</p>	<p>Identify periods of rapid change in history.</p> <p>Explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.</p> <p>Explain the concepts of continuity and change over time.</p>	<p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Identify changes in crime and punishment. analyse why these changes happened using terms such as: social, religious, political, cultural and technological.</p> <p>Use appropriate historical vocabulary to communicate change and continuity.</p>
Similarity and Difference	<p>I can compare toys using pictures from the past and present.</p>	<p>Use pictures and stories to find out about the past and compare different explorations.</p>	<p>Describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p> <p>Compare the similarities and</p>	<p>Describe the social, ethnic, cultural and religious diversity of the past.</p>	<p>Compare similarities and differences between Anglo-Saxon and Viking culture.</p> <p>Compare the similarities and</p>	<p>use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.</p>

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	<p>Compare the similarities and differences between different castles.</p> <p>Use pictures, stories and film footage to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Use artefacts and diary entries to compare similarities and differences.</p> <p>Identify some of the different ways the past has been represented.</p> <p>Use pictures and film footage to find out about technology in the past compared to now</p>	<p>differences between the new and old kingdoms of Ancient Egypt.</p>	<p>Describe the social, ethnic, cultural and religious diversity of the past.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p>	<p>differences between civilisations and cultures.</p>	<p>Compare similarities and differences in crime and punishments over time.</p> <p>Compare the main changes in a period of history with the present day.</p>
Historical Significance	<p>I can name a significant toy from the past.</p> <p>Begin to talk about key events of a significant king/queen or castle.</p> <p>Describe significant people and events from the past and explain why they are important.</p>	<p>Name significant explorers from the past.</p> <p>Describe significant people from the past and explain why they are important.</p> <p>Name a monarch.</p> <p>Describe and talk about key events of a significant time</p>	<p>Suggest suitable sources of evidence to find out about significant people/events.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p>	<p>Discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove discussion (with support).</p>	<p>Describe the social and cultural significance of a past society.</p> <p>Describe the social and cultural significance of a past society.</p> <p>Describe the characteristic features of the past, including ideas and beliefs.</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>