

History Progression Map

At Christ Church, History helps children to understand the people, places, events and ideas that have shaped the world they live in today. Through a carefully sequenced curriculum, pupils build a secure knowledge of the past, beginning with their own lives and familiar experiences before moving into local, national and global history.

Our History curriculum is designed to help children see that the past is connected, layered and complex. Pupils revisit important ideas over time so that their understanding grows from Nursery to Year 6. They learn about significant individuals, communities, civilisations, achievements, conflicts, beliefs, inventions and movements of people. Through this, they develop a rich sense of chronology and begin to understand how change happens, why people acted as they did, and how the past continues to influence the present.

History at Christ Church also supports our school vision: "Together, we flourish." Children are encouraged to be curious about the past, respectful of different lives and experiences, hopeful about the lessons history can teach us, and show perseverance when exploring complex questions. They learn that history is not just a list of dates and events, but a way of thinking carefully about people, evidence, choices and consequences.

Our Four Key History Schemas

To help pupils make meaningful connections across year groups and historical periods, our History curriculum is organised around four key schemas. These act as "threads" that run through the curriculum, helping children to build, revisit and deepen their knowledge over time.

	'Chronology' is the foundation of historical understanding. Pupils learn to place people, events and periods in order, using language such as past, present, before, after, ancient, modern, decade, century and millennium. As they move through school, children develop a stronger understanding of duration, overlap and sequence. They begin to recognise that different civilisations and historical events were happening at the same time in different parts of the world. Through this schema, pupils learn that history is not isolated.
	'Movement' helps pupils understand what life was like for different people in the past. Children explore homes, families, work, education, food, leisure, beliefs, traditions, roles and communities. They compare the lives of rich and poor, powerful and ordinary people, adults and children, and different groups within society. Through this schema, pupils learn that people's experiences of the same period were not always the same. They consider questions such as: What was life like for children in the past? How did communities live, work and worship? How were societies organised? What can everyday objects, buildings, images and written sources tell us about people's lives?
	'Power' helps pupils understand how power has been gained, used, challenged and changed over time. Children learn about rulers, monarchs, governments, empires, armies, laws, crime, punishment, invasion, resistance and war. They explore how decisions made by leaders and groups have affected people's lives. They learn to understand that power can shape societies, create change, cause conflict and leave lasting legacies.
	'Legacy' helps pupils understand how and why things change, what stays the same, and what impact the past has on the world today. Children learn to identify turning points, causes and consequences, progress, decline and legacy. They consider how inventions, discoveries, beliefs, movements, laws, conflicts and achievements have influenced later generations. Children learn that some changes happen quickly, while others develop over long periods of time. They explore how transport, technology, emergency services, industry, migration, democracy, empire, punishment,

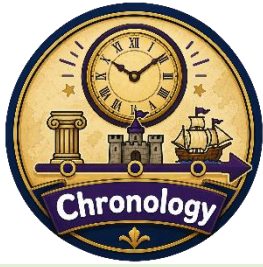
	warfare and everyday life have changed across history. They also consider what has remained similar and why some ideas, places and events are still remembered today.
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Working Like Historians

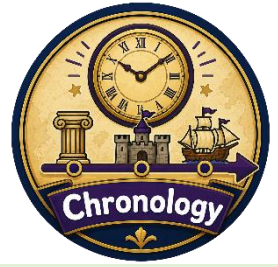
Alongside these four schemas, pupils develop the skills needed to think and work like historians. They ask questions, examine evidence, compare sources, identify similarities and differences, and consider different interpretations of the past. They learn that historical knowledge is built from evidence and that historians sometimes disagree because they use, question and interpret evidence in different ways.

As children progress through Christ Church, they become increasingly confident in using historical vocabulary, explaining their thinking and making connections across the curriculum. By the end of Year 6, our aim is for pupils to leave Christ Church with a strong chronological framework, a broad knowledge of significant periods and people, and the curiosity to keep asking thoughtful questions about the past and its relevance to the present.

	AUTUMN 1	SPRING 1	SUMMER 1
Year 1	<u>Historical Enquiry:</u> How can we use evidence to find out about the past?	<u>Toys:</u> How have toys changed over the past 80 years?	<u>Travel and Transport:</u> How much has changed in travel and transport since the first boat and why?
	Writing Link: Diary – As an Archaeologist	Writing Link: Narrative – The Toy Who Time Travelled	Writing Link: Travel Brochure for the Future
Year 2	<u>History of Emergency Services</u> How has the work of people who help us changed over time?	<u>The Titanic:</u> Why is the Titanic important and why is it still remembered today?	<u>Kings and Queens and Castles:</u> What did kings and queens of the past build castles in Britain for?
	Writing Link: Fact File – Emergency Services	Writing Link: Informative Poster – Titanic Facts	Writing Link: Recount – School Trip
Year 3	<u>Chronology - The Ancient Civilisations:</u> How old is ancient?	<u>Stone Age to Iron Age:</u> How did life change for people living in Britain during the Stone Age and Bronze Age?	<u>The Romans:</u> What impact did the Roman Empire have upon lives in Britain?
	Writing Link: Non-Chronological Report - Ancient Civilisations	Writing Link: Diary - Stone Age Person	Writing Link: Biography – Roman Emperor/Boudicca
Year 4	<u>Anglo-Saxons and Scots:</u> How did the Anglo-Saxons change life in Britain and how significant was the change?	<u>Vikings and Anglo-Saxons:</u> How did the Vikings come to settle in Britain and help to form a united country?	<u>Ancient Egypt:</u> Why is ancient Egypt considered to be a significant civilisation?
	Writing Link: Narratives – Anglo Saxons	Writing Link: Diary - Viking	Writing Link: Non-Chronological Report – Life in Egypt
Year 5	<u>Second World War:</u> How did the Second World War impact the whole world and why did it involve so many people?	<u>Crime and Punishment:</u> Did the punishment always fit the crime in the past?	<u>Maya Civilisation:</u> How did the Maya civilisation develop power, belief, knowledge and legacy?
	Writing Link: Letter – WW2	Writing Link: Diary – Life of a Criminal	Writing Link: Non-Chronological Report – The Maya Civilisation
Year 6	<u>Industrial Revolution:</u> How did one new invention transform Victorian Britain?	<u>Ancient Greece:</u> What do sources of evidence tell historians about life in ancient Greece?	<u>Migration:</u> What part has migration played in the creation of Great Britain?
	Writing Link: Narrative – Escape the Workhouse	Writing Link: Chronological Report – Ancient Greece Through Time	Writing Link: Diary - A Day in the Life of an Anglo Saxon Migrant



Progression in History - Chronology



Nursery

- I know that now, next, before, then, old and new are words that help me talk about time.
- I know that I was a baby before I was a nursery child, and adults were children in the past.
- I know that stories, family events and classroom routines happen in an order.

Reception

- I know that the past means something has already happened, and now/present means it is happening today.
- I know that I can put events from my life, stories and celebrations in order.
- I know that people, places and objects can be the same as, or different from, those in the past.
- I know that photographs, stories and objects help us talk about what happened before.

Year 1

- I know that a timeline puts events, people or objects in order from oldest to newest.
- I know that historians use words such as past, present, before, after, old, new and long ago.
- I know that toys and transport have changed over time.
- I know that photographs, objects and diaries can show what happened in the past.

Year 2

- I know that the emergency services, the Titanic and castles belong to different times in history.
- I know that the Titanic sank in 1912 and that its events can be ordered before, during and after the disaster.
- I know that many castles were built after 1066 to protect and control places.
- I know that dates and period words help historians explain change over time.

Year 3

- I know that ancient civilisations existed thousands of years ago and some happened at the same time.
- I know that the Stone Age to Iron Age was a very long period before written history in Britain.
- I know that the Romans invaded Britain in AD 43 and that Roman Britain came after the Iron Age.
- I know that BC dates count backwards towards year 1 and AD dates count forwards from year 1.

Year 4

- I know that Anglo-Saxon and Viking Britain came after Roman Britain and before the Norman Conquest.
- I know that Ancient Egypt lasted for thousands of years and overlapped with other ancient periods.
- I know that timelines show duration and overlap, not just the order of events.
- I know that dates such as AD 410, AD 793 and AD 1066 help locate the Anglo-Saxon and Viking periods.

Year 5

- I know that the Second World War lasted from 1939 to 1945.
- I know that crime and punishment can be studied as a theme across Roman, Anglo-Saxon, Tudor/Stuart, Victorian, twentieth-century and modern Britain.
- I know that the Maya civilisation developed over thousands of years and reached its Classic period between about AD 250 and AD 900.
- I know that historians compare change and continuity across both short and long timescales.
- I know that the Industrial Revolution began around 1750 and changed Britain across more than 100 years.

Year 6

- I know that Ancient Greece existed before Roman Britain and that some Greek ideas continued long after the period ended.
- I know that migration has shaped Britain from ancient times to the modern day.
- I know that historians use chronology to connect local, national and world history.



Progression in History - Movement



Nursery

- I know that people move around school, home and the local community for different reasons.
- I know that I can talk about where I live and who lives with me.
- I know that celebrations and stories can come from different families and places.



Reception

- I know that maps and globes show places.
- I know that people live in different homes, streets, towns and countries.
- I know that celebrations, stories, foods and customs can come from different communities.
- I know that emergency vehicles move people and help to the places where they are needed.



Year 1

- I know that transport helps people move from place to place.
- I know that transport has changed from horses and carts to trains, cars, aeroplanes and modern vehicles.
- I know that inventors and significant people changed how people could travel.
- I know that journeys can be shown using words, pictures, maps and timelines.



Year 2

- I know that emergency services use vehicles and equipment to reach people quickly.
- I know that Titanic was built for travel across the Atlantic and its journey ended in disaster.
- I know that people used castles and settlements to travel, trade, defend land and control places.
- I know that journeys can change places, people and safety rules.



Year 3

- I know that people moved from hunting and gathering towards farming and settlement during prehistory.
- I know that ancient civilisations often grew near rivers because people needed water, food, transport and trade.
- I know that the Romans invaded, settled and built roads to move soldiers, goods and ideas.
- I know that movement can be voluntary or forced, peaceful or violent.



Year 4

- I know that Anglo-Saxons, Scots and Vikings migrated, invaded and settled in Britain.
- I know that people moved by sea and used routes to trade, raid and settle.
- I know that Ancient Egyptian civilisation depended on the River Nile for movement, farming and trade.
- I know that settlement changes language, place names, beliefs and ways of life.



Year 5

- I know that war caused movement, including evacuation, military movement and displacement.
- I know that laws, punishment and protest can move ideas about justice through time.
- I know that Maya cities were connected through trade routes that moved goods, people and ideas across Mesoamerica.
- I know that the movement of goods, people and ideas can build wealth and also cause harm.
- I know that the Industrial Revolution caused large-scale movement from rural areas to towns and cities.



Year 6

- I know that railways changed how people, goods and ideas moved around Britain.
- I know that Greek trade, colonisation and Alexander the Great's empire spread Greek culture.
- I know that migration to and from Britain has happened across history because of push and pull factors.



Progression in History - Power



Nursery

- I know that families, adults and helpers have different roles.
- I know that rules help keep people safe and help us make fair choices.
- I know that people can help, care for and protect others.

Reception

- I know that people around me have roles in society, including teachers, doctors, nurses, firefighters and police officers.
- I know that communities use rules and routines to help keep people safe.
- I know that stories can show characters with power, responsibility or bravery.
- I know that people can be helpful heroes by caring for others and keeping others safe.

Year 1

- I know that historians ask questions to find out who did something and why.
- I know that adults and children in the past had roles in families, schools and communities.
- I know that decisions made by people can affect how others live, work and travel.
- I know that inventors and significant people can have influence because their ideas change lives.

Year 2

- I know that emergency services have authority and responsibility to protect and help people.
- I know that captains, crew and passengers on the Titanic had different roles and responsibilities.
- I know that kings and queens rule countries and that castles helped monarchs and nobles show and protect power.
- I know that power can be shown through crowns, castles, laws, symbols, uniforms and duties.

Year 3

- I know that rulers and governments helped organise ancient civilisations.
- I know that prehistoric communities needed leaders, cooperation and shared responsibilities to survive.
- I know that Roman emperors, governors and soldiers controlled Roman Britain.
- I know that Roman power affected people differently, including citizens, soldiers and conquered communities.

Year 4

- I know that Anglo-Saxon and Viking kings and leaders competed for land and control.
- I know that kingdoms changed as groups invaded, settled, made alliances and fought for power.
- I know that pharaohs were powerful rulers in Ancient Egypt and were connected to religion and the gods.
- I know that belief, law, armies, land and wealth could all be used to keep power.

Year 5

- I know that government decisions shaped life during the Second World War, including evacuation, rationing and propaganda.
- I know that justice systems decide what counts as crime and punishment, but fairness has changed over time.
- I know that Maya rulers and priests held power in city-states and that religious belief helped shape society.
- I know that people have challenged power through protest, resistance and demands for justice.
- I know that Parliament and legislation responded to industrial problems such as child labour and poor working conditions.

Year 6

- I know that democracy in Athens gave some citizens a political voice, but excluded women, enslaved people and many others.
- I know that migration is affected by power, including empire, war, persecution, law and discrimination.
- I know that rights, identity and belonging have been shaped by decisions made by governments and communities.



Progression in History - Legacy



Nursery

- I know that people remember events through stories, photographs and celebrations.
- I know that I change as I grow and that things I do can be remembered.
- I know that people can care for other people, places and living things.

Reception

- I know that stories, celebrations and objects help people remember the past.
- I know that some things are the same and some things are different between the past and now.

Year 1

- I know that people in our community help make life safer and better.
- I know that looking after our world is something people can do now for the future.
- I know that toys from the past can still be recognised today, but materials and designs have changed.

Year 2

- I know that changes in transport have affected everyday life and the places people can go.
- I know that evidence left behind helps historians explain change.
- I know that some inventions are remembered because they changed people's lives.
- I know that emergency services have changed to become better organised and better equipped.

Year 3

- I know that the Titanic disaster led to lessons about sea safety.
- I know that castles and monarchy have left buildings, symbols and traditions.
- I know that local places can hold evidence of what people valued in the past.
- I know that ancient civilisations left achievements such as writing, buildings, laws and belief systems.
- I know that prehistoric people developed tools, farming, homes and metalwork.
- I know that Roman roads, towns, laws, language and buildings influenced later Britain.
- I know that not every legacy is positive for every group.

Year 4

- I know that Anglo-Saxon and Viking settlement left language, place names, law and kingdom boundaries.
- I know that Ancient Egyptian achievements include pyramids, writing, religion, art and mummification.
- I know that artefacts and monuments help historians explain what a civilisation valued.
- I know that invasion and settlement can leave long-term changes in culture and identity.

Year 5

- I know that the Second World War changed everyday life, roles, technology, commemoration and international relationships.
- I know that punishment changed from public and severe punishments towards prisons, detection and rehabilitation.
- I know that Maya achievements include cities, writing, number systems, calendars, farming and art.
- I know that legacy can include remembrance, justice, identity and contested heritage.
- I know that the Industrial Revolution transformed work, cities, transport, technology, law and society.

Year 6

- I know that Ancient Greece left legacies including democracy, the Olympics, theatre, philosophy, architecture and stories.
- I know that migration has shaped modern Britain through work, culture, food, music, language, communities and identity.
- I know that historians judge legacy by scale, duration and how far people are still affected today.