



Primary History Progression Statements

Year	Chronology	Knowledge of Events, People & Civilisations	Historical Enquiry & Use of Evidence	Similarities, Differences & Changes	Historical Vocabulary	Interpretation & Communication
Y1	Use simple terms: <i>past, present, long ago, now</i> . Sequence simple stories/events using <i>first, next, then, finally</i> . Recognise that some events happened before they were born.	Know simple facts about Bonfire Night, Remembrance and Columbus. Recognise significant people (e.g. Guy Fawkes, early explorers). Compare past and present celebrations, clothing and objects.	Ask simple questions about the past (Who? What? When?). Use photos, artefacts and pictures to find information. Make simple observations about old vs new objects.	Spot basic differences between old and new homes, clothes, tools and maps. Begin to notice that some things have changed and some have stayed the same.	Use words such as: <i>past, present, long ago, before, after, old, new, change, remember</i> .	Retell simple events from the past through talk, drawing, craft or role-play. Label simple timelines and pictures with teacher support.
Y2	Place simple events on a basic timeline (e.g. WWI, local events). Sequence events from different times (e.g. wartime and now). Begin to use words like <i>then, now, long ago, recently</i> .	Understand why we remember WWI and national days of significance. Know simple stories of UK patron saints and national symbols. Identify famous landmarks and say how they were built/used.	Use artefacts, letters, uniforms and photographs to find out about the past. Use maps and pictures to identify countries and symbols. Answer who/what/when questions using visual evidence.	Compare wartime vs modern life (homes, transport, clothing). Compare national celebrations across the UK and other countries. Compare old and modern buildings and landmarks.	Use words such as: <i>timeline, century, soldier, commemorate, tradition, symbol, nation</i> .	Create simple fact files, posters and booklets about historical people/events. Explain the meaning of key symbols (e.g. poppy, flags). Describe landmarks and how they were used.
Y3	Place Vikings, Mayans, Egyptians and Romans on simple timelines. Understand that ancient civilisations existed long before modern times. Recognise that some civilisations existed at the same time.	Describe key features of Viking, Saxon, Mayan, Egyptian and Roman life. Know about beliefs, food, clothing, writing and structures (e.g. pyramids, villas, temples). Recognise features shared across different civilisations.	Use maps, artefacts and images to find out about civilisations. Infer information from objects (e.g. shields, tools, buildings). Explain what sources tell us about daily life.	Compare life in different civilisations with life today (homes, food, beliefs, clothing). Identify similarities between ancient civilisations. Compare ancient homes, writing systems and food with modern life.	Use words such as: <i>civilisation, empire, invasion, settlement, artefact, hieroglyph, calendar</i> .	Present comparisons of civilisations orally or in writing. Retell myths and daily-life stories linked to each civilisation. Produce labelled diagrams (e.g. longships, pyramids, temples).

Y4	Sequence developments such as the history of books and medicine on timelines. Understand continuity and change across long periods. Recognise key turning points (e.g. printing press, medical discoveries).	Know how writing, books and printing developed over time. Understand contributions of key medical figures (e.g. Nightingale, Seacole, Fleming). Know major achievements of ancient Greeks (e.g. Olympics, democracy, myths).	Investigate original writing tools, early books and old medical equipment. Use different sources together to understand change. Begin to discuss how useful or reliable a source might be.	Compare early writing materials with books today. Compare past and present healthcare and hospitals. Compare ancient Greek life with modern life (government, sport, education).	Use words such as: <i>invention, manuscript, printing press, democracy, hygiene, influence, legacy.</i>	Create scrolls, book pages and museum-style displays. Role-play medical scenes or Greek life based on evidence. Present information clearly using written reports and oral presentations.
Y5	Place personal and local history within wider timelines. Sequence major events like the Great Fire of London and the Space Race. Recognise and use decades and centuries with growing confidence.	Know about their own family history using family trees and timelines. Understand causes and consequences of the Great Fire of London. Know key achievements of Neil Armstrong and the history of space exploration.	Conduct simple oral history interviews (e.g. with family members). Use eyewitness accounts (Pepys), maps, photos and film as sources. Select relevant information from a range of sources.	Compare generations in their own families (childhoods, schools, technology). Compare London before and after the Great Fire. Compare early and modern space technology and exploration.	Use words such as: <i>generation, eyewitness, source, significant, evidence, technology, impact.</i>	Write diary entries, recounts and reports from historical viewpoints. Present research using timelines, fact files and models. Explain how and why things changed over time (e.g. fire safety, building design).
Y6	Create secure chronological overviews (Victorians → WWII → modern homes). Understand cause and effect over time (how one event leads to another). Use chronological language confidently (<i>century, era, period, innovation</i>).	Know key developments in Victorian transport, industry and technology. Understand main events and experiences of WWII (Blitz, evacuation, rationing, VE Day). Know how homes and household inventions have changed from Victorian times to the present.	Analyse primary sources such as posters, diaries, ration books and letters. Compare conflicting sources (e.g. propaganda vs diaries). Draw reasoned conclusions backed by explicit evidence.	Compare Victorian vs modern transport and work. Compare how different European countries experienced WWII. Compare homes, objects and routines in Victorian, wartime and modern periods.	Use words such as: <i>Industrial Revolution, blitz, evacuation, rationing, innovation, chronology, cause and effect.</i>	Write extended explanations and arguments using evidence. Present historical debates (e.g. "Which invention changed life most?"). Create detailed timelines, comparative studies and presentations showing change over time.