

## History Curriculum Knowledge and Progression Map 2025-26

Class	Autumn <i>(Full Schemes) Keystage History</i>	Spring <i>(Full Schemes) Keystage History</i>	Summer <i>(Full Schemes) Keystage History</i>
<b>Willow</b>	<a href="#">Teaching Christopher Columbus At KS1   Keystage History</a> <a href="#">Previous Class</a> <a href="#">Toys, castles, seaside</a> <a href="#">Gunpowder plot, grace darling, schools</a>	<a href="#">Teaching The First Moon Landing to KS1 - Years 1 &amp; 2   Keystage history</a>	<a href="#">Teaching The Sinking of the Titanic at KS1 - Years 1 &amp; 2   Keystage history</a>
<b>Breath of Study</b>	<ul style="list-style-type: none"> <li>The lives of significant individuals in Britain's past who have contributed to our nation's achievements.</li> </ul> <p>Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</p>	<ul style="list-style-type: none"> <li>The lives of significant individuals in Britain's past who have contributed to our nation's achievements.</li> <li>Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</li> </ul>	<p>Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</p>
<b>Threshold concepts</b>	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p>	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p>	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p>

	Build an overview of world history	Build an overview of world history	Build an overview of world history
<b>Milestones</b>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented</li> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Use dates where appropriate.</li> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented</li> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Use dates where appropriate.</li> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented</li> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Use dates where appropriate.</li> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>

	<ul style="list-style-type: none"><li>• Show an understanding of the concept of nation and a nation's history.</li></ul>	<ul style="list-style-type: none"><li>• Show an understanding of the concept of nation and a nation's history.</li></ul>	<ul style="list-style-type: none"><li>• Show an understanding of the concept of nation and a nation's history.</li></ul>
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