

### History Curriculum Knowledge and Progression Map 2025-26

<b>Hazel</b>	<a href="#">Teaching Ancient Greece at KS2 - Years 3,4,5 &amp; 6 History   Keystage history</a> <a href="#">Previous class</a> <a href="#">Ancient Egypt, Anglo Saxons,</a>	<a href="#">Teaching Victorian Britain at KS2 - Lessons and Resources - Year 5 &amp; 6   Keystage History</a>	<a href="#">Beyond Face Value - KS2 History   Keystage history</a>
<b>Breadth of Study</b>	<ul style="list-style-type: none"> <li>Ancient Greece.</li> </ul>	<ul style="list-style-type: none"> <li>A study of a theme in British history.</li> </ul>	<ul style="list-style-type: none"> <li>Thematic study of certain points in British history</li> </ul>
<b>Threshold Concepts</b>	Investigate and Interpret the past Understand chronology Communicate historically Build an overview of world history	Investigate and Interpret the past Communicate historically Build an overview of world history	Investigate and Interpret the past Communicate historically Build an overview of world history
<b>Milestones</b>	Year 4 <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul>	Year 4 <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul>	Year 4 <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul>

	<ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• Chronology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• Chronology</li> </ul> </li> </ul> <p>Year 5</p>
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	<p>Year 5</p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• era</li> <li>• continuity</li> <li>• century</li> <li>• legacy.</li> <li>• time period</li> <li>• chronology</li> <li>• change</li> <li>• decade</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chronology</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Refine lines of enquiry as appropriate</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Refine lines of enquiry as appropriate</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> <li>• Describe the main changes in a period of history (using terms such as: social, religious,</li> </ul>
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