

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>
Willow	Teaching Christopher Columbus At KS1 Keystage History Previous Class Toys, castles, seaside Gunpowder plot, grace darling, schools	Teaching The First Moon Landing to KS1 - Years 1 & 2 Keystage history	Teaching The Sinking of the Titanic at KS1 - Years 1 & 2 Keystage history
Breath of Study	The lives of significant individuals in Britain's past who have contributed to our nation's achievements. 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.	- The lives of significant individuals in Britain's past who have contributed to our nation's achievements. - 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.	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.
Threshold concepts	Investigate and Interpret the past Understand chronology Communicate historically	Investigate and Interpret the past Understand chronology Communicate historically	Investigate and Interpret the past Understand chronology Communicate historically

	Build an overview of world history	Build an overview of world history	Build an overview of world history
Milestones	• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. • 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.	• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. • 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.	• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. • 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.

	• Show an understanding of the concept of nation and a nation's history.	• Show an understanding of the concept of nation and a nation's history.	• Show an understanding of the concept of nation and a nation's history.
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