

Mandeville Primary School

History Progression Map (Nursery–Year 6)



Curriculum Intent

At Mandeville Primary School, our History curriculum develops pupils' understanding of the past and how events, people and societies have shaped the world we live in today. Through the study of chronology, historical enquiry, interpretation and evidence, pupils build knowledge progressively from KS1 to Year 6. Pupils develop as historians by asking questions, analysing sources, making inferences and exploring change and continuity over time. Knowledge and disciplinary skills are revisited and developed progressively to deepen pupils' understanding and historical thinking.

Pupils develop chronological understanding and historical perspective by exploring relationships between people, events and societies across different periods of history.

Historical Concepts and Threads

Historical Thread	How understanding develops across the curriculum
Chronology	Pupils develop chronological understanding from sequencing personal events in KS1 to securely placing periods and civilisations on timelines in KS2.
Evidence and Sources	Pupils begin by using photographs, memories and artefacts before progressing to evaluating archaeological evidence, primary and secondary sources and reliability.
Change and Continuity	Pupils identify similarities and differences between past and present before analysing continuity and change across historical periods.
Cause and Consequence	Pupils begin explaining simple reasons for events before evaluating historical causes, consequences and impact in KS2.
Historical Interpretation	Pupils compare accounts and interpretations of events, recognising that sources can present different viewpoints and contain bias.
Settlement and Society	Pupils explore how people lived in different periods and how settlements, communities and societies changed over time.

Substantive Knowledge Progression

Phase	Chronology	British History	Civilisations & Society	Historical Themes
Nursery	Begin to talk about events and changes within their	Begin to recognise that some things happened a long time ago.	Talk about family members and people who help us	Past and present, memory and change.

	own lives and family history.		now and in the past.	
Reception	Sequence familiar events using language such as yesterday, today and a long time ago.	Explore events and people from the past including Guy Fawkes, Remembrance Day and the moon landing.	Compare old and new objects, transport and toys.	Change, continuity and similarities and differences.
Year 1	Sequence personal events using simple timelines and language such as past and present.	Explore personal history and childhood in the past.	Understand similarities and differences between childhood now and in the past.	Memory, change and continuity.
Year 2	Place schools and events within living memory onto timelines.	Investigate schools in the past and changes within living memory.	Understand how schools and communities changed over time.	Similarity and difference, evidence and change.
Year 3	Place prehistoric Britain onto a timeline using BC and AD.	Study the Stone Age, Bronze Age and Iron Age.	Understand prehistoric settlements, farming and trade.	Archaeology, continuity and technological change.
Year 4	Develop chronological understanding of Anglo-Saxon Britain.	Study Anglo-Saxon invasions and settlements.	Explore Anglo-Saxon beliefs, kingdoms and Christianity.	Invasion, settlement, belief and interpretation.
Year 5	Sequence Viking events and developments chronologically.	Study Viking invasions, trade and settlements.	Understand Viking society, exploration and trade routes.	Interpretation, significance, trade and legacy.
Year 6	Investigate local history across different historical periods.	Explore Victorian Britain and local history through the census.	Understand how people's lives and occupations changed over time.	Historical enquiry, suffrage, reliability and interpretation.

Disciplinary Knowledge Progression

Phase	Historical Enquiry	Sources & Evidence	Interpretation	Chronological Understanding
Nursery	Ask questions about photographs, stories and familiar events.	Use pictures, stories and objects to talk about the past.	Talk about similarities and differences between old and new.	Begin using vocabulary such as today, yesterday and a long time ago.
Reception	Ask questions about past events, objects and people.	Use books, photographs and first-hand sources to find out about the past.	Compare similarities and differences between old and new.	Use vocabulary such as past, present, old, new and sequence familiar events.

Year 1	Ask simple questions about the past.	Use photographs and memories to learn about the past.	Talk about similarities and differences between past and present.	Use simple timelines and chronological vocabulary.
Year 2	Ask questions about schools and life in the past.	Use photographs, visitors and historical objects as sources.	Compare similarities and differences between periods of time.	Place events within living memory onto timelines.
Year 3	Use archaeological evidence to investigate prehistory.	Make deductions using artefacts and archaeological evidence.	Identify certainties and possibilities based on evidence.	Use BC and AD accurately on timelines.
Year 4	Investigate Anglo-Saxon Britain using historical questions.	Use artefacts and sources to make inferences.	Identify bias and evaluate different interpretations.	Develop secure understanding of chronology across periods studied.
Year 5	Investigate Viking society using a range of sources.	Evaluate historical evidence and identify significance.	Compare different versions of Viking sagas and interpretations.	Sequence historical developments and explain significance over time.
Year 6	Conduct independent historical enquiries using a range of sources.	Evaluate reliability and use census records to make inferences.	Analyse interpretations and explain why sources differ.	Securely connect local, British and world history chronologically.

Historical Investigation Progression

Phase	Progression
Nursery	Explore photographs, stories and objects linked to familiar experiences, family life and changes over time.
Reception	Use books, photographs, artefacts and first-hand sources to investigate similarities and differences between past and present.
Year 1	Use photographs, stories, artefacts and memories to learn about the past.
Year 2	Use timelines, visitors and historical objects to investigate changes within living memory.
Year 3	Use archaeological evidence and artefacts to investigate prehistoric Britain.
Year 4	Use artefacts, written accounts and historical sources to investigate Anglo-Saxon Britain.
Year 5	Evaluate Viking sources, sagas and evidence to investigate historical interpretations.
Year 6	Use census records, primary and secondary sources to conduct local history enquiries.