

History Progression

1. Investigate and Interpret the Past

End of KS1	Lower KS2	Upper KS2
Ask simple questions about the past (e.g. what happened, how long ago).	Use evidence to ask and answer questions about change, cause, similarity and difference.	Form historically valid questions independently (linked to key concepts).
Use artefacts, pictures and stories to find out about the past.	Select relevant sources (e.g. diary entries, artwork, letters).	Select and combine a range of sources confidently to support answers.
Recognise different ways the past is represented (art, stories, diaries).	Use more than one source to understand an event.	Understand that multiple sources together build a fuller historical picture.
Use evidence to answer simple questions.	Describe different accounts and explain why they may differ.	Evaluate and interpret sources to reach informed conclusions.
—	Suggest causes and consequences of events.	Secure understanding of cause, consequence, similarity, difference and significance in enquiry.

Progression summary:

From basic questioning and observation → selecting and comparing sources → critical enquiry and interpretation

2. Build an Overview of World History

End of KS1	Lower KS2	Upper KS2
Describe changes within living memory and familiar contexts.	Describe key features of past societies (beliefs, daily life).	Summarise life across periods (e.g. medieval to modern, including World Wars).
Describe significant people and events.	Explain changes in Britain (e.g. Stone Age to Iron Age).	Analyse and compare significant periods (Romans, Victorians, WWII).
Recognise reasons why people lived differently in the past.	Compare British history with other civilisations (e.g. Ancient Egypt).	Compare different eras and global contexts (e.g. castles, empires).
Describe events such as the Great Fire of London.	Give an overview of settlement and development in Britain.	Identify continuity and change in local and national history.
Talk about local historical changes.	Describe how the local area has changed over time.	Make links between local history and wider world events.

Progression summary:

From describing familiar past → explaining change and making comparisons → analysing broad historical trends and connections

3. Understand Chronology

End of KS1	Lower KS2	Upper KS2
Place events and objects in order (simple timelines).	Place events, artefacts and people on timelines using dates.	Describe main changes within and across periods of history.
Use basic time vocabulary (then, now, past, present).	Use dates and historical terms (era, century, decade).	Use dates and terms accurately and fluently.
Talk about changes in own life and local area.	Understand how life changed over time (e.g. in Britain).	Understand and explain continuity and change over time.
Begin to label timelines.	Develop secure chronological understanding across periods.	Represent continuity and change clearly using timelines and evidence.

Progression summary:

From simple sequencing → secure chronological framework → analytical understanding of change over time

4. Communicate Historically

End of KS1	Lower KS2	Upper KS2
Use basic historical vocabulary (past, present, then, now).	Use a wider range of vocabulary (century, decade, chronology, ancient).	Use precise and sophisticated historical vocabulary (continuity, legacy, era).
Describe simple similarities and differences.	Explain cause, consequence, similarity and difference.	Communicate complex ideas such as continuity and change clearly.
Begin to explain historical ideas through discussion.	Structure responses using evidence and terminology.	Present well-structured, evidence-based historical arguments.
Talk about changes and experiences.	Use historical terms confidently in explanation.	Use technical vocabulary accurately in extended responses.

Progression summary:

From basic descriptions → structured explanations → analytical and precise historical communication

Progression Journey

End of KS1:

- Exploring and noticing
- Asking simple questions
- Developing awareness of time and change

Lower KS2:

- Investigating with evidence
- Explaining change and comparisons
- Building chronological understanding

Upper KS2:

- Thinking critically as historians
- Analysing sources and interpretations
- Making connections across time and place

Geography Progression

1. Investigate Places

End of KS1	Lower KS2	Upper KS2
Ask simple geographical questions (e.g. what is this place like?)	Ask and answer questions about human and physical features of places	Form and investigate complex geographical questions independently
Use aerial images and simple maps to recognise landmarks and features	Use maps, atlases and digital tools to locate and describe places	Use a wide range of geographical resources to analyse locations
Identify key features of a place (city, town, village, coastal, rural)	Compare locations and explain similarities and differences	Explain how physical geography affects how people live
Name UK countries, capitals, continents and oceans	Locate regions (UK, Europe, Americas) and describe their features	Locate countries globally and analyse their characteristics
Recognise basic human and physical features	Use a range of sources to identify features and changes over time	Collect and analyse data (e.g. population) to draw conclusions

Progression summary:

From recognising and describing places → comparing and explaining → analysing and drawing conclusions about locations

2. Investigate Patterns

End of KS1	Lower KS2	Upper KS2
Identify seasonal and daily weather patterns (UK)	Describe similarities and differences between regions	Explain patterns using geographical reasons (climate, land use, location)
Recognise how places are similar and different (UK and beyond)	Describe how local areas change over time	Analyse global patterns (climate zones, population, trade)
Identify land use around school	Locate Equator, hemispheres, tropics, polar regions	Explain significance of global features (Equator, time zones)
Recognise hot and cold areas of the world	Describe characteristics of climate zones	Explain interdependence between regions and countries

Progression summary:

From identifying simple patterns → describing change and difference → explaining global patterns and interconnections

3. Communicate Geographically

End of KS1	Lower KS2	Upper KS2
Use basic vocabulary (river, mountain, city, village)	Use more precise vocabulary (settlement, volcano, earthquake, water cycle)	Use technical vocabulary (climate zones, biomes, trade, resources)
Use simple compass directions (N, S, E, W)	Use 8-point compass and 4-figure grid references	Use mapping accurately to represent complex information
Draw simple maps and use basic symbols	Use maps with keys, symbols and grid references	Create maps showing patterns (climate, land use)
Use simple grid references	Present information using maps, graphs and diagrams	Present detailed geographical information clearly and accurately

Progression summary:

From simple mapping and vocabulary → accurate use of geographical tools → precise and analytical communication

4. Fieldwork & Enquiry

End of KS1	Lower KS2	Upper KS2
Use simple fieldwork and observation in local area	Conduct fieldwork using maps, sketches, and simple data collection	Independently plan and carry out fieldwork enquiries
Study school grounds and surrounding environment	Record and present findings using graphs and digital tools	Analyse and interpret fieldwork data to draw conclusions
Identify basic human and physical features locally	Compare local area with other locations	Use fieldwork to explain patterns and connections

Progression summary:

From observing the local environment → collecting and presenting data → analysing and explaining findings independently

End of KS1

- Exploring local and familiar places
- Identifying features and simple patterns
- Beginning to use maps and geographical language

Lower KS2

- Comparing places and understanding change
- Using maps, data and fieldwork effectively
- Developing geographical explanations

Upper KS2

- Thinking critically as geographers
- Analysing patterns and global connections
- Using evidence and data to justify conclusion

Connected Curriculum: History & Geography Progression

Common Thread	KS1	Lower KS2	Upper KS2	Curriculum Connection
Enquiry & Questioning	Ask simple questions about places and the past	Ask structured questions using evidence (history) and features (geography)	Form and investigate complex, independent questions	Both subjects develop disciplinary enquiry skills —thinking like historians and geographers
Using Evidence & Sources	Use stories, pictures, maps and artefacts	Use multiple sources (maps, texts, images, artefacts)	Select, combine and evaluate sources/data critically	Shared focus on evidence-based understanding (historical sources & geographical data)
Understanding Change Over Time	Recognise changes in own life and local area	Describe how places and societies change over time	Explain causes, consequences, and long-term change	Links historical change with geographical change (environment, land use, settlements)
Comparison & Similarities	Identify simple similarities and differences	Compare places and historical periods	Analyse differences using evidence and reasoning	Both subjects build comparative thinking (places, periods, societies)
Chronology & Spatial Awareness	Sequence events; use simple maps and directions	Use timelines and maps with increasing accuracy	Link time and place to explain patterns and trends	Connects time (history) with space (geography) for deeper understanding
Place & Context	Learn about local area and familiar past	Study regions, countries, and historical civilisations	Analyse global contexts and interconnections	Develops understanding of place as a key concept across both subjects
Human & Physical Understanding	Recognise basic human and physical features; understand how people lived	Describe settlements, land use, and daily life in past societies	Explain how environment influences human activity (trade, settlement, conflict)	Strong link between human geography and historical societies
Cause & Consequence / Patterns	Begin to recognise simple reasons for events or features	Explain causes of events and geographical patterns	Analyse complex causes (e.g. climate, trade, conflict, migration)	Connects historical causation with geographical processes and patterns
Communication & Vocabulary	Use simple topic vocabulary	Use subject-specific vocabulary (e.g. empire, settlement, climate)	Use precise, technical language with accuracy	Builds disciplinary literacy across both subjects
Fieldwork & Interpretation	Observe local area; describe simple features and changes	Collect and present data (maps, charts, timelines)	Analyse and interpret findings to reach conclusions	Links geographical fieldwork with historical interpretation skills

Key Connected Curriculum Insights

Units where connections are made:

- **Living here, living there; Great Fire of London; A Great Day Out; Family Fun in the Past**
- **Greatest Builders; Invaders and Settlers; Guatemala; Chocolate**
- **WW1; WW2; The Great Lakes; Ancient Greece and the UK**

Shared Progression Pattern

Across both subjects, pupils move from:

- KS1: observing, describing, recognising
- Lower KS2: comparing, explaining, using evidence
- Upper KS2: analysing, interpreting, drawing conclusions

Strong Cross-Curricular Links

- Time + Place:
History provides *chronology*; Geography provides *location* → together they explain why things happen where and when they do
- Cause & Process:
Historical causes (war, migration) link to geographical processes (climate, resources, trade)
- Human Impact:
Geography explains *how people live*; History explains *how this has changed over time*
- Evidence Use:
Both subjects develop critical thinking through sources, data, and interpretation

Curriculum Strength

This alignment shows a coherent, well-sequenced curriculum where:

- Knowledge is reinforced across subjects
- Skills are transferable and deepened
- Pupils develop joined-up understanding of the world