



## 1. Progression of Knowledge and Skills

Below is our progression of knowledge and skills. We have not included our topic knowledge (also sometimes known as ‘fingertip’ knowledge) as this knowledge is not necessarily progressive. Topic knowledge does have an important role in historical learning as it enables pupils to develop their chronological awareness and knowledge of substantive concepts.

### SUBSTANTIVE STRANDS

<b>Chronological Understanding – progression of knowledge</b>		
Reception By the end of Reception, children:	Year 1 By the end of Year 1, children:	Year 2 By the end of Year 2, children:
<ul style="list-style-type: none"> <li>Know that someone’s age is the time since they were born. know that they started life as a baby but have since grown and changed.</li> <li>Know that some people are older than others.</li> <li>Know that parents are older than children and grandparents are older than parents.</li> <li>Know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year).</li> </ul>	<ul style="list-style-type: none"> <li>Know that a timeline shows the order events in the past happened.</li> <li>Know that we start by looking at ‘now’ on a timeline then look back.</li> <li>Know that ‘the past’ is events that have already happened.</li> <li>Know that ‘the present’ is time happening now.</li> <li>Know that within living memory is 100 years.</li> <li>Know that beyond living memory is more than 100 years ago.</li> </ul>	<ul style="list-style-type: none"> <li>Know that events in history may last different amounts of time.</li> <li>Know a decade is ten years.</li> </ul>
<b>Chronological Understanding – progression of skills</b>		
Reception	Year 1	Year 2
<ul style="list-style-type: none"> <li>Beginning to sequence events when describing them (e.g. daily routines, events in a story) Recognising that some stories are set a long time ago.</li> <li>Recognising significant dates for them (birthday).</li> <li>Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).</li> <li>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</li> <li>Sequencing three or four artefacts/photographs from different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing up to six photographs, focusing on the intervals between events.</li> <li>Placing events on a timeline, building on times studied in Year 1.</li> </ul>

yesterday, today, tomorrow, last week, “when I was in nursery...”) Recounting activities that happened in their past using photos as a prompt.	<ul style="list-style-type: none"> <li>Placing events on a simple timeline. Recording on a timeline a sequence of historical stories heard orally</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework.</li> </ul>
--	--	--

<b>Substantive Concepts</b>			
Concept	Reception By the end of Reception, children:	Year 1 By the end of Year 1, children:	Year 2 By the end of Year 2, children:
<b>Power (monarchy, government and empire)</b>	<ul style="list-style-type: none"> <li>Know that in fairytales kings/queens are usually important, powerful people who rule over others</li> </ul>		<ul style="list-style-type: none"> <li>Know that a monarch in the UK is a king or queen.</li> <li>Can begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</li> <li>Know that Britain was organised into kingdoms and these were governed by monarchs.</li> </ul>
<b>Achievements and follies of mankind</b>	<ul style="list-style-type: none"> <li>Recognise some interests and achievements from their own lives and the lives of their families and friends.</li> </ul>	<ul style="list-style-type: none"> <li>Know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.)</li> <li>Know some achievements and discoveries of significant individuals (e.g. explorers).</li> </ul>	<ul style="list-style-type: none"> <li>Can begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel).</li> <li>Know the legacy and contribution of some inventions (e.g. flight).</li> <li>Are aware of the achievements of significant individuals (e.g. those involved with the history of flight)</li> </ul>

## DISCIPLINARY STRANDS

<b>Disciplinary Concepts</b>			
Concept	Reception By the end of Reception, children:	Year 1 By the end of Year 1, children:	Year 2 By the end of Year 2, children:
<b>Change and continuity</b>	<ul style="list-style-type: none"> <li>Are aware of changes that happen throughout the year (e.g. seasons, nature).</li> <li>Know that the environment around us changes as time passes.</li> </ul>	<ul style="list-style-type: none"> <li>Are aware that some things have changed and some have stayed the same in their own lives.</li> <li>Can describe simple changes and ideas/objects that remain the same. Understand that some things change</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some things which have changed / stayed the same as the past. Identify simple reasons for changes.</li> <li>Know that daily life has changed over time but that there are some similarities to life today.</li> </ul>

		<p>while other items remain the same and some are new</p> <ul style="list-style-type: none"> <li>• Know that people change as they grow older.</li> <li>• Know that throughout someone's lifetime, some things will change and some things will stay the same.</li> <li>• Know that everyday objects have changed over time.</li> </ul>	
<b>Cause and consequence</b>	<ul style="list-style-type: none"> <li>• Experience cause and effect in play - achieve through continuous provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask why things happen and begin to explain why with support.</li> <li>• Know that everyday objects have changed as new materials have been invented.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions about why people did things, why events happened and what happened as a result.</li> <li>• Recognise why people did things, why events happened and what happened as a result.</li> <li>• Know that changes may come about because of improvements in technology.</li> </ul>
<b>Similarities and differences</b>	<ul style="list-style-type: none"> <li>• Begin to recognise similarities and differences between the past and today.</li> <li>• Use photographs and stories to compare the past with the present day</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to look for similarities and differences over time in their own lives.</li> <li>• Know that there are similarities and differences between their lives today and their lives in the past.</li> <li>• Know some similarities and differences between the past and their own lives.</li> <li>• Know that people celebrate special events in different ways.</li> <li>• Know that everyday objects have similarities and differences with those used for the same purpose in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Identify similarities and difference between ways of life at different times.</li> <li>• Find out about people, events and beliefs in society.</li> <li>• Make comparisons with their own lives.</li> <li>• Know that there are explanations for similarities and differences between children's lives now and in the past.</li> </ul>
<b>Historical significance</b>	<ul style="list-style-type: none"> <li>• Recall special people in their own lives.</li> <li>• Know the names of people that are significant to their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall special events in their own lives.</li> <li>• Know that some people and events are considered more 'special' or significant than others.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss who was important in a historical event.</li> <li>• Know that some events are more significant than others.</li> <li>• Know the impact of a historical event on society.</li> <li>• Know that 'historically significant' people are those who changed many people's lives.</li> </ul>
<b>Sources of evidence</b>	<ul style="list-style-type: none"> <li>• Use photographs and stories to compare the past with the present day.</li> <li>• Use stories and non-fiction books to find out about life in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use artefacts, photographs and visits to museums to answer simple questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use artefacts, photographs and visits to museums to ask and answer questions about the past.</li> </ul>

	<ul style="list-style-type: none"> <li>Know that stories and books can tell us about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past using sources (e.g. artefacts). Sort artefacts from then and now.</li> <li>Know that photographs can tell us about the past.</li> <li>Know that we can find out about the past by asking people who were there. Know that artefacts can tell us about the past.</li> <li>Know that we remember some (but not all) of the events that we have lived through.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple observations about a source or artefact.</li> <li>Use sources to show an understanding of historical concepts (see above). Identify a primary source.</li> <li>Know that we can find out about how places have changed by looking at maps. Know that historians use evidence from sources to find out more about the past</li> </ul>
<b>Historical interpretations</b>	<ul style="list-style-type: none"> <li>Recognise that different members of the class may notice different things in photographs from the past.</li> <li>Begin to understand that the past can be represented in photographs and drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify different ways to represent the past (e.g. photos, stories). Develop their own interpretations from historical artefacts.</li> <li>Know that the past can be represented in photographs.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise different ways in which the past is represented (including eye-witness accounts).</li> <li>Compare pictures or photographs of people or events in the past.</li> <li>Develop their own interpretations from photographs and written sources.</li> <li>Know that the past is represented in different ways.</li> </ul>

<b>Historical Enquiry - progression of skills</b>			
Sub-strand	Reception By the end of Reception, children:	Year 1 By the end of Year 1, children:	Year 2
<b>Posing historical questions</b>	<ul style="list-style-type: none"> <li>Make simple observations about the past from photographs and images.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple observations about the past from photographs and images.</li> </ul>	<ul style="list-style-type: none"> <li>Make links and connections across a unit of study.</li> <li>Select and use sections of sources to illustrate and support answers</li> </ul>
<b>Gathering, organising and evaluating evidence</b>	<ul style="list-style-type: none"> <li>Make simple observations about the past from photographs and images.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources of information, such as artefacts, to answer questions.</li> <li>Draw out information from sources.</li> <li>Make simple observations about the past from a source.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how we use books and sources to find out about the past.</li> <li>Use a source to answer questions about the past.</li> <li>Evaluate the usefulness of sources to a historical enquiry.</li> <li>Select information from a source to answer a question.</li> <li>Identify a primary source.</li> </ul>

<p><b>Interpreting findings, analysing and making connections</b></p>	<ul style="list-style-type: none"> <li>• Make simple observations about the past from photographs and images.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret evidence by making simple deductions. Make simple inferences and deductions from sources of evidence.</li> <li>• Describe the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings)</li> </ul>	<ul style="list-style-type: none"> <li>• Make links and connections across a unit of study.</li> <li>• Select and use sections of sources to illustrate and support answers.</li> </ul>
<p><b>Evaluating and drawing conclusions</b></p>	<ul style="list-style-type: none"> <li>• Decide whether photographs or images (e.g. from stories) depict the past</li> </ul>	<ul style="list-style-type: none"> <li>• Draw simple conclusions to answer a question.</li> </ul>	<ul style="list-style-type: none"> <li>• Make simple conclusions about a question using evidence to support.</li> </ul>
<p><b>Communicating findings</b></p>	<ul style="list-style-type: none"> <li>• Communicate findings by pointing to images and using simple language to explain their thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate findings through discussion and timelines with physical objects/ pictures.</li> <li>• Use vocabulary such as - old, new, long time ago. Discuss and write about past events or stories in narrative or dramatic forms.</li> <li>• Express a personal response to a historical story or event. (e.g. saying, writing or drawing what they think it felt like in response to a historical story or event.)</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</li> <li>• Use relevant vocabulary in answers.</li> <li>• Describe past events and people by drawing or writing.</li> <li>• Express a personal response to a historical story or event through discussion, drawing or writing.</li> </ul>

## 2. Vocabulary

### Reception

a long time ago, after, baby, before, change, child, different, history, I remember, new, now, old, order, past, photograph, present, similar, then, toddler, when I was little, courageous, achievement, dad, family, fairytale, grandad, grandma, hoop, horse drawn cart, king, mum, new, old, older, past, power, present, queen, royalty, rule, steam train

### Year 1

<b>Topic Vocab</b>	<b>How am I making history?</b> siblings parent grand parent great grandparent childhood time capsule <b>What were toys like in the past?</b> toy wooden plastic metal mohair <b>How have explorers changed the world?</b> explorer exploration achievement discovery transport equipment yacht voyage solo North Pole resilience determination qualities coat of arms
<b>Historical Enquiry</b>	ask investigate explain question artefacts object sort group compare/ comparison interview photograph similar/similarity different/ difference change same event remember memory celebration special
<b>Chronological Awareness</b>	morning afternoon evening order now present past recent timeline lifetime future date before today tomorrow last week/month/year/day memory within living memory beyond living memory old new sequence modern after long ago

### Year 2

<b>Topic Vocab</b>	<b>How was school different in the past?</b> school log book textbook blackboard abacus slate chalk pen and ink stove <b>How did we learn to fly?</b> inventor flight <b>What is a monarch?</b> monarch power ruler absolute monarchy anointing armed forces attack bailey battle battlements Bayeux Tapestry ceremony concentric castle constitutional monarchy conquer coronation crowning defend earl fortified manor house gatehouse government head of state invade investing keep
<b>Historical Enquiry</b>	sources primary source evidence contrast historic historically significant eye witness account eye witness
<b>Chronological Awareness</b>	Decade Anglo-Saxon