



History Curriculum Knowledge and Skills Progression Document

***This Document is to be used in conjunction with the History Vocabulary Progression Document.**

History Knowledge, Skills and Understanding EYFS

- Can they talk about or respond to events in their personal history or present life (e.g. drawing or talking about when something happened to them)?
- Can they use technology to share experiences with others (e.g. talking about a photo or recording they have made)?
- Do they know about festivals and celebrations that are marked in their own culture?
- Can they retell simple stories about other people or events?
- Can they observe and talk about changes that have happened over time (e.g. a plant growing, an egg hatching)?
- Can they use talk correctly to organise, sequence and clarify thinking, ideas, feelings and events?
- Can they talk about similarities between themselves and others (e.g. you are old and I am young)?
- Can they capture or document a sequence of events or experiences (e.g. drawing, painting, using technology)?
- Can they understand that lives were different in the past?
- Can they answer how and why questions about their experiences and in response to stories or events?
- Do they know the days of the week and can they use simple time vocabulary such as yesterday, today, now?
- Can they use past, present and future tense?
- Can they ask questions about events that have happened or might change in the future?
- Are they aware that there is an order and a sequence to familiar events?
- Can they develop their own narratives and explanations by connecting ideas or events?
- Do they know that we have a queen or a king who helps to run the country?
- Do children know that in society there are people in charge and can they name significant people who may be 'in charge' e.g. pilot on a plane?
- Do they have an age appropriate understanding of British Values and how we use these school? E.g. Rule of law, democracy.
- Do they know the difference between past and present events in their own lives and some reasons about why people's lives were different in the past?
- Can they select appropriate applications that support an identified need - for example how to record a special event in their lives?
- Can they talk about the lives of the people around them and their roles in society.



History

Curriculum Knowledge and Skills Progression Document



History

Curriculum Knowledge and Skills Progression Document

History Knowledge, Skills and Understanding Year 1

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organisation and communication
<ul style="list-style-type: none"> Can they put up to three objects in chronological order (recent history)? E.g. toys. Can they recognise the difference between the past and the present? Can they use words and phrases like: old, new, when my mummy was little, very old, and a long time ago? Can they use common words and phrases to sequence events from the past? (E.g. First, Next, Finally) Can they talk about things that have changed since they were little e.g. toys played with / changes to family etc? Can they recognise that a story that is read to them may have happened a long time ago? Do they know that some objects belonged to the past and identify simple differences between old and new objects? Can they retell a familiar story / event, chronologically, set in the past? Can they explain how they have changed since they were born? Can they give examples of things that are different in their life from that of their grandparents when they were young. 	<ul style="list-style-type: none"> Do they appreciate that some famous people / events have influenced positive changes. E.g. Christopher Wren / houses made out of different materials etc? Do they recognise that more significant people are in charge / have power? E.g. prime minister / queen / king Can they name key historical buildings linked to power / the monarchy? E.g. Houses of Parliament, Downing Street Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? Can they talk about key aspects of the life of Elizabeth 11 (E.g. family, houses, role) and recognise why she is special / significant to Britain? Can they identify specific objects from the past, such as a fire hook? Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? Can they explain how their locality has changed over time (E.g. transport, houses, things to do? - now and then) and suggest reasons for this? Can they use historical maps to see how places have changed over time, making simple observations? (E.g. London , Alvaston, Derby) Do they understand that our British Values are unique to our country, recognising how these help to bring change? (E.g. voting) Do they recognise why Samuel Pepys is a significant individual in helping to learn about how and why the fire spread? (E.g. diaries). 	<ul style="list-style-type: none"> Can they ask and answer questions about old and new objects / photographs, including how they might have changed over time? Can they spot old and new things in pictures and identify how they have changed? Can they give a plausible explanation about what an object was used for in the past? Can they research a 'significant event' from the past, asking simple questions and using books and QR codes to find answers (E.g. Great Fire of London?) Can they explain the difference between fiction and non-fiction? Can they show some understanding of the ways we can find out about the past (eg museums, artefacts, archaeology?) Can they start to recognise how sources of evidence are an important means of finding out about the past (E.g. Samuel Pepys' dairy) 	<ul style="list-style-type: none"> Can they create timelines using physical objects and sequential pictures? Can they communicate through speech, pictures and writing (labels, photographs, videos or simple reports and recounts)? Can they communicate their knowledge and understanding through drama and role play?

Red = concept of Change

Blue = concept of Power and Monarchy

Green = concept of Significance



History

Curriculum Knowledge and Skills Progression Document

History Knowledge, Skills and Understanding Year 2			
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organisation and communication
<ul style="list-style-type: none"> Can they use phrases and words like: 'before', 'after', 'past', 'present', in their historical learning? Can they date events to the nearest century or era, like 'in the 1800s', or 'about 600 years ago' and occasionally to the year (eg 1066)? Can they order pictures / artefacts of different boats / forms of transport and give reasons for their order? Can they sequence events about the life of a famous person (E.g. Queen Victoria)? 	<ul style="list-style-type: none"> Can they explain any changes made by an individual which have led to national / international achievements? For example, Brunel (transport / engineering) or Queen Victoria - British Empire, Education, industrial expansion. Can they compare how life might have differed for Queen Victoria in Victorian times to our Queen Elizabeth 11 today? Can they recount some interesting facts from an historical event, such as where the Titanic set sail from or why people were making the journey? Can they explain why Britain has a special history by naming some significant events and some famous people? Can they give examples of how childhood (Webb Children / Newstead Abbey) has changed since Victorian times (e.g. toys, schools, work) and suggest reasons why changes may have been brought about? Can they give reasons and opinions regarding whether changes are always positive? Can they explain why the Victorian period was a time of great change in relation to schooling, working conditions, transport and engineering and how this has impacted on national / international achievements? Can they explain how a tragic event (E.g.) might lead to international / global changes? Can they explain how life was different for those of different social classes? (On board the Titanic / Victorian rich and Poor children) Can they talk about the history and significance of Rolls Royce as a hub for transport and engineering developments? 	<ul style="list-style-type: none"> Can they find out something about the past by talking to an older 'expert' (E.g. Titanic historian) or using books / technology? Can they follow a line of enquiry (about a significant person or event ?- E.g. Brunel / Rolls and Royce. Can they use sources of evidence to make observations about the past and give opinions? I would rather be a child living in Victorian times than a child today because . . . etc Can they say at least two ways they can find out about the past, for example using books and the internet or examining artefacts, written accounts? Can they choose and use parts of stories- (E.g. Titanic) to show that they understand key features of events, (eg through innovating)? Can they evaluate the reliability of the way in which events are recorded and why eye-witness accounts might vary? (Titanic) Can they use historical maps as a source of enquiry to learn more about people and events? (E.g. British Empire maps then and now / Titanic route 	<ul style="list-style-type: none"> Can they create and annotate simple timelines to show the chronology of simple events (E.g. events leading up to Titanic disaster)? Can they communicate through speech/ drama, pictures and writing to inform others about significant events and people (e.g. fact files, letters in role, reports)? Can they evaluate and summarise findings and give opinions, weighing up the evidence examined? Can they recognise how technology has developed over time and has helped us to learn about the past?

Red = concept of Change

Blue = concept of Power and Monarchy

Green = concept of Significance



History Curriculum Knowledge and Skills Progression Document

History Vocabulary Progression

This document has been generated to clearly show the progression of historical terms and topic specific vocabulary, which needs to be acquired, understood and applied across different contexts and subject areas from the Early Years to Year 2. Vocabulary will need to be **revisited** by subsequent year group/s and therefore teachers will need to look carefully at prior vocabulary acquisition before planning teaching and learning opportunities to ensure that revisitation opportunities are carefully considered. Vocabulary will **not** necessarily be repeated for a year group, if it has been documented in a previous year group's list. Each year group outlines **new** vocabulary acquisition as the assumption will be that teachers will refer to prior vocabulary knowledge.

EYFS	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organisation and Communication
	Key Vocabulary: long ago yesterday today now then tomorrow days of the week months of year old young memory	Key Vocabulary: change similarities (same) differences (different) famous story	Key Vocabulary: object Photograph Picture drawing	Key Vocabulary: match sort sequence
Year 1	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organisation and Communication
Revisit vocabulary from EYFS + new vocabulary for Year 1	Key Vocabulary: chronological (order) Past Present When my parents, grandparents were younger.. When I was younger . . . timeline sequence living memory	Key Vocabulary: democracy, discovery, diversity king, queen, monarchy, local invention, famous / significant comparison, similarities, differences, fact, fiction Topic Specific Vocabulary:	Key Vocabulary: archaeology, archaeologist, museum, curator, artefact, account, observation, diary, detective, historian, research. (non) fiction, Who?,When?, What?, Why?	Key Vocabulary: explain sequence timeline



History

Curriculum Knowledge and Skills Progression Document

	old new 1666	Great Fire of London: Pudding Lane, Thomas, Farynor, monument, River Thames, fire hooks, squirts, Samuel Pepys, mayor, diary, gunpowder, embers, leather bucket, King Charles 11, axe, St Paul's Cathedral		
Year 2	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organisation and Communication
Revisit vocabulary from Year 1 + new vocabulary for Year 2	Key Vocabulary: decade century before after time period In the 1800s etc 400 years ago etc Victorian Time Period later earlier	Key Vocabulary: National international significant Topic Specific Vocabulary: Victorians: Victorian, Queen Victoria, empire, monarch, conquer invention, Newstead Abbey, mangle, candle snuffer, dolly, washboard, top and whip, chamber pot, nanny, nursery, maid, wealth, class, reign, monarch, scullery, Transport Rolls Royce, Henry Royce, motor car, engine, Spitfire, Hurricane, invention, Titanic: voyage, iceberg, class (first, second, third), unsinkable, luxury, navigate, funnel, survivor, collision, crew, Atlantic, New York, Southampton, hull, bow, stern	Key Vocabulary: oral history eye-witness account sources of evidence excavate, unearth evidence opinion reliability document technology	Key Vocabulary: annotate evaluate summarise opinion evidence represent similarity difference