Curriculum Progression Map - History

Year group	Term	Knowledge	skills	Key vocabulary
Reception	Autumn	To know that the environment around us changes as time passes. Experiencing cause and effect in play - achieve through continuous provision. Using photographs and stories to compare the past with the present day. To know the names of people that are significant to their own lives. To know that stories and books can tell us about the past. To know that some photographs and drawings represent the past. To 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). To know that they started as a baby but have since grown and changed. To know that someone's age is the time since they were born. To understand the past. (Remembrance Sunday, Harvest, Bonfire Night) Experiencing cause and effect in play - achieve through continuous provision. Recognising that different members of the class may notice different things in photographs from the past. To begin to understand that the past can be represented in photographs and drawings.	Recognising significant dates for them (birthday). Recounting activities that happened in their past using photographs as a prompt. Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day. Recognising that different members of the class may notice different things in photographs from the past. Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Using photographs and images to make simple observations about the past. Being aware of changes that happen throughout the year (e.g. seasons, nature). Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. Yesterday, today, tomorrow, last week, 'when I was in nursery...' Making simple observations about the past from photographs and images. Deciding whether photographs or images (e.g. from stories) depict the past. Ccommunicating findings by pointing to images and using simple language to explain their thoughts. Recalling special people in their own lives.	adult, a long time ago, baby, change, child, different, grown, history, historian, new, now, old, past, present, teenager, then, toddler, order, photograph ,poppy, soldiers, war, bonfire, Guy Fawkes, fireworks

Curriculum Progression Map – History

		To know that stories and books can tell us about the past.	Using stories and non-fiction books to find out about life in the past Recognising that some stories are set a long time ago. To know that stories and books can tell us about the past.	
Year 1	Autumn How am I making History?	To know some similarities and differences between the past and their own lives. To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that there are similarities and differences between their lives today and their lives in the past. To know that people celebrate special events in different ways. To know that some people and events are considered more 'special' or significant than others.	To know some similarities and differences between the past and their own lives. To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. To know that people change as they grow older To know that throughout someone's lifetime, some things will change and some things will stay the same To know that there are similarities and differences between their lives today and their lives in the past. To know that people celebrate special events in different ways To know that some people and events are considered more 'special' or significant than others. To know that photographs can tell us about the past. To know that we can find out about the past by	Celebrate, celebration change, childhood, different, event, family, future, grandparent, lifetime, living memory, memory, now, present, past, remember, significant, similar, time capsule, timeline

Curriculum Progression Map - History

		To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that we remember some (but not all) of the events that we have lived through. To know that the past can be represented in photographs.	asking people who were there. To know that we remember some (but not all) of the events that we have lived through. To know that the past can be represented in photographs. Placing events on a simple timeline. Recording on a timeline a sequence of historical stories heard orally	
Year 2	Autumn How was school different in the past?	To know a decade is ten years. To know that beyond living memory is more than 100 years ago. To know that daily life has changed over time but that there are some similarities to life today. To know that changes may come about because of improvements in technology. To know that there are explanations for similarities and differences between children's lives now and in the past. To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past.	Sequencing up to six photographs, focusing on the intervals between events Knowing where people/events studied fit into a chronological framework Recognising some things which have changed/stayed the same as the past. Identifying simple reasons for changes Identifying similarities and difference between ways of life at different times Finding out about people, events and beliefs in society. Making comparisons with their own lives. Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past.	beyond living memory, date, decade, different, evidence, important, living memory, modern, past, preferred, present, similar, source, timeline

Curriculum Progression Map – History

			Asking a range of questions about stories, events and people Understanding the importance of historically-valid questions Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Making links and connections across a unit of study. Making simple conclusions about a question using evidence to support. Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing.	
Reception	Spring 1	To know and remember about significant events in their own experience (Chinese New year, New Year. Pancake day, mother's day) To know that the environment around us changes as time passes. To know that in fairytales kings/queens are usually important, powerful people who rule over others.	Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, 'when I was in nursery…' etc.). Being aware of changes that happen throughout the year (e.g. Seasons, nature). Recalling special people in their own lives. Experiencing cause and effect in play.	Shrove Tuesday, Chinese New Year, Mothers' Day, old, new, past, present, achievement, courageous, horse-drawn, cart, king, medal, past, present

Curriculum Progression Map - History

		To recognise some interests and achievements from their own lives and the lives of their families and friends. To know that the environment around us changes as time passes. Experiencing cause and effect in play - achieve through continuous provision. Using photographs and stories to compare the past with the present day. To know that stories and books can tell us about the past. To know names of people that are significant to their own lives. To know some people are older than others. To know parents are older than children and grandparents are older than parents (beginning to understand the concept of generations). To 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, etc). To know some photographs and drawings represent the past. To know about people of the past (Easter)	Recognising that some stories are set a long time ago. Recognising significant dates for them (e.g. their birthday-this was introduced in Unit 1 but could be recapped. Beginning to recognise similarities and differences between the past and today Using photographs and stories to compare the past with the present day. Using stories and non-fiction books to find out about life in the past. Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Making simple observations about the past from photographs and images. Deciding whether photographs or images (e.g. from stories) depict the past. Communicating findings by pointing to images and using simple language to explain their thoughts.	,royalty , queen, rule, Easter, Jesus, Lent

Curriculum Progression Map – History

Year 1	Spring How have toys changed?	To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time. To know that everyday objects have changed as new materials have been invented To know some similarities and differences between the past and their own lives. To know that everyday objects have similarities and differences with those used for the same purpose in the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through. To know that the past can be represented in photographs. To know some inventions that still influence their own lives today.	Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Sequencing three or four artefacts from different periods of time. Beginning to look for similarities and differences over time in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new Asking why things happen and beginning to explain why with support Being aware that some things have changed and some have stayed the same in their own lives Recalling special events in their own lives. Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now. Beginning to identify different ways to represent the past (e.g. photos, stories). Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts). Using sources of information, such as artefacts, to answer questions Drawing out information from sources.	artefact, century, decade, different, evidence, historian, living memory, memory, modern, now, past, present, remember, sequence, similar, source, special

Curriculum Progression Map – History

			Making simple observations about the past from a source. Interpreting evidence by making simple deductions Making simple inferences and deductions from sources of evidence Describing the main features of concrete evidence of the past or historical evidence. Drawing simple conclusions to answer a question Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as – old, new, long time ago.	
Year 2	Spring How did we learn to fly?	To know that beyond living memory is more than 100 years ago. To know that changes may come about because of improvements in technology To know that some events are more significant than others. To know the impact of a historical event on society To know that 'historically significant' people are those who changed many people's lives. To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways. To begin to identify achievements and inventions that still influence their own lives today. To know the legacy and contribution of the inventions.	Sequencing six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1. Knowing where people/events studied fit into a chronological framework Identifying simple reasons for changes. Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result. Knowing some things which have changed/stayed the same as the past. Finding out about people, events and beliefs in society. Discussing who was important in a historical event. Using artefacts, photographs and visits to museums	beyond living memory, decade, evidence, eyewitness, , historic, historically, significant, inventor, living memory, past present, primary source, source

		To be aware of the achievements of significant individuals.	to ask and answer questions about the past. Making simple observations about a source or artefact Using sources to show an understanding of historical concepts (see above). Recognising different ways in which the past is represented (including eyewitness accounts). Comparing pictures or photographs of people or events in the past. Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions. Evaluating how reliable a source is. Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Making links and connections across a unit of study Making simple conclusions about a question using evidence to support. Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or	

Curriculum Progression Map - History

			event through discussion, drawing our writing. Identifying a primary source.	
Reception	Summer	To look at lives of people around the world through characters in books. To know that the environment around us changes as time passes. To learn about people of the past To know that the environment around us changes as time passes. To know that the environment around us changes as time passes. To know that in fairytales kings/queens are usually important, powerful people who rule over others. To recognise some interests and achievements from their own lives and the lives of their families and friends. To know that the environment around us changes as time passes. Experiencing cause and effect in play - achieve through continuous provision. Using photographs and stories to compare the past with the present day. To know that stories and books can tell us about the past.	Being aware of changes that happen throughout the year (e.g. seasons, nature). Beginning to recognise similarities and differences between the past and today Using photographs and stories to compare the past with the present day. Using stories and non-fiction books to find out about life in the past. Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Making simple observations about the past from photographs and images. Making simple observations about the past from photographs and images. Deciding whether photographs or images (e.g. from stories) depict the past. Communicating findings by pointing to images and using simple language to explain their thoughts.	Punch and Judy, Ice-cream, puppets, bathing belles, Magic Grandad, Barnaby bear, beach hut, holiday, past ,present, future, timeline

Curriculum Progression Map - History

Year 1	Summer How have explorers changed the world?	To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives. To know that some people and events are considered more 'special' or significant than others. To know that photographs can tell us about the past To know that the past can be represented in photographs To know some inventions that still influence their own lives today. To know some achievements and discoveries of significant individuals.	About sources of evidence (e.g. answer a question) Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event.	achievement, beyond living memory, coat of arms, determination, discovery, equipment, event, exploration, explorer, historical significance, living memory, North Pole, past, present, qualities, remember, resilience, solo, timeline, transport, voyage, yacht

Curriculum Progression Map - History

Year 2	Summer What is a monarch?	To know that beyond living memory is more than 100 years ago. To know that events in history may last different amounts of time. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives. To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways To know that a monarch is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that in the past monarchs had absolute power. To be aware of the achievements of significant individuals.	Sequencing up to six photographs, focusing on the intervals between events. Knowing where people/events studied fit into a chronological framework. Identifying similarities and difference between ways of life at different times. Identifying simple reasons for changes. Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result. Knowing some things which have changed/stayed the same as the past. Finding out about people, events and beliefs in society Discussing who was important in a historical event. Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions.	absolute monarchy, Anglo-Saxon, anointing, Archbishop of Canterbury, armed forces, attack, bailey, battle, battlements, Bayeux Tapestry, ceremony, concentric castle, constitutional monarchy, conquer, coronation, crowning, defend, earl, Edward the Confessor, fortified manor house, gatehouse, government, Harold Godwinson, Earl of Wessex, Harald, Head of State, invade, investing, keep, moat, monarch, motte, motte-and-bailey, nobility, Normandy, Normans, oath, orb, parliament, portcullis, power, procession, rule, sceptre, stone keep, tower, walls,

Curriculum Progression Map - History

			Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Making links and connections across a unit of study. Making simple conclusions about a question using evidence to support. Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount) Use relevant vocabulary in answers. Describing past events and people by drawing or writing.	William of Normandy, Witan