



History Knowledge Progression Through School

History links to the EYFS Curriculum				
Nursery	Understanding the World- Begin to make sense of their own life-story and family's history.			
Reception	Understanding the World- Past and Present <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 			
Area of History	Chronological Awareness	Disciplinary Concepts	Historical Enquiry	Substantive Concepts
Nursery	To know about significant events in their own life experience. To know some language about the near passing of time (today, tomorrow and yesterday)	To know simple facts about their family. To recognise some families have similar features.	To recognise pictures books applying new knowledge and vocabulary, including books of the past.	To take an interest in the lives of people who are familiar to them.
Reception	To know that they started life as a baby but have since grown and changed. To know that someone's age is the time since they were born. To know that some people are older than others. To know that 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	Change and continuity To know that the environment around us changes as time passes. Cause and consequence N/A Similarities and differences N/A Historical significance To know the names of people that are significant to their own lives. Sources of evidence To know that stories and books can tell us about the past.	Evaluating and drawing conclusions Deciding whether photographs or images (e.g. from stories) depict the past. Communicating findings Communicating findings by pointing to images and using simple language to explain their thoughts.	Achievements and follies of mankind To recognise some interests and achievements from their own lives and the lives of their families and friends.



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	happened, even if used inaccurately (before, yesterday, last week, last year).	Historical interpretations To begin to know that some photographs and drawings represent the past.		
Year 1	<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p>	<p>Change and continuity To know that people change as they grow older.</p> <p>To know that throughout someone's lifetime, some things will change and some things will stay the same.</p> <p>To know that everyday objects have changed over time.</p> <p>Cause and consequence To know that everyday objects have changed as new materials have been invented.</p> <p>Similarities and differences To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know some similarities and differences between the past and their own lives.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that everyday objects have similarities and differences</p>	<p>Evaluating and drawing conclusions Drawing simple conclusions to answer a question.</p> <p>Communicating findings Communicating findings through discussion and timelines with physical objects/ pictures.</p> <p>Using vocabulary such as - old, new, long time ago.</p> <p>Discussing and writing about past events or stories in narrative or dramatic forms.</p> <p>Expressing a personal response to a historical story or event.</p>	<p>Achievements and follies of mankind To know some inventions that still influence their own lives today.</p> <p>To know some achievements and discoveries of significant individuals.</p>



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		<p>with those used for the same purpose in the past.</p> <p>Historical significance To know that some people and events are considered more 'special' or significant than others.</p> <p>Sources of evidence To know that photographs can tell us about the past.</p> <p>To know that we can find out about the past by asking people who were there</p> <p>To know that artefacts can tell us about the past.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p> <p>Historical interpretations To know that the past can be represented in photographs.</p>		
Year 2	<p>To know a decade is ten years.</p> <p>To know that beyond living memory is more than 100 years ago.</p>	<p>Change and continuity To know that daily life has changed over time but that there are some similarities to life today.</p> <p>Cause and consequence</p>	<p>Evaluating and drawing conclusions Making simple conclusions about a question using evidence to support.</p> <p>Communicating findings</p>	<p>Achievements and follies of mankind To begin to identify achievements and inventions that still influence their own lives today.</p>



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	<p>To know that events in history may last different amounts of time.</p>	<p>To know that changes may come about because of improvements in technology.</p> <p>Similarities and differences To know that there are explanations for similarities and differences between children's lives now and in the past.</p> <p>Historical significance To know that some events are more significant than others</p> <p>To know the impact of a historical event on society.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p> <p>Sources of evidence To know that we can find out about how places have changed by looking at maps.</p> <p>To know that historians use evidence from sources to find out more about the past.</p> <p>Historical interpretations To know that the past is represented in different ways</p>	<p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p>	<p>To know the legacy and contribution of the inventions.</p> <p>To be aware of the achievements of significant individuals.</p>
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