



HISTORY PROGRESSION MAP KEY STAGE 1

CHRONOLOGICAL AWARENESS

Reception	Year 1	Year 2
<p>Children will know:</p> <ul style="list-style-type: none"> • that time passes in sequential order (first, next, after that). • the concept of 'now' and 'the past' and can identify things in the past linked to their own life or from stories / songs / nursery rhymes. • sequence events or activities linked to their own life or sequence events in a story. • sort known objects, images or other sources of evidence into 'now' and in 'the past'. • understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Children will know:</p> <ul style="list-style-type: none"> • that a timeline shows the order events in the past happened. • that we start by looking at 'now' on a timeline then look back. • that 'the past' is events that have already happened. • that 'the present' is time happening now. • that within living memory is 100 years. • sequence three or four events in their own life (e.g., birthday, starting school, starting Year 1). • use common words and phrases for the passing of time (e.g., now, long ago, then, before, after). • sequence three or four artefacts/photographs from different periods of time. • place events on a simple timeline. • record on a timeline a sequence of historical stories heard orally 	<p>Children will know:</p> <ul style="list-style-type: none"> • a decade is ten years. • that beyond living memory is more than 100 years ago. • that events in history may last different amounts of time. • where people/events studied fit into a chronological framework. • sequence six artefacts on a timeline. • sequence up to six photographs, focusing on the intervals between events. • place events on a timeline, building on times studied in Year 1. • begin to recognise how long each event lasted.

HISTORICAL ENQUIRY

	Reception	Year 1	Year 2
<i>Posing historical questions</i>	<ul style="list-style-type: none"> • talk about the lives of people around them. 	<ul style="list-style-type: none"> • ask how and why questions based on stories, events, and people. • ask questions about sources of evidence (e.g., artefacts). 	<ul style="list-style-type: none"> • ask a range of questions about stories, events, and people. • understand the importance of historically-valid questions.
<i>Gathering, organising & evaluating evidence</i>		<ul style="list-style-type: none"> • use sources of information, such as artefacts, to answer questions. • draw out information from sources. • make simple observations about the past from a source. 	<ul style="list-style-type: none"> • understand how we use books and sources to find out about the past. • use a source to answer questions about the past. • evaluate the usefulness of sources to a historical enquiry.

			<ul style="list-style-type: none"> • select information from a source to answer a question. • identify a primary source.
<i>Interpreting findings, analysing & making connections</i>	<ul style="list-style-type: none"> • talk about similarities and differences in past and now. 	<ul style="list-style-type: none"> • interpret evidence by making simple deductions. • make simple inferences and deductions from sources of evidence. • describe the main features of concrete evidence of the past or historical evidence (e.g., pictures, artefacts, and buildings). 	<ul style="list-style-type: none"> • make links and connections across a unit of study. • select and use sections of sources to illustrate and support answers.
<i>Evaluating & Drawing conclusions</i>	<ul style="list-style-type: none"> • draw on experiences from stories to draw simple conclusions. 	<ul style="list-style-type: none"> • draw simple conclusions to answer a question. 	<ul style="list-style-type: none"> • make simple conclusions about a question using evidence to support.
<i>Communicating findings</i>	<ul style="list-style-type: none"> • use vocabulary to explain passing time, eg yesterday, last week, at the weekend, in the holidays. 	<ul style="list-style-type: none"> • communicate findings through discussion and timelines with physical objects/pictures. • use vocabulary such as - old, new, long time ago. • discuss and write about past events or stories in narrative or dramatic forms. • 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). 	<ul style="list-style-type: none"> • communicate answers to questions in a variety of ways, including discussion, drama, and writing (labelling, simple recount). • use relevant vocabulary in answers. • describe past events and people by drawing or writing. • express a personal response to a historical story or event through discussion, drawing or writing.

PROGRESSION OF KNOWLEDGE (DISCIPLINARY CONCEPTS)

	Year 1	Year 2
<i>Change & Continuity</i>	<ul style="list-style-type: none"> • know that people change as they grow older. • know that throughout someone's lifetime, some things will change, and some things will stay the same. • know that everyday objects have changed over time. • begin to look for similarities and differences over time in their own lives. • describe simple changes and ideas/objects that remain the same. • understand that some things change while other items remain the same and some are new. 	<ul style="list-style-type: none"> • know that daily life has changed over time but that there are some similarities to life today. • identify similarities and difference between ways of life at different times. • identify simple reasons for changes.
<i>Cause & Consequence</i>	<ul style="list-style-type: none"> • know that everyday objects have changed as new materials have been invented. • ask why things happen and begin to explain why with support. 	<ul style="list-style-type: none"> • ask questions about why people did things, why events happened and what happened as a result. • recognise why people did things, why events happened and what happened as a result.

<i>Similarities & Differences</i>	<ul style="list-style-type: none"> • know that there are similarities and differences between their lives today and lives in the past. • know that people celebrate special events in different ways. • know that everyday objects have similarities and differences with those used for the same purpose in the past. • be aware that some things have changed, and some have stayed the same in their own lives. 	<ul style="list-style-type: none"> • know some things which have changed/stayed the same as the past. • know that there are explanations for similarities and differences between children's lives now and in the past. • find out about people, events, and beliefs in society. • make comparisons with their own lives.
<i>Historical Significance</i>	<ul style="list-style-type: none"> • know that some people and events are considered more 'special' or significant than others. • recall special events in their own lives. 	<ul style="list-style-type: none"> • know that some events are more significant than others. • know the impact of a historical event on society. • know that 'historically significant' people are those who changed many people's lives. • discuss who was important in a historical event.
<i>Sources of Evidence</i>	<ul style="list-style-type: none"> • know that photographs and artefacts can tell us about the past. • know that we can find out about the past by asking people who were there. • know that we remember some (but not all) of the events that we have lived through. • use artefacts and photographs to answer simple questions about the past. • sort artefacts from then and now. 	<ul style="list-style-type: none"> • know that historians use evidence from sources to find out more about the past. • use artefacts and photographs to make observations, ask and answer questions about the past. • identify a primary source.
<i>Historical Interpretations</i>	<ul style="list-style-type: none"> • begin to identify different ways to represent the past (e.g., photos, stories). • develop their own interpretations from historical artefacts. 	<ul style="list-style-type: none"> • recognise different ways in which the past is represented (including eye-witness accounts). • compare pictures or photographs of people or events in the past. • develop their own interpretations from photographs and written sources.

PROGRESSION OF KNOWLEDGE (SUBSTANTIVE CONCEPTS)

	Year 1	Year 2
<i>Power (Monarchy, Empire & Government)</i>	<ul style="list-style-type: none"> • know that a monarch in the UK is a king or queen. • know who our current king and queen is. 	<ul style="list-style-type: none"> • know that a monarch in the UK is a king or queen. • know who our current king and queen is. • know that Britain was organised into kingdoms, and these were governed by monarchs.
<i>Invasion, Settlement & Migration</i>	<ul style="list-style-type: none"> • know that we live in the UK • know that the United Kingdom is made up of 4 countries, and locate these on a map. 	<ul style="list-style-type: none"> • know that we live in the UK • know that the United Kingdom is made up of 4 countries, and locate these on a map.

<p><i>Civilisation (social & cultural)</i></p>	<ul style="list-style-type: none"> • know that education has changed over time. • know that people in the past did different jobs, and compare and contrast with familiar jobs today. • know how parks and leisure opportunities in the local area have changed over time. • know that Preston and London have changed over time. • know how seaside towns and recreation have changed over time. • know how methods of communication have changed over time. 	<ul style="list-style-type: none"> • know that education has changed over time. • know that people in the past did different jobs, and compare and contrast with familiar jobs today. • know how parks and leisure opportunities in the local area have changed over time • know that Preston and London have changed over time. • know how seaside towns and recreation have changed over time. • know how methods of communication have changed over time.
<p><i>Trade</i></p>	<ul style="list-style-type: none"> • know how the shops and town in our local area have changed over time. • talk about where we get foods from today, eg farm, other countries. 	<ul style="list-style-type: none"> • know how the shops and town in our local area have changed over time. • talk about where we get foods from today, eg farm, other countries.
<p><i>Beliefs</i></p>	<ul style="list-style-type: none"> • know that people today can have different beliefs and practices. 	<ul style="list-style-type: none"> • know that people today can have different beliefs and practices.
<p><i>Achievements</i></p>	<ul style="list-style-type: none"> • know some achievements and discoveries of significant individuals (e.g., explorers, astronauts). 	<ul style="list-style-type: none"> • know some achievements and discoveries of significant individuals (e.g., explorers, astronauts).