

History Knowledge and Skills Progression

Where a skill is very similar, please be specific about what makes it different so that we are clear on progression

and how the skill is achieved in each year group.

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
Developing an understanding of the chronology of the people, events, periods or civilizations studied. UNCRC Article 28, 8, 13, 30, 17	Creates simple timelines to sequence processes, events, objects within their own experience. Confidently use vocabulary associated with the past e.g. old and new, then and now.	Realises that historians use dates to describe events. Use phrases describing intervals of time e.g. before, after, at the same time etc.	Uses and understands phrases such as 'over three hundred years ago' and AD/BC or BCE/CE Can answer simple questions about 'before' and 'after' relating to a timeline for the period/ civilisation being studied.

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
Can identify characteristic features of events, people, periods or civilizations studied. UNCRC Article 28, 13, 17	Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today.	Recognises and describes, in simple terms, some characteristic features of a person or period studied. Increasingly uses period specific language in explanations.	Pupils understand some of the key characteristics of the period being studied and can spot anachronisms. They are secure in understanding the main differences between today and the period being studied. (E.g. They wouldn't have had these things in those days.)

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
Continuity and Change- develop an understanding that while many aspects of life changed for people over time, change was not necessarily universal nor incurred at a constant rate. UNCRC Article 28, 13, 17	Can match old objects from people or situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary.	Can talk about similarities and differences not just between <i>then</i> and <i>now</i> but between <i>then</i> and <i>another then</i> .	Can describe some changes in history over a period of time and begin to explain reasons for the change. Identify some things which stayed the same.

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
<p>Cause and consequence- develop an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently, or not at all, depending on a range of other factors.</p> <p>UNCRC Article 28, 13, 17</p>	Can give simple explanations why a person from the past acted as they did and talk about the consequences of these actions.	Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.	<p>Can describe the causes and/or consequences of an important historical event offering more than one example of its results.</p> <p>Pupils critically reflect on the actions of people in history and identify some causes and consequences.</p> <p>Reasoned historical judgements are made based on evidence, oral argumentation becomes the norm and increasingly complex historical thinking develops (e.g. the main reason was ... because ..., also ...was important. Some people think ... others disagree... because ...).</p>

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
<p>Historical significance- develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time (possibly into the present).</p> <p>UNCRC Article 28</p>	Can recognise and describe special times or events for family or friends.	Can recognise and talk about who was important e.g. in a simple historical account.	<p>Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time)</p> <p>Can recognise that events, ideas and discoveries are not all equally significant.</p>

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
<p>Historical interpretation- building an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, period or civilization and the aims and view of those that developed the construct.</p> <p>UNCRC Article 28</p>	Can identify and talk about different accounts of real historical situations.	Can identify and talk about differences in accounts relating to people or events both from the time (primary source) and from the present (secondary source).	Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
<p>Historical Enquiry- the development and increasing sophisticated use of historical skills and the ability to communicate the findings of historical studies.</p> <p>UNCRC Article 28</p>	<p>Can talk about similarities and differences between two or more historical sources using simple historical terms.</p> <p>Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc.</p>	<p>Can gather information from simple sources to ask and answer questions about the past.</p> <p>Can explain events and actions rather than just retell the story.</p>	<p>Can describe in simple terms how sources reveal important information about the past.</p> <p>Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.</p> <p>Can use a variety of primary and secondary sources to gather information about a period or civilisation.</p>

Substantive concepts

These are recurring big ideas that thread through history and provide context. In KS1, pupils begin to build an understanding of these abstract nouns in concrete ways:

- **Monarchy & Rule:** Understanding words like *king*, *queen*, *ruler*, and *empire*.
- **Travel & Exploration:** Understanding concepts of *journey*, *discovery*, and *transport*.

RE is on FS and KS1 Long Term Map (Units from Living Difference)		Harvest, Halloween	Diwali, Bonfire Night, Children in Need, Christmas	Special – Special Clothes (Where fits)	Easter (New Life)		Power – Hindu God Ganesh	Past and Present
<p>Understanding the World</p> <p>Past and Present</p> <p>•Talk about the lives of the people around them and their roles in society.</p>	<p>Reception Skills</p>	<p>To use the visual timetable to talk about the order of the day.</p> <p>To talk about members of their family.</p>	<p>To understand the words: before, done, already, earlier, now, next, later, after.</p> <p>To talk about families that are different to their own.</p> <p>To talk about the jobs that their family do.</p> <p>To know that they will and have changed over time.</p>	<p>To begin to use the words before, done, already, earlier, now, next, later, after.</p> <p>To sort old and new objects.</p> <p>To explain how they have changed since they were born.</p>	<p>To appropriately use the terms yesterday, today and tomorrow when referring to events in time.</p>	<p>Confidently use the words before, done, already, earlier, now, next, later, after.</p> <p>To use a calendar to count down to an event.</p> <p>To explain how they might change as they grow older.</p>	<p>To identify which day of the week will be tomorrow.</p>	<p>•Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>•Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
	<p>Reception Knowledge</p>	<p>Know that the order of the timetable goes from left to right.</p> <p>Know who you are, who you live with and how different family members relate to each other</p>	<p>To know that not all families look the same.</p> <p>To know that family members can have different roles in society (NOT just Mummy/Daddy)</p>	<p>To know that things can look and be old and new.</p> <p>To know some names of the days of the week.</p>	<p>To know how they might change as they grow older.</p> <p>To know that time passes and a calendar can be used to count down to an event.</p> <p>To know that places and peoples may change over time.</p>	<p>To know the days of the week in order.</p> <p>To know some of the names of the Months in the Year.</p>		