



## How is the History scheme of work organised?

### Substantive knowledge strands

#### Topic knowledge

Gaining a rich knowledge of the current topic, time period, society or event being studied.

This knowledge is not included on the progression document because it is not always progressive. It is, however, important in widening pupils' Chronological awareness and understanding of **Substantive (abstract) concepts**.

#### Chronological awareness

Understanding language related to chronology  
 Building a mental timeline of the chronological order of periods  
 Developing awareness of general features of periods  
 Knowing particular dates and events

#### Substantive (abstract) concepts

Power (monarchy, government and empire)  
 Invasion, settlement and migration  
 Civilisation (social and cultural)  
 Tax and trade  
 Beliefs  
 Achievements and follies of mankind

### Disciplinary strands

#### Disciplinary concepts

Change and continuity  
 Similarities and differences  
 Cause and consequence  
 Historical significance  
 Sources of evidence  
 Historical interpretations

#### Historical enquiry

Posing a historical question  
 Gathering, organising and evaluating evidence  
 Interpreting findings, analysing and making connections  
 Evaluating and drawing conclusions  
 Communicating findings



*Progression of knowledge*

**Chronological awareness**

EYFS (Reception)	Year 1	Year 2
<p>To know that someone's age is the time since they were born.</p> <p>To know that they started life as a baby but have since grown and changed.</p> <p>To know that some people are older than others.</p> <p>To know that parents are older than children and grandparents are older than parents.</p> <p>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).</p>	<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>To know that beyond living memory is more than 100 years ago.</p>	<p>To know that events in history may last different amounts of time.</p> <p>To know a decade is ten years.</p>

Lower Key stage 2	Upper Key stage 2
<p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>To know that BC means 'before Christ' and is the term used to date the years before Jesus was born.</p> <p>To know that AD means Anno Domini and can be used to show years from the year 1AD.</p> <p>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p> <p>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</p> <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p>	<p>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</p> <p>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians.</p>



<i>Progression of skills</i>	Chronological awareness	
<b>EYFS (Reception)</b>		
<p>Beginning to sequence events when describing them (e.g. daily routines, events in a story)</p> <p>Recognising that some stories are set a long time ago.</p> <p>Recognising significant dates for them (birthday).</p> <p>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...")</p> <p>Recounting activities that happened in their past using photos as a prompt.</p>		
<b>Year 1</b>	<b>Year 2</b>	
<p>Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).</p> <p>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p> <p>Sequencing three or four artefacts/photographs from different periods of time.</p> <p>Placing events on a simple timeline.</p> <p>Recording on a timeline a sequence of historical stories heard orally.</p>	<p>Sequencing up to six photographs, focusing on the intervals between events.</p> <p>Placing events on a timeline, building on times studied in Year 1.</p> <p>Beginning to recognise how long each event lasted.</p> <p>Knowing where people/events studied fit into a chronological framework.</p>	



<i>Progression of knowledge</i>		Substantive (abstract) concepts	
Sub-strand	EYFS (Reception)	Year 1	Year 2
<b>Power (monarchy, government and empire)</b>	To know that in fairytales kings/queens are usually important, powerful people who rule over others.	N/A	<p>To know that a monarch in the UK is a king or queen.</p> <p>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p> <p>To know that Britain was organised into kingdoms and these were governed by monarchs.</p>
<b>Achievements and follies of mankind</b>	To recognise some interests and achievements from their own lives and the lives of their families and friends.	<p>To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.)</p> <p>To know some achievements and discoveries of significant individuals (e.g. explorers).</p>	<p>To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel).</p> <p>To know the legacy and contribution of some inventions (e.g. flight).</p> <p>To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).</p>



<i>Progression of skills and knowledge</i>		Disciplinary concepts	
Sub-strand	EYFS (Reception)	Year 1	Year 2
<b>Change and continuity</b>	Being aware of changes that happen throughout the year (e.g. seasons, nature).	Being aware that some things have changed and some have stayed the same 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.	Recognising some things which have changed / stayed the same as the past.  Identifying simple reasons for changes.
	To know that the environment around us changes as time passes.	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 everyday objects have changed over time.	To know that daily life has changed over time but that there are some similarities to life today.
<b>Cause and consequence</b>	Experiencing cause and effect in play - achieve through continuous provision.	Asking why things happen and beginning to explain why with support.	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.
	N/A	To know that everyday objects have changed as new materials have been invented.	To know that changes may come about because of improvements in technology.
<b>Similarities and differences</b>	Beginning to recognise similarities and differences between the past and today.  Using photographs and stories to compare the past with the present day.	Beginning to look for similarities and differences over time in their own lives.	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.
	N/A	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 people celebrate special events in different ways.  To know that everyday objects have similarities and differences with those used for the same purpose in the past.	To know that there are explanations for similarities and differences between children's lives now and in the past.



<i>Progression of skills and knowledge</i>		Disciplinary concepts	
Sub-strand	EYFS (Reception)	Year 1	Year 2
<b>Historical significance</b>	Recalling special people in their own lives.	Recalling special events in their own lives.	Discussing who was important in a historical event.
	To know the names of people that are significant to their own lives.	To know that some people and events are considered more 'special' or significant than others.	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.
<b>Sources of evidence</b>	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.	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.	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).  Identifying a primary source.
	To know that stories and books can tell us about the past.	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 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 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.
<b>Historical interpretations</b>	Recognising that different members of the class may notice different things in photographs from the past.	Beginning to identify different ways to represent the past (e.g. photos, stories).  Developing their own interpretations from historical artefacts.	Recognising different ways in which the past is represented (including eye-witness accounts).  Comparing pictures or photographs of people or events in the past.  Developing their own interpretations from photographs and written sources.
	To begin to understand that the past can be represented in photographs and drawings.	To know that the past can be represented in photographs.	To know that the past is represented in different ways.



<i>Progression of skills</i>		Historical enquiry	
Sub-strand	EYFS (Reception)	Year 1	Year 2
<b>Posing historical questions</b>	Asking questions about the differences they can see in photographs or images (in stories) that represent the past.	Asking how and why questions based on stories, events and people.  Asking questions about sources of evidence (e.g. artefacts).	Asking a range of questions about stories, events and people.  Understanding the importance of historically-valid questions.
<b>Gathering, organising and evaluating evidence</b>	Making simple observations about the past from photographs and images.	Using sources of information, such as artefacts, to answer questions.  Drawing out information from sources.  Making simple observations about the past from a source.	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.  Identifying a primary source.



<i>Progression of skills</i>		Historical enquiry	
Sub-strand	EYFS (Reception)	Year 1	Year 2
<b>Interpreting findings, analysing and making connections</b>	Making simple observations about the past from photographs and images.	<p>Interpreting evidence by making simple deductions .</p> <p>Making simple inferences and deductions from sources of evidence.</p> <p>Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).</p>	<p>Making links and connections across a unit of study.</p> <p>Selecting and using sections of sources to illustrate and support answers.</p>
<b>Evaluating and drawing conclusions</b>	Deciding whether photographs or images (e.g. from stories) depict the past.	Drawing simple conclusions to answer a question.	Making simple conclusions about a question using evidence to support.
<b>Communicating findings</b>	Communicating findings by pointing to images and using simple language to explain their thoughts.	<p>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. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)</p>	<p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>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>

# 12R History Knowledge and Skills Progression

