



Key Concepts Progressive Curriculum Map History

Includes EYFS – Years 1 to 6 – Greater Depth

Knowledge, Skills and Understanding breakdown for History

EYFS

Chronological understanding

- Can they talk about past and present events in their own lives and in the lives of family members?
- Can they use past, present and future forms accurately when talking about events that have happened or are to happen in the future?

Knowledge and interpretation

- Do they know about similarities and differences between themselves and others, and among families, communities and traditions?
- Do they know that other children don't always enjoy the same things, and are sensitive to this?

Historical enquiry

EYFS (more challenging)

- Do they know the difference between past and present events in their own lives and why some people's lives were different to the past?

- Do they know that other children have different likes and dislikes and that they may be good at different things?
- Do they understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect?

Knowledge, Skills and Understanding breakdown for History

Year 1

Chronological understanding

- Can they put up to three objects in chronological order (recent history)?
- Can they use words and phrases like: old, new and a long time ago?
- Can they recognise that a story that is read to them may have happened a long time ago?
- Do they know that some objects belonged to the past?
- Can they retell a familiar story set in the past?
- Can they explain how they have changed since they were born?

Knowledge and interpretation

- Do they appreciate that some famous people have helped our lives be better today?
- Can they begin to identify the main differences between old and new objects?
- Can they identify objects from the past, such as toys ?

Historical enquiry

- Can they ask and answer questions about old and new objects?
- Can they spot old and new things in a picture?
- Can they answer questions using a artefact/ photograph provided?
- Can they give a plausible explanation about what an object was used for in the past?

Year 1 (more challenging)

- Can they put up to five objects/events in chronological order (recent history)?
- Can they use words and phrases like: very old, when mummy and daddy were little?
- Can they use the words before and after correctly?

- Can they tell us about an important historical event that happened in the past?

- Can they answer questions using a range of artefacts/ photographs provided?
- Can they find out more about a famous person from the past and carry out some research on him or her?

Knowledge, Skills and Understanding breakdown for History

Year 2

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words past and present correctly? • Can they sequence a set of events in chronological order and give reasons for their order? 	<ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they explain why Britain has a special history by naming some famous events and some famous people? 	<ul style="list-style-type: none"> • Can they answer questions by using a specific source, such as an information book? • Can they ask questions about the past? • Can they carry out historical research relevant to the local area using the Internet and other sources to find out about them?

Year 2 (Challenging)

<ul style="list-style-type: none"> • Can they sequence a set of objects in chronological order and give reasons for their order? 	<ul style="list-style-type: none"> • Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? 	<ul style="list-style-type: none"> • Can they say at least two ways they can find out about the past, for example using books and the internet?
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Knowledge, Skills and Understanding breakdown for History

Lower Key Stage 2

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they place periods of history on a timeline showing periods of time? 	<ul style="list-style-type: none"> • Can they begin to picture what life would have been like for the early settlers? • Can they recognise that Britain has been invaded by several different groups over time? • Can they explain how events from the past has helped shape our lives? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 	<ul style="list-style-type: none"> • Can they use various sources of evidence to answer questions? • Can they, through research, identify similarities and differences between given periods in history? • Can they give more than one reason to support a historical argument?

Lower Key Stage 2 (Challenging)

<ul style="list-style-type: none"> • Can they set out on a timeline, within a given period, what special events took place? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? 	<ul style="list-style-type: none"> • Can they suggest why certain events happened or why certain people acted as they did in history? 	<ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they use specific search engines on the Internet to help them find information?
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Knowledge, Skills and Understanding breakdown for History

Upper Key Stage 2

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they use dates and historical language in their work? • Can they order key events, periods of history and dates on a timeline? 	<ul style="list-style-type: none"> • Can they describe historical events and people from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Do they appreciate that significant events in history have helped shape the country we have today? • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they begin to explain how Britain has had an influence on world history? 	<ul style="list-style-type: none"> • Can they discuss an historical hypothesis in order to form a reasoned conclusion, using primary and secondary sources? • Do they appreciate how historical artefacts have helped us understand more about lives in the present and past?

Upper Key Stage 2 (Challenging)

<ul style="list-style-type: none"> • Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? 	<ul style="list-style-type: none"> • Can they suggest relationships between causes in history? 	<ul style="list-style-type: none"> • Can they describe a key event from Britain's past using a range of evidence from different sources? • Can they evaluate evidence to choose the most reliable form? • Can they suggest why there may be different interpretations of events?
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