

HISTORY CURRICULUM MAP SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION



	Nursery	Reception	Year 1	Year 2
1. Chronological knowledge / understanding <i>(including characteristic features of periods)</i>	2-3yrs <ul style="list-style-type: none"> Notice differences between people 3-4yrs <ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional. Begin to make sense of their own life story and family's history. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Begin to know where people/events studied fit into a chronological framework Identify similarities / differences between periods 	<ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods
2. Historical terms e.g. empire, peasant	2-3yrs <ul style="list-style-type: none"> Begin to use and understand a wider range of vocabulary. 3-4yrs <ul style="list-style-type: none"> Begin to use and understand a wider range of vocabulary. 	<ul style="list-style-type: none"> Learn new vocabulary Use new Vocabulary through the day. 	<ul style="list-style-type: none"> Begin to build a bank of vocabulary of everyday historical terms 	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms
3. Historical enquiry - Using evidence / Communicating ideas	2-3yrs <ul style="list-style-type: none"> Begin to make connections between the features of their own family and other families. Understand simple questions about who, where, what and why. 3-4yrs <ul style="list-style-type: none"> Understand why questions. Begin to make sense of their own life story and family's history. 	<ul style="list-style-type: none"> Ask questions to find out more and check they understand what has been said to them. Describe events in some detail. Knows 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, character and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> Ask and answer questions * Understand some ways we find out about the past 	<ul style="list-style-type: none"> Ask and answer questions * Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)
4. Interpretations of history			<ul style="list-style-type: none"> Explore different ways in which the past is represented 	<ul style="list-style-type: none"> Identify different ways in which the past is represented
* 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:				
5a. Continuity and change in and between periods			<ul style="list-style-type: none"> Begin to identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times
5b. Cause and consequence	2-3yrs <ul style="list-style-type: none"> Repeat actions that have an effect 3-4yrs <ul style="list-style-type: none"> Understand why questions 	<ul style="list-style-type: none"> Ask questions to find out more and check they understand what has been said to them. 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result

5c. Similarity / Difference within a period/situation <i>(diversity)</i>	<ul style="list-style-type: none"> • Begin to make sense of their own life story and family's history. 	<ul style="list-style-type: none"> • Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> • <i>Make simple observations about different types of people, events, beliefs within a society</i> 	<ul style="list-style-type: none"> • <i>Make simple observations about different types of people, events, beliefs within a society</i>
5d. Significance of events / <i>people</i>	2-3yrs <ul style="list-style-type: none"> • Notice differences between people 3-4yrs <ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> • <i>Talk about who was important e.g. in a simple historical account</i> 	<ul style="list-style-type: none"> • <i>Talk about who was important e.g. in a simple historical account</i>