HISTORY CURRICULUM MAP SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION

	Nursery	Reception	Year 1	Year 2
1. **Chronological knowledge / understanding** *(including characteristic features of periods)*	Range 4 • Learns that they have similarities and differences that connect them to and distinguish them from others. Range 5 • Remembers and talks about significant events in their own experience.	Range 6 • Talks about past and present events in their own life and lives of family members.	• 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	• 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*	Range 4 • Learns new words. Range 5 • Builds up vocabulary that reflects the breadth of their experiences.	Range 6 • Extends vocabulary, especially by grouping and naming, exploring the meaning of sounds of new words.	• Begin to build a bank of vocabulary of everyday historical terms	• Use a wide vocabulary of everyday historical terms
3. **Historical enquiry - Using evidence / Communicating ideas**	*Range 4* • Has a sense of own immediate family and relations. Beginning to have own friends. • Understands who, what and where in simple questions. *Range 5* • Show interest in the lives of people who are familiar to them. • Beginning to understand how and why questions.	*Range 6* • Understands questions such as who, why, when, where and how. • Uses talk to organise, sequence and clarify thinking, ideas, feeling and events. • Talks about past and present events in their own life and lives of family members.	• Ask and answer questions * • Understand some ways we find out about the past	• 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**			• Explore different ways in which the past is represented	• 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*			• *Begin to identify similarities / differences between ways of life at different times*	• *Identify similarities / differences between ways of life at different times* •
5b. Cause and consequence	Range 4 • Understands who, what and where in simple questions. Range 5 • Beginning to understand how and why questions.	Range 6 • Understands questions such as who, why, when, where and how.	• *Recognise 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*

5c. Similarity / Difference within a period/situation *(diversity)*	Range 4 • Is developing an understanding and interest in differences in gender, ethnicity and ability. Range 5 • Is becoming more aware of similarities and differences between themselves and others in more detailed ways.	Range 6 • Recognises that they belong to different communities and social groups and communicates freely about own home and community.	• *Make simple observations about different types of people, events, beliefs within a society*	• *Make simple observations about different types of people, events, beliefs within a society*
5d. Significance *of events / people*	Range 4 • Learns that they have similarities and differences that connect them to and distinguish them from others. Range 5 • Remembers and talks about significant events in their own experience.	Range 6 • Talks about past and present events in their own life and lives of family members.	• *Talk about who was important e.g. in a simple historical account*	• *Talk about who was important e.g. in a simple historical account*