

### History Knowledge & Skills Curriculum Progression

Year	Term	Enquiry/Topic	Chronological Understanding	Historical Understanding	Historical Enquiry	Essential Vocabulary
F1	Autumn	Who am I?	<ul style="list-style-type: none"> <li>I am beginning to make sense of my own life-story and family's history.</li> <li>I can order photographs of myself from then and now</li> </ul>	<ul style="list-style-type: none"> <li>I can give simple explanations in response to appropriate questions, eg, who can you see in this photograph?</li> <li>Continue developing positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what I can see in photographs and picture books from the past, eg, a photograph of me when I was a baby.</li> </ul>	Me Mummy/Daddy Home Baby
F1	Spring	Can I sing a nursery rhyme from long ago?	<ul style="list-style-type: none"> <li>I am beginning to understand that some rhymes and stories are from a long time ago (before I was born).</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to understand that things existed before I was born, eg, the old kettle.</li> </ul>	<ul style="list-style-type: none"> <li>I am interested in simple rhymes and stories from the past.</li> <li>I can talk about artefacts from the past, commenting on aspects of these that are unfamiliar to me.</li> </ul>	Old Kettle A long time ago
F1	Summer	What do I need to pack for my holiday?	<ul style="list-style-type: none"> <li>I can comment on images of familiar situations or experiences from my past, eg, holiday photos</li> </ul>	<ul style="list-style-type: none"> <li>I can give simple explanations in response to appropriate questions, eg, Do we wear a hat and scarf in summer? Why?</li> <li>I can recall in simple terms a trip I have taken with my family, and the things that I needed.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what I can see in photographs from the past, eg a photograph of me from last winter, or when looking back over our floor book from the year.</li> </ul>	Young Bigger (older) Holiday

Year	Term	Enquiry/Topic	Chronological Understanding	Historical Understanding	Historical Enquiry	Essential Vocabulary
F2	Autumn	Who is the hero in a story?	<ul style="list-style-type: none"> <li>I can compare characters from simple stories from the past.</li> <li>I can compare figures from the past in simple ways.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a story map to recall the main events from a given traditional story.</li> <li>I know what a hero is. I can say who is the hero in a given traditional story and why.</li> <li>I know what a villain is.</li> <li>I can talk about Guy Fawkes and the Gunpowder plot in simple terms</li> </ul>	<ul style="list-style-type: none"> <li>I am curious about people from the past and show interest in characters and stories from the past.</li> </ul>	Old Different A long time ago Hero Villain
F2	Spring	What could I be when I am older? (inc. exploring household artefacts)	<ul style="list-style-type: none"> <li>I can comment on images of familiar situations from the past.</li> <li>I can place three members of my family in order from youngest to oldest.</li> <li>I can talk about jobs that I could do when I am older.</li> </ul>	<ul style="list-style-type: none"> <li>I understand that people get a job when they are older.</li> <li>I know about some occupations and my family's role in the community.</li> <li>I can discuss some similarities and differences between people in my family and community, eg, jobs and roles in society</li> </ul>	<ul style="list-style-type: none"> <li>I know that some objects in the past were different to how they are today</li> <li>I can give simple ways that old and new objects are similar or different.</li> <li>I can suggest ways that an object from the past may have been used.</li> </ul>	Older Younger Job Work
F2	Summer	What was life like on a pirate ship?	<ul style="list-style-type: none"> <li>I can make simple comparisons of objects from the past with their modern day equivalent.</li> <li>I can give at least two ways in which ships have changed between then and now.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk in simple terms about what life was like on a pirate ship.</li> <li>I can point out at least the crows nest, sail and rigging on a pirate ship.</li> <li>I can name at least two jobs that happened on a pirate ship.</li> </ul>	<ul style="list-style-type: none"> <li>I know that information can be retrieved from a range of sources including books and computers.</li> <li>I can record, using marks I can interpret and explain.</li> </ul>	Before Now Pirate Ship

Year	Term	Enquiry/Topic	Chronological Understanding	Historical Understanding	Historical Enquiry	Essential Vocabulary
1A	Autumn	How have toys changed since our grandparents were little?	<ul style="list-style-type: none"> <li>I can order at least two toys chronologically from old to new.</li> <li>I can order decades chronologically.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the toys my parents and grandparents played with are different to the toys I play with today.</li> <li>I can give at least two ways in which old toys are different to new toys.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe old objects.</li> <li>I can identify objects that are old and objects that are new.</li> <li>I can make comparisons between 'old and new', and 'then and now'.</li> <li>I know what a primary source is and can begin to ask simple questions to find out more, eg, how did it work?</li> </ul>	modern improve rusty delicate
1A	Spring	How has train travel changed since the first train journey?	<ul style="list-style-type: none"> <li>I can distinguish between different periods in time using simple markers, ie, trains.</li> <li>I can organise events into a simple timeline.</li> </ul>	<ul style="list-style-type: none"> <li>I know that some people's achievements and discoveries can change the world.</li> <li>I can give two reasons why a significant figure is still remembered today.</li> <li>I can give at least two ways in which train travel has changed since the first train journey.</li> </ul>	<ul style="list-style-type: none"> <li>I can use simple text to find out about people who lived a long time ago.</li> <li>I can find out about the life and achievements of a famous historical figure.</li> <li>I can use a range of sources to build my knowledge</li> </ul>	significant inventor powered fuel travel
1A	Summer	Castles - where could I have lived long ago?	<ul style="list-style-type: none"> <li>I know when the Normans lived.</li> <li>I can recall some facts about people/events before living memory.</li> </ul>	<ul style="list-style-type: none"> <li>I know that people fight battles to take control of a country.</li> <li>I know that castles were built as fortresses and can say why this was necessary.</li> </ul>	<ul style="list-style-type: none"> <li>I can use simple texts to find out about people and events of the past.</li> <li>I can use images of castles and artefacts to find out about the past.</li> </ul>	moat tower dungeon arrow slit

Year	Term	Enquiry/Topic	Chronological Understanding	Historical Understanding	Historical Enquiry	Essential Vocabulary
1B	Autumn	How have houses in Thurcroft changed since our grandparents were little?	<ul style="list-style-type: none"> <li>I can order at least two photos of houses chronologically from old to new.</li> <li>I can order decades chronologically.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the houses my parents and grandparents lived in may be different to the house I live in today.</li> <li>I can give at least two ways in which old houses are different to new houses.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe old objects.</li> <li>I can identify objects that are old and objects that are new.</li> <li>I can make comparisons between 'old and new', and 'then and now'.</li> <li>I know what a primary source is and can begin to ask simple questions to find out more,</li> </ul>	modern improve terraced semi-detached
1B	Spring	How has air travel changed since the first flight?	<ul style="list-style-type: none"> <li>I can distinguish between different periods in time using simple markers, ie, aeroplanes.</li> <li>I can organise events into a simple timeline.</li> </ul>	<ul style="list-style-type: none"> <li>I know that some people's achievements and discoveries can change the world.</li> <li>I can give two reasons why a significant figure is still remembered today.</li> <li>I can give at least two ways in which air travel has changed since the first flight.</li> </ul>	<ul style="list-style-type: none"> <li>I can use simple texts to find out about people who lived a long time ago.</li> <li>I can find out about the life and achievements of a famous historical figure.</li> </ul>	significant Inventor powered fuel launch
1B	Summer	Heroes & Villains Was Robin Hood a hero or a villain?	<ul style="list-style-type: none"> <li>I know when the Normans lived.</li> <li>I can recall some facts about people/events before living memory.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>I can use simple texts to find out about people and events of the past.</li> <li>I can use images and artefacts to find out about the past.</li> </ul>	legend outlaw archer heroic

Year	Term	Enquiry/Topic	Chronological Understanding	Historical Understanding	Historical Enquiry	Essential Vocabulary
2	Autumn	Did the Fire of London make London a better place to live?	<ul style="list-style-type: none"> <li>I can order main events surrounding the Fire of London chronologically.</li> <li>I can place the Great Fire of London on a timeline.</li> <li>I can use information gathered to describe the events</li> </ul>	<ul style="list-style-type: none"> <li>I can explain some of the ways in which London was different in 1666 to today.</li> <li>I can explain the key events of the Great Fire of London.</li> <li>I can explain some of the factors that made the Great Fire last so long and be so difficult to put out.</li> </ul>	<ul style="list-style-type: none"> <li>I can use my knowledge of the past to guess how people at the time might have felt.</li> <li>I know that we can find out about the Great Fire of London from accounts written at the time, eg, Samuel Pepys' diary.</li> <li>I can distinguish between objects, writing and pictures as different historical sources.</li> <li>I can use quotes from historical figures to learn about people and events in the past.</li> <li>I can use photographs and illustrations to compare London today with London in 1666.</li> <li>I can distinguish between primary and secondary sources.</li> </ul>	<p>Eye-witness Bakery Cause Diary</p> <p>Samuel Pepys</p>
2	Spring	How was coal mining significant in our local area?	<ul style="list-style-type: none"> <li>I can use the words 'past' and 'present' when talking about an event to others.</li> <li>I can sort events and developments in coal mining on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>I understand and can talk about ways in which coal mining is an important part of history in Thurcroft.</li> <li>I know and can describe some of the dangers of working down the mine.</li> <li>I can talk about at least two(?) key developments in coal mining over the years.</li> <li>I can talk about at least three(?) differences between the life of children working down the pit and my own life.</li> </ul>	<ul style="list-style-type: none"> <li>I understand how important written evidence is in the study of history.</li> <li>I can use video clips and photographs to find out more about coal mining in the past.</li> </ul>	<p>Davy Lamp Canary Pit Pony Gases Mine/Mining</p>
2	Summer	What was the seaside like 150 years ago?	<ul style="list-style-type: none"> <li>I can order photographs from three different eras chronologically, explaining at least two changes that happened between image 1 and 2 then 2 and 3.</li> <li>I can compare the features of seaside holidays 150 years ago, 50 years ago and today.</li> <li>I can explain the life and achievements of Grace Darling in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the lives of rich and poor people were very different in the past.</li> <li>I can explain ways in which changes in society, ie, the steam train, made seaside holidays more popular, particularly in Victorian times (retrieval from Spring).</li> <li>I can give at least two reasons why Grace Darling is remembered today.</li> <li>From research conducted, I can give at least three(?) ways in which sea rescue has changed and developed from the time of Grace Darling to modern day (RNLI)</li> </ul>	<ul style="list-style-type: none"> <li>I can use a photograph to infer facts about a time period.</li> <li>I can talk about a real-life historian (Kathryn Ferry), using her literature and publications to discuss aspects of her work and perform research.</li> </ul>	<p>Pier Promenade parasol Bathing machine Hokey Pokey</p>

Curriculum End Points:	
EYFS	KS1
<p><b>Understanding the World – Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>

**Progression of Vocabulary**

As children move through our school they will be introduced to and gain a sound understanding of key historical language and phrases, as outlined below. This language will include key language relating to the passing of time (to be revisited and built-upon each year), language around the key disciplinary concepts and more substantive language, which is linked to the historical topics studied in each year group.

**Key Language/phrases learned:**

F1	F2 Previously taught language plus...	Y1 Previously taught language plus...	Y2 Previously taught language plus...
After Before Day Now Soon Then Today Tomorrow A long time ago Old	After At the weekend Before Calendar Change Date Different Going to happen Last night Later New Same This morning Timeline Week Yesterday	Artefact Back then Clue Discover Evidence Generation In the Past Last month Last week Month National Newest Next Oldest Order Present Primary Source Recent Remember Year	Ancient Century Chronological order Decade Discovery Era Expert Further in the past Future Impact Investigate Lifetime Modern Opinion Period Secondary Source Significant

**Development of questioning skills:**

F1	F2	Y1	Y2
Concrete questions, eg, What? Where? Closed questions	Who? Why? Expand on what? And where? questions	How? More sophisticated 'why?' questions Give opportunities to begin developing critical thinking	When? More sophisticated questioning overall. May ask questions that explore connections between ideas and require multi-step answers. Used of 'and' to link two questions together Give more opportunities for discussions, eg, deeper critical thinking, opportunity to explore different viewpoints on a topic

Gradually increasing the complexity of questions can help children build confidence in discussion and reasoning, and encourage more critical thinking.

**Start simple:** Begin with concrete questions (what, where, who) before moving on to more complex ones (why, how, what if).

**Encourage children to ask questions:** Support children in developing curiosity by giving them opportunities to ask their own questions.

**Use a variety of questioning techniques:** Mix in open-ended questions (e.g., "What do you think?") with more specific ones to encourage critical thinking.