



History Knowledge Progression



The [National Curriculum](#) Aims and opening paragraph for each key stage state the knowledge that children need to learn throughout Key Stage 1 and 2. This knowledge is broken down into year group objectives in this knowledge progression document.

Using the document:

The National Curriculum content is broken into 5 areas: Chronology, Knowledge & Understanding, Historical Interpretations, Historical Enquiry and Organisation & Communication.

Each of these areas then has 'To know' or '**To know how to**' statements for the children to meet within their given year group, including vocabulary to be taught in each unit. These statements can be used as learning objectives and to aid assessment. 'To know' is content knowledge. '**To know how to**' is **procedural** knowledge.

These statements are not progressive within one year group, but they are progressive throughout the year groups and the colours help map the progression. The lightest colour in Chronology in Year 1, links to the same Chronology colour in Year 2 and then Year 3, and so on, providing a progression throughout school. If the colour is no longer included, then it is expected that the children have acquired that knowledge.

Historical content building blocks!

Power

conflict, invasion, empire, monarchy, parliament / government



Society

social class, housing, land, money & education, trade



Significant people

monarch, prime minister, emperor, influential people



Religion

beliefs, reformation

Achievements of mankind

technology, inventions, structures



Changes over time

health, crime & punishment, revolution, settlements



Historical procedural building blocks!

Chronology
Timeline



Knowledge and Understanding
comparison, empathy, changes

Historical interpretations
context, sources (primary, secondary) reliability



Historical Enquiry
asking and answering questions, explaining



Organisation and Communication
representing and recording, vocab





Chronology

To begin to understand the words first and next in relation to their day.



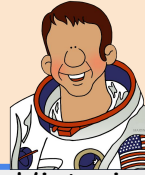
Knowledge & Understanding

To begin to know about important people in society e.g doctor, firefighter, vet and police

To begin to listen to stories with historical reference.

To begin to know where I live.

To begin to see change over time in plants and animals.



Historical Interpretations

To begin to know that some objects are used for different things e.g a phone is to ring and a till is to pay.



Historical Enquiry

To listen to a story about the past/past event.

To begin to talk about an object from the past.



Organisation & Communication

To begin to sort objects into categories (e.g- colour)



Chronology

To know chronological/time words and phrases to recognise when they were a baby.

To know how to order events relevant to them during the day



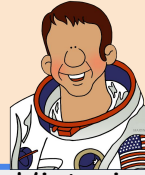
Knowledge & Understanding

To know about different people and their roles in society e.g. nurses, police and firefighters

Using stories with historical reference with a focus on how people feel and the reasons why.

To know where I live

To observe change over time in plants and animals



Historical Interpretations

To begin to know that some objects from the past are different from today



Historical Enquiry

To begin to know how to ask a simple question about a story or object from the past.

To comment on an object from the past.



Organisation & Communication

To begin to know how to sort objects into groups (e.g. then and now).



Chronology

To know chronological words and phrases to recognise when they were a baby, toddler and now.

To know how to order events relevant to them using vocabulary such as today, yesterday, this year.



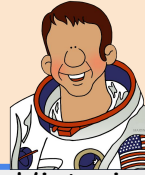
Knowledge & Understanding

To begin to know a significant person from the past (Florence Nightingale).

To begin to know how to explain how a historical event made people feel and the reason why.

To begin to know how a local place changed over time.

To begin to know how to recognise some differences between past and present in my own life.



Historical Interpretations

To know that some objects from the past are different from today and explain why.



Historical Enquiry

To know how to ask and answer simple questions about a story or object from the past.

To know how to share an idea about what an object might have been used for.



Organisation & Communication

To know how to sort objects into groups (e.g. then and now).

To know the right words for my key stage (vocab progression- LTP)

In KS1, children will learn about what changes have happened within living memory - a chosen decade and toys; a significant event in history beyond living memory - the Great fire of London & the space race; a significant person - Queen Victoria & Neil Armstrona; a local history study on Humpty Dumpty.

Y1



Chronology

To know chronological words and phrases like: very old or when x was little.

To know how to order events or objects in time order.

To know how to place events on a simple timeline.



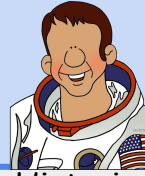
Knowledge & Understanding

To know about a significant person, place or event from the past, including a local history study. (*significance*)

To begin to know how to recognise some difference between past and present in my own and other people's lives. (*comparison*)

To begin know how to explain how a historical event made people feel and the reason why. (*cause and consequence*)

To begin to know how a place changed because of a significant event or story in history. (*change and continuity*)



Historical Interpretations

To know that some sources are from the past.

To begin to know how to identify different ways that the past is shown, such as photos, stories or adults talking.



Historical Enquiry

To know how to ask and answer simple questions about an idea, story or object from the past.

To know how to answer simple questions by using a given source to help me.

To know how to share an idea about what an object might have been used for.



Organisation & Communication

To know how to sort objects into groups (e.g. then and now) and being to label them

To know how to talk, write and draw things from the past, including telling simple stories.

To know the right technical words for my key stage.

In KS1, children will learn about what changes have happened within living memory - a chosen decade and toys; a significant event in history beyond living memory - the Great fire of London & the space race; a significant person - Queen Victoria & Neil Armstrona; a local history study on Humpty Dumpty.

Y2



Chronology

To know chronological words and phrases like: before I was born, when I was younger, past, present, then and now.

To know how to order events or objects in time order, giving reasons for the order.

To know how to place events on a simple timeline, including times I've already learned about.



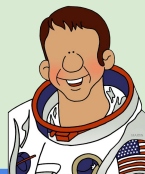
Knowledge & Understanding

To know about a significant person, place or event from the past, including a local history study, and explain how they changed our today. (*significance*)

To know how to recognise some difference between past and present in my own and other people's lives. (*comparison*)

To know how to explain how a historical event made people feel and the reason why. (*cause and consequence*)

To know how a place changed because of a significant event or story in history. (*change and continuity*)



Historical Interpretations

To know the name of some sources. (photograph, story, video, information text, artefact, interview)

To know how to identify different ways that the past is shown, such as photos, stories or adults talking.

I can begin to explain that the same object can be shown in different ways on different sources e.g. portraits and photographs.

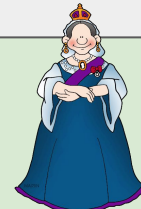


Historical Enquiry

To know how to ask questions about an object or event by looking at sources carefully.

To know how to answer simple questions by using given sources and sometimes my own research.

To know how to share a sensible idea about what an object might have been used for and begin to explain why.



Organisation & Communication

To know how to sort and label objects, people or events.

To know how to share ideas about people, objects or events from the past in different ways.

To know the right technical words for my key stage.

In LKS2, children will learn about how the Romans changed Britain; Britain's settlements by the Anglo-Saxon and Scots; a study into the non-European ancient civilisation of the Mayans; changes in Britain from the Stone Age to the Iron Age; a local history study into Selby Abbey;

Y3



Chronology

To know chronological words and phrases like: before this time, after this time, ancient and begin to recognise dates relating to the passing of time: BC and AD, decade.

To begin to know the dates for the area I am studying.

To know how to place a time studied on a dated timeline.



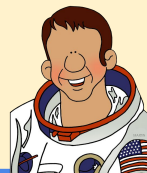
Knowledge & Understanding

To begin to know about everyday lives, events and changes in the time studied, including a local history study. (*significance*)

To begin to know how to recognise some similarities and differences between periods of time (*comparison*)

To begin to know how to identify reason for and results of people's actions. (*cause and consequence*)

To know that Britain has been changed by invaders. (*change and continuity*)



Historical Interpretations

To begin to know the names of a wider range of sources.

To know how to identify and use a range of sources (including beginning to identify fact and fiction), including audio, books, pictures artefacts & the internet.

To begin to know that historical stories are represented in different ways



Historical Enquiry

To know how to ask relevant questions about the past so that I can build a historical story.

To know how to answer questions and build pictures of the past by researching more independently from more than one source.

To begin to know how to use evidence to explain why I think an object is something.



Organisation & Communication

To know how to describe, organise and label objects, people or events and begin to use the correct vocabulary for this.

To know how to communicate and present historical ideas in different ways and begin to share ideas based on my own research where appropriate.

To know the right technical vocabulary for my key stage phase.

In LKS2, children will learn about how the Romans changed Britain; Britain's settlements by the Anglo-Saxon and Scots; a study into the non-European ancient civilisation of the Mayans; changes in Britain from the Stone Age to the Iron Age; a local history study into Selby Abbey;

Y4



Chronology

To know chronological language relating to the passing of time: BC and AD, decade, century, chronological order.

To know dates for areas I have studied.

To know how to place a time studied on a dated timeline, comparing where this fits with times I have studied before.



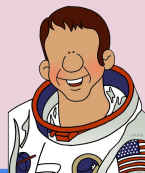
Knowledge & Understanding

To know about everyday lives, events and changes in the time studied, including a local history study (*significance*)

To know how to recognise similarities and differences between time periods. (*comparison*)

To know how to give some reasons for and results of people's actions. (*cause and consequence*)

To know that Britain has been changed by the wider world. (*change and continuity*)



Historical Interpretations

To know the names of a wider range of sources.

To know how to identify and use a range of sources (including identifying fact and fiction), including audio, books, pictures artefacts & the internet.

To know that historical stories are represented in different ways

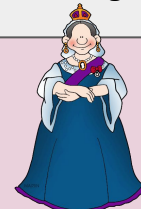


Historical Enquiry

To know how to ask my own historically valid questions.

To know how to use research and evidence to answer questions and build a picture of the past.

To know how to use evidence to explain why I think an object is something.



Organisation & Communication

To know how to describe, organise and label objects, people or events and use the correct vocabulary for this.

To know how to communicate and present historical ideas in different ways and begin to choose how I organise it, including my own research where appropriate.

To know the right technical vocabulary for my key stage phase.

In UKS2, children will learn about the early ancient civilisation the Egyptians; a study of the ancient Greeks and their influence on the western world; the Viking and Anglo-Saxon struggle for the Kingdom of England; and two studies since 1066 on World War 2 and the Victorians, including the impact of the UK on the wider world.

Y5



Chronology

To know the relevant dates, terms and chronological time labels e.g pre, post, In 1944.

To know rounded times to the nearest decade or century as an alternative label for the time period. .

To know how to create a timeline which positions key events and people.



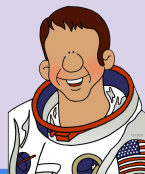
Knowledge & Understanding

To know different aspects of life in the time studied and begin to form opinions on this, where appropriate. *(significance)*

To know how to make comparisons between times periods and begin to use features of the time to justify my comparisons. *(comparison)*

To know how to evaluate causes and consequences of events and the impact choices had on people. *(cause and consequence)*

To know that Britain has been changed by and has influenced the wider world. *(change and continuity)*



Historical Interpretations

To begin to know which sources are more reliable and think about how useful they are for my study.

To begin to know how to recognise primary and secondary sources and explain how I know.

To begin to know that viewpoint of people in the past may change the message the source gives.



Historical Enquiry

To begin yo know how to investigate my own lines of enquiry by posing questions to answer, where appropriate.

To know how to answer questions by using a range of sources and use these to build an increasingly detailed picture of the past.

To begin to know how to use my knowledge of other time periods and artefacts as evidence to explain what an object might be.



Organisation & Communication

To know how to describe, organise and label objects, people or events and begin to choose the correct vocabulary for this.

To know how to communicate, present and organise historical ideas, which include my own research, in different ways and begin to choose the method of presentation, where appropriate.

To begin to know how to choose the right technical vocabulary.

In UKS2, children will learn about the early ancient civilisation the Egyptians; a study of the ancient Greeks and their influence on the western world; the Viking and Anglo-Saxon struggle for the Kingdom of England; and two studies since 1066 on World War 2 and the Victorians, including the impact of the UK on the wider world.

Y6



Chronology

To know chronological language relevant to dates, terms and time labels e.g. In the 1940s, Pre Queen Victoria, During the reign of the Tudors

To know that time periods are referred to in different ways e.g. the 15th century, and know which dates fit into that century.

To know how to chronologically describe key British, local and world events.



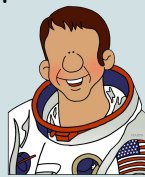
Knowledge & Understanding

To know different aspects of life in the time studied and form opinions on this, where appropriate. (*significance*)

To know how to make comparisons between times periods and use features of the time to justify my comparisons. (*comparison*)

To know how to evaluate causes and consequences of events and the impact choices had on people, comparing to other times studied, where appropriate. (*cause and consequence*)

To know the role Britain has played in world history. (*change and continuity*)



Historical Interpretations

To know which sources are more reliable and think about how useful they are for my study.

To know how to recognise primary and secondary sources and explain how I know.

To know that the viewpoint of people in the past may change the message the source gives.



Historical Enquiry

To know how to investigate my own lines of enquiry by posing questions to answer, where appropriate.

To know how to use and select reliable evidence to answer questions and produce a detailed picture of the past.

To know how to use my knowledge of other time periods and artefacts as evidence to explain what an object might be.



Organisation & Communication

To know how to describe, organise and label objects, people or events and choose the correct vocabulary for this.

To know how to communicate, present and organise historical ideas, which include my own research, in different ways and choose the most effective method of presentation, where appropriate.

To know how to choose the right technical vocabulary.

EYFS Vocabulary - Year A

Ongoing throughout the year:
before after next then first same different

What is your super power?

How does the world celebrate?

What's your favourite story?

What's beyond your gate?

What's in my suitcase?

What goes splash?

EYFS Vocabulary - Year B

Ongoing throughout the year:
before after next then first same different

What makes me special?

now	photo	picture		
now	then			
past	present	future	photograph	picture

Where shall we go today?

fireworks				
bonfire				
Guy Fawkes	Houses of Parliament			
Bonfire Night	fireworks	Christmas	Nativity	

Do they all live happily ever after?

castle	crown			
Knight	Dragon	Monster	crown	
				moat
Joisting	Protect	Villian	Dragon	Hero
Forest	King	Queen	Prince	Princess

Do you believe in magic?

witchcraft				
witches				

Help! Emergency?

equipment	Uniform	Emergency vehicles		
Florence Nightingale	Great Fire of London			

Arr we pirates?

Blackbeard	cutlass	cannon	mast	Crow's Nest
Spy glass	Rigging			
pirate	treasure map			

Key Stage One Vocabulary

Ongoing throughout the year:

source change then and now past present similar different

How has Britain changed since the 1960s?

calendar	invention	changes	past	present
future				

What happened in the Great Fire of London?

				Stuarts

What was life like when Queen Victoria ruled?

The Victorians	Queen Victoria			

Was Humpty Dumpty real?

church	Christianity	King	Queen	soldier
	Royal Family	cavalry	arrested	peasant
nobleman	village	Tudors	Henry VIII	

Did my grown ups play with the same toys as me?

invention	museum	toys	traditional	old
new	past	present	mechanical	material
modern	windup	clockwork	porcelain	plastic
handmade	similarity	during	cloth	leather

How did we get into space?

explorer	global	international	invention	space
astronaut	evidence	flight	history	launch
scientist	Space Race	tourist	travel	famous
Neil Armstrong	International Space Station	orbit		

Red text shows vocabulary that a word is introduced in that phase. Black text has already been introduced but should be included in the teaching. Green is geographical terminology that should also be covered in this unit.

Lower Key Stage Two Vocabulary

Ongoing throughout the year:

AD/BC century decade artefact chronology(ical)

How did the Romans change Britain?

conquest	emperor	empire	invasion	settler
legionary	auxiliary	centurion	archaeology (ist)	

Is everybody the same?

colony	court	nation	slave	aristocracy
diversity	rebel			

Who were the Mayans?

agriculture	ancient civilisation	Bronze Age	gods & goddesses	sacrifice
archaeology (ist)				

What was prehistoric Britain like?

prehistory	Stone Age	Bronze Age	Iron Age	hunter-gatherer
archaeology (ist)	hill fort	round house	palisades	monument
preserve	tribe	settlement	era/period	shelter
enclosure	evolution	flint	smelting	

How has Selby Abbey changed through the years?

execution	Heresy	monarchy	treason	monastery
Christianity	Pope	local	saint	dissolution
founded	Catholic	Protestant	petition	flee
restoration	heir	civil unrest	devout	establish
divorce	reformation			

Were the Anglo-Saxons better farmers or warriors?

Dark Ages	peasant	Anglo-Saxons	wattle & daub	metal-working
archaeology (ist)	Viking	Norsemen	Thane	Picts
Jutes	Angles	agriculture	invasion	settler

Red text shows vocabulary that a word is introduced in that phase. Black text has already been introduced but should be included in the teaching. Green is geographical terminology that should also be covered in this unit.

Upper Key Stage Two Vocabulary

Ongoing throughout the year:

continuity interpretation significance primary & secondary source circa

Were they really human?

wealthy	pyramid	hieroglyphics	pharaoh	papyrus
archaeology (ist)	Ammit	Ancient civilisation	sacrifice	amulet
tomb	sarcophagus	mummification	afterlife	hierarchy

Who were the original Olympians?

democracy	hoplite	myths & legends	gods & goddesses	ancient civilisation
archaeology (ist)				

Is it always a wonderful world of work?

aristocracy	upper class	working class	invention	revolution
		industrial	workhouse	orphan
pauper	Ragged school	exploitation	slums	mechanisation
compulsory	empire	cottage industry	luddite	mass production
locomotive	conditions	canal/river	rural/urban	coronation

Who suffered in World War 2?

Parliament	traitor	RAF	Blitzkrieg	home front
Allies	Axis	dictatorship	evacuation	occupied
ration	Hitler	spitfire	hurricane	liberated
Nazi	radar	Luftwaffe	torture	invasion
sacrifice				

Were the Vikings really violent?

metal-working	peasant	pillage	plunder	Paganism
archaeology (ist)	Danelaw	extortion	ransack	marauder
raid	Anglo-Saxon	knarr	longship	Norse
Norseman	rune	Danegeld	Chieftain	Pict
gods & goddesses	agriculture	invasion	settler	

Red text shows vocabulary that a word is introduced in that phase. Black text has already been introduced but should be included in the teaching. Green is geographical terminology that should also be covered in this unit.