



Pocklington CE VC Infant School's Progression in History Knowledge & Skills

EYFS Progression of skills and assessment checkpoints - Understanding the World.							
Past and Present - History		People, Culture and Communities – RE, Geography			The Natural World- Science		
Past and Present- History							
Birth-Three . Make connections between the features of their family and other families. . Notice differences between people.		Three- Four Years . Begin to make sense of their own life-story and family history.		Reception . Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past		Writing- ELG <ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society. UTW. P&P.ELG• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. UTW. P&P.ELG• Understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG	
	Nursery Baseline	Nursery End of Autumn 2	Nursery End of Spring 2	Nursery End of Summer 2 Reception Baseline	Reception End of Autumn 2	Reception End of Spring 2	Reception EY Profile Year One Baseline
Finding out about the Past. Comparing to the present.	I know who is in my family	. I can recognise and describe special times or events for my family and friends.	I know I have changed since I was a baby and can talk about the changes	I am beginning to make sense of my own life-story and family history.		I can talk about the lives of the people around me and their roles in society. UTW. P&P. ELG	I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. UTW. P&P, ELG

Sequences in time- Chronology	I know who is in my family	I use everyday language related to time I can remember and talk about significant events in their own experience.		I can say what comes first from a small set of pictures. I begin to retell and sequence familiar events.	I can sequence family members according to name/size, e.g. baby, child, adult.	I can create story maps of familiar stories.	I understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P. ELG
Sequences in time- Vocabulary	I can show some awareness of the time of day, e.g., dinnertime or bedtime.	I show an awareness of morning, dinnertime, afternoon, and night.	I understand that there are special days and times that repeat every year. (birthdays, Christmas, Diwali)	I can retell my daily routines/ weekly routines in sequence.	I can use words to sequence, e.g. first, then, next, after that, in the end.	I can name the days of the week/ the seasons of the year.	I understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P. ELG

KS1 History- Cycle A			
Skills & Knowledge	How am I making History?	Communication through time	How did we learn to fly?
	<p>Key Knowledge</p> <ul style="list-style-type: none"> • To have an understanding of their own timeline and how things have changed in their own lives. • To know that a timeline shows the order of events in the past happened. • To know that we start by looking at 'now' on a timeline then look back. • To know that 'the past' is events that have already happened. • To know that 'the present' is time happening now. • To know that people change as they grow older. • To know that there are similarities and differences between their lives today and their lives in the past. • To know that photographs can tell us about the past. • To know that we can find out about the past by asking people who were there. • To know that the past can be represented in photographs. 	<p>Key Knowledge</p> <ul style="list-style-type: none"> • To compare and contrast different forms of communication and explore the development over time • To explore some of the earliest forms of communication. • To develop an understanding of how communication has developed over time. • To know what came first and understand the chronology of the development of communication. • To use a timeline effectively and place the card in the correct chronological order. • To know how these inventions helped people. • To know that there are alternative ways to communicate. • To analyse different inventions/ events and choose which ones were the most significant. 	<p>Key Knowledge</p> <ul style="list-style-type: none"> • To understand how flight has changed and developed over time. • To know that changes may come about because of improvements in technology. • To know that some events are more significant than others. • To know that 'historically significant' people are those who changed many people's lives. • To begin to identify achievements and inventions that still influence their own lives today. • To know some achievements and discoveries of significant individuals. • To know the achievements and inventions that still influence their own lives today. • To be aware of the achievements of significant

			individuals.
I know statements	<ol style="list-style-type: none"> 1. To develop an understanding of personal chronology. 2. To learn more about my history. 3. To explore how we remember events. 4. To find out what childhood was like for our parents and grandparents. 5. To compare childhood now with childhood in the past. 6. To identify that some things change and some things stay the same. 	<ol style="list-style-type: none"> 1. To compare and contrast early writing systems. 2. To explore how the intervention of the printing press changed the way people communicate. 3. To find out the advantages and disadvantages of using telegrams in the 19th century. 4. To use timelines to show how telephones have changed. 5. To compare the effects of Tim Berners-Lee and William Caxton's contribution to communication. 6. To investigate the history of British Sign Language. 7. To summarise the history of communication. 	<ol style="list-style-type: none"> 1. To explore the story of the Wright brothers. 2. To develop an understanding of historical significance. 3. To investigate why Bessie Coleman is historically significant using photographs. 4. To develop an understanding of primary sources. 5. To investigate why the moon landing was a significant event in history. 6. To place significant flight events on a timeline.
Vocabulary	Change, different, event, future, memory, past, present, similar, timeline	Past, present, communication, technology, invention, design, chronology, change, significance.	beyond living memory, inventor, lifetime, living memory, past, present, timeline.
NC Links	<ul style="list-style-type: none"> • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales. • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make 	<ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • 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] • the lives of significant individuals in the past who have contributed to national and international achievements. 	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international

	connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses		achievements. Some should be used to compare aspects of life in different periods
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KS1 History- Cycle B			
Skills & Knowledge	What is History?	What is a Monarch?	How have Explorers changed the world?
	Key Knowledge <ul style="list-style-type: none"> To explore how people went on holiday in the past and how it differs from the present. To know that a timeline shows the order of events in the past happened. To know that we start by looking at 'now' on a timeline then look back. 	Key Knowledge <ul style="list-style-type: none"> To know what a monarchy is and how it has changed over time. To know that some events are more significant than others. To know that 'historically significant' people are those who changed many people's lives. To know that historians use evidence from 	Key Knowledge <ul style="list-style-type: none"> To know what explorers are and how exploration changed over time. To know that a timeline shows the order events in the past happened. To know that we start by

	<ul style="list-style-type: none"> • To know that 'the past' is events that have already happened. • To know that 'the present' is time happening now. • To know that people change as they grow older. • To know that there are similarities and differences between their lives today and their lives in the past. • To know that people celebrate special events in different ways. • To know that photographs can tell us about the past. • To know that we can find out about the past by asking people who were there. • To know that the past can be represented in photographs. 	<p>sources to find out more about the past.</p> <ul style="list-style-type: none"> • To know that the past is represented in different ways. • To know that a monarch is a king or queen. • To begin to understand that power is exercised in different ways in different cultures, times and groups e.g. monarchy. • To know that in the past monarchs had different powers. • To be aware of the achievements of significant individuals. 	<p>looking at 'now' on a timeline, then look back.</p> <ul style="list-style-type: none"> • To know that there are similarities and differences between their lives today and lives in the past. • To know that some people and events are considered more 'special' or significant than others. • To know that the past can be represented in photographs. • To know some inventions that still influence their own lives today. • To know some achievements and discoveries of significant individuals.
I know statements	<ol style="list-style-type: none"> 1. To recognise the order events happen. 2. To identify that people spend their holidays in different ways. 3. To compare photographs from the past. 4. To find out about the past from people who were there. 5. To compare holidays from the past and present. 6. To recall life events. 	<ol style="list-style-type: none"> 1. To explore monarchy by finding out about King Charles III. 2. To explore coronations by acting out the ceremony. 3. To discover how William the Conqueror became king by exploring Bayeux Tapestry. 4. To explore how William the Conqueror rules by investigating Norman castles. 5. To analyse how effective castles were by exploring their features. 6. To evaluate how monarchy has changed. 	<ol style="list-style-type: none"> 1. To know what an explorer is by learning about explorers. 2. To recognise the achievements of different explorers using photographs. 3. To order events from an explorers story on a timeline. 4. To use photographs to find out about the past. 5. To recognise changes and similarities over time. 6. To describe the significance of some people and events within history.
Voca	Change, different, event, future, history, memory,	King, monarchy, power, queen, castle, William the	Different, event, explorer, past,

b	past, present, similar, timeline	Conqueror, past, present.	present, similar, timeline.
NC Links	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Significant historical events, people and places in their own locality. • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses 	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally. • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world 	<ul style="list-style-type: none"> • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between shortand long-term timescales • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

