



Haresfield CE Primary School
Progression of Knowledge and Skills in History
Year A KS1

Year	Knowledge				Skills
Y 1 / Y 2 Term 1 Year A	Focus: How Have I Changed? Link to Science Enrichment: Photos sent in from home for timelines				Chronological Understanding <ul style="list-style-type: none"> Beginning to sequence events, objects and images when describing them (e.g. daily routines, events in a story, objects into then and now) Recognising that some stories and events are set a long time ago Beginning to use common words and phrases for the passage of time (e.g. yesterday, today, tomorrow, last week, long ago) Disciplinary Concepts <ul style="list-style-type: none"> Being aware of changes that happen throughout the year (e.g. seasons, nature) Beginning to recognise similarities and differences between the past and today Using photographs artefacts and stories to compare the past with the present day Historical Enquiry <ul style="list-style-type: none"> Asking questions about the differences they can see in photographs, artefacts or images (in stories) that represent the past Making simple observations about the past from photographs, artefacts and images Deciding whether photographs or images (e.g. from stories) depict the past Communicating findings by pointing to images and using simple language to explain their thoughts
	<u>National Curriculum Knowledge</u>				
	✓ Events beyond living memory that are significant nationally or globally ✓ Significant historical events, people and places in their own locality				
	<u>Contributing towards:</u> Changes over time: Nurturing Nurses				
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Resources</u>	
To make a timeline (Grandma born, Mum born, child born, year 2000)	We can find out about the past by looking at photographs, asking older people questions, and looking at objects from long ago. A timeline shows events in the order they happened.	Timeline: a way of showing events in the order they happened, from the past to the present.	- Large timeline template/washing line with pegs - Date cards (years for grandma, mum, child, 2000) - Photos of grandma, mum as a baby, child as a baby - Old artefacts (e.g. old toys, coins, household items) - BBC Teach: KS1 History clips about timelines		
To recognise how I Have changed since I was born.	I have changed and grown since I was born. A timeline can show how I have changed over time.	Chronological order: when we put events in the order they happened, from the earliest (first) to the most recent (last).	- Individual timeline templates (A3 paper folded into sections) - Photos from home (letter to parents requesting baby/toddler/recent photos) - Scissors, glue, coloured pencils - Word bank: baby, toddler, now, first, next, then - Measuring tape/height chart to show physical growth		
To understand: What is the past? What is the present? What is the future?	The past is what has already happened. The present is what is happening now. The future is what will happen next.	Past: things that have already happened (before now). Present: what is happening now. Future: what will happen next.	- Three large hoops or sorting circles labelled 'Past', 'Present', 'Future' - Picture cards showing different events/objects (old phone vs smartphone, horse and cart vs car, etc.) - Story books about time (e.g. 'The Gruffalo' for past/present sequence) - Yesterday/today/tomorrow visual cards - Photographs of the school/local area from different time periods		

Year	Knowledge				Skills
Y 1 / Y 2 Term 3 Year B	<p>Focus: Nurturing Nurses Enrichment: - Invite a nurse into school - Wilson Box SH20B+SH20D</p> <p><u>National Curriculum Knowledge</u> ✓ Events beyond living memory that are significant nationally or globally</p> <p><u>Contributing towards:</u> Changes over time: Kings and Queens</p>				<p>Chronological Understanding</p> <ul style="list-style-type: none"> Sequencing photographs, focusing on the intervals between events Placing events on a timeline Knowing where people/events studied fit into a chronological framework <p>Disciplinary Concepts</p> <ul style="list-style-type: none"> Identifying simple reasons for changes Asking questions about why people did things, why events happened and what happened as a result Recognising why people did things, why events happened and what happened as a result Knowing some things which have changed/stayed the same as the past <p>Historical Enquiry</p> <ul style="list-style-type: none"> Finding out about people, events and beliefs in society Discussing who was important in a historical event Using artefacts and photographs to ask and answer questions about the past Making simple observations about a source or artefact Using sources to show an understanding of historical concepts Recognising different ways in which the past is represented (including eye-witness accounts) Using a source to answer questions about the past Evaluating the usefulness of sources to a historical enquiry Selecting information from a source to answer a question Using relevant vocabulary in answers Describing past events and people by drawing or writing Expressing a personal response to a historical story or event through discussion, drawing or writing
	Objective	Sticky Knowledge	Key Vocabulary and Definitions	Resources	
	Place important events on a timeline from the Victorians to now and understand what makes a person famous.	We can find out about people from the past by looking at photographs, paintings, objects they used, and reading books about them. Famous people are remembered because they did something important.	Source: something that gives us information about the past (such as a photograph, painting, letter or object).	- Large classroom timeline (Victorian era to present) - Date/period cards with images - Portrait images of Florence Nightingale, Mary Seacole, Edith Cavell - Examples of different sources: old photographs, paintings, newspaper clippings, replica artefacts - BBC Teach: Florence Nightingale video clips - 'Famous People' picture books	
	Find out who Florence Nightingale was and how she improved nursing.	Florence Nightingale made hospitals cleaner and safer. She is remembered because she helped save soldiers' lives and improved nursing.	Nurse: a person who is trained to care for people who are sick or injured.	- Florence Nightingale biography books (e.g. 'Little People, Big Dreams' series) - Images of Crimean War hospitals (before/after Florence's changes) - Replica oil lamp - Before/after comparison cards - Video: BBC Teach Florence Nightingale clips - Role-play resources: bandages, nurse's cap, clipboard - Chart paper for recording 'What Florence did'	
	Understand why we remember Mary Seacole.	Mary Seacole travelled to the Crimean War to care for wounded soldiers. She is remembered for her bravery and kindness in helping sick people.	Crimean War: a war that took place from 1853-1856 where Britain fought against Russia.	- Mary Seacole biography books - Portrait/photographs of Mary Seacole - Map showing Jamaica and Crimea - Images of the 'British Hotel' - Comparison chart (Florence Nightingale vs Mary Seacole) - Video clips about Mary Seacole - Herbal medicine props/pictures (Mary used herbs to help soldiers)	
	Find out who Edith Cavell was and why she is remembered.	Edith Cavell was a brave nurse who helped soldiers during World War One. She is remembered for her courage and for saving many lives.	Courage: being brave even when something is difficult or dangerous.	- Edith Cavell biography/information books - Images of Edith Cavell - Map showing Belgium and England - WW1 nurse uniform images - Photos of Edith Cavell memorials (Norwich Cathedral, Trafalgar Square) - Simple WW1 timeline - 'Acts of courage' discussion cards	
Compare the lives of different nurses now and then.	Hospitals and nursing have changed over time. Nurses in the past had different equipment and medicines than nurses today.	Compare: to look at two or more things to see how they are similar and different.	- Invite a nurse into school (arrange in advance) - Venn diagram template (large and individual) - Then/now comparison images (hospitals, uniforms, equipment) - Modern nursing equipment pictures - Victorian/Crimean War nursing equipment pictures - Question cards for nurse visitor - Thank you card materials		

Year	Knowledge				Skills	
Y 1 / Y 2 Term 4 Year A	Focus: Kings and Queens of Britain		Enrichment: Visit to Berkley castle		Chronological Understanding <ul style="list-style-type: none"> Recording on a timeline a sequence of historical stories heard orally Beginning to sequence events, objects and images when describing them Recognising that some stories and events are set a long time ago Beginning to use common words and phrases for the passage of time Disciplinary Concepts <ul style="list-style-type: none"> Understanding that some things change while other items remain the same and some are new Asking why things happen and beginning to explain why with support Beginning to recognise similarities and differences between the past and today Using photographs artefacts and stories to compare the past with the present day Using stories and non-fiction books to find out about life in the past Historical Enquiry <ul style="list-style-type: none"> Asking how and why questions based on stories, events and people Drawing out information from sources Making simple observations about the past from a source Interpreting evidence by making simple deductions Making simple inferences and deductions from sources of evidence Describing the main features of concrete evidence of the past or historical evidence Discussing and writing about past events or stories in narrative or dramatic forms Expressing a personal response to a historical story or event 	
	National Curriculum Knowledge					
	✓ 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 achievements.					
	Contributing towards: Changes over time: How have homes changed?					
		Objective	Sticky Knowledge	Key Vocabulary and Definitions		Resources
		Place important British monarchs on a timeline from William the Conqueror to King Charles III.	Britain has been ruled by kings and queens for hundreds of years. A timeline helps us see which monarchs ruled and when.	Reign: the period of time when a king or queen rules a country.		- Large classroom timeline (1066 to present) - Portrait cards of each monarch mentioned - Date cards - Crown template for each monarch - BBC Teach: Kings and Queens video clips - 'Kings and Queens of England' reference books - UK map showing where monarchs lived
		Understand the role of a monarch and what qualities make a good monarch.	A monarch is a king or queen who rules a country. We can find out about monarchs from the past by looking at paintings, coins, buildings and books.	Monarch: a king or queen who is the official ruler or head of state of a country.		- Images of King Charles III - Video clips of royal ceremonies - Examples of sources: coins with monarch faces, paintings, photographs - 'What makes a good leader?' discussion cards - Quality word cards (brave, kind, fair, wise, etc.) - Crown-making materials for role-play - Books about what kings and queens do
	Find out about important British monarchs and who lived in Berkeley Castle.	Kings and queens built castles to protect their land and show their power. Berkeley Castle was home to important people in the past.	Castle: a large, strong building built in the past to protect people and land from enemies.	- Find out about what a medieval banquet was like - Berkeley Castle information/website images - Simple royal family tree template - Images of Berkeley Castle (exterior/interior) - Castle features vocabulary cards (moat, drawbridge, tower, etc.) - Medieval banquet pictures - Map showing location of Berkeley Castle in Gloucestershire - Virtual tour link: Berkeley Castle website - Books about castles and medieval life		
	Find out about Henry VIII, where he lived and who he married.	Henry VIII was a famous Tudor king who had six wives. We know about his reign from paintings, letters, and buildings that still exist today.	Tudor: the family name of the kings and queens who ruled England from 1485 to 1603.	- Henry VIII portrait (Holbein painting) - Images of his six wives with names - Hampton Court Palace images - Tudor rose symbol - 'Six wives' rhyme/song resources - BBC Teach: Horrible Histories Henry VIII clips - Tudor clothing images - Simple family tree showing Henry's marriages - Tudor artefacts or replicas		
	Compare the lives of Elizabeth I and Queen Elizabeth II	Elizabeth I and Elizabeth II were both queens of England, but they lived in very different times. Life in Tudor times was very different from life in modern times.	Modern: belonging to the present time or recent times.	- Portrait of Elizabeth I (Armada portrait) - Photographs of Elizabeth II - Venn diagram template - Then/now comparison cards (transport, homes, clothes, communication) - Timeline showing both reigns - Video clips of both queens - Images of Tudor and modern palaces - Comparison chart template		
	Find out what happened when Charles III became king	A coronation is a special ceremony when a crown is placed on the head of a new king or queen.	Coronation: a ceremony where a crown is placed on the head of a new king or queen.	- Video footage of King Charles III's coronation (May 2023) - Images of coronation regalia (crown, orb, sceptre) - Westminster Abbey images - Coronation invitation design template - Crown jewels pictures - Sequencing cards (coronation ceremony order) - Newspaper front pages from coronation day - Role-play coronation resources		

Whole School History Curriculum

