History Progression in Key Stage 1

Strands	Year 1	Year 2	Year 3
History Concepts: Constructing the past Y1, Y2: 1.1.1 Study knowledge of and can recall key information and characteristic features of historical periods. Y3: 2.1.1 Develop knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	Year 1 Unit 3: Great Inventions End of Year 1, expected: In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways. Descriptions of the above demonstrate some understanding of the characteristic features of the period studied, e.g. technology available.	Year 2 Unit 1: Bonfire Night and The Great Fire of London End of Year 2, expected: Can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London. Descriptions of the above demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion.	Year 3 Unit 1: The Stone Age Year 3 Unit 2: The Bronze Age and the Iron Age End of Year 3, expected: Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection.
History Concepts: Sequencing the past 1.2.1 Know where people and events fit within a chronological framework. 1.2.2 Develop awareness of the past, using common words and phrases relating to the passing of time.	Year 1 Unit 1: My Family History Year 1 Unit 2: The Greatest Explorers End of Year 1, expected: Can depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events related to family life in the past in correct order. End of Year 1, expected: Begin to use a range of common words relating to the passage of time, e.g related to a discussion of their grandparent's pupilhood, e.g. now, then, new old, when, before, etc. Demonstrate a secure understanding of the words used. Will require little prompting to use these words.	Year 2 Unit 2: Holidays Year 2 Unit 1: Bonfire Night and The Great Fire of London End of Year 2, expected: Can sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied, e.g. seaside holidays in the past in the correct order. Begin to explain why they have placed the items in this sequence. End of Year 2, expected: Can use a wider range of terms and phrases, e.g. nowadays, in the past, previously, and depending on the context and opportunities be able to use more complex terms, e.g. last century, decade, and those related to time periods. Demonstrate secure understanding of the terms used.	Year 3 Unit 2: The Bronze Age and the Iron Age End of Year 3, expected: Can sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms, e.g. grouping a range of images related to the Bronze to Iron Age into the correct time periods. Provide valid reasons why they have chosen this time period for most of the images.

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		Independently use the terms appropriately.	
History Concepts: Change development, similarities/ differences Y1, Y2: 1.3.1 Identify similarities and differences between ways of life in different periods/times. Y3: 2.3.1 Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Year 1 Unit 3: Great Inventions End of Year 1, expected: Can identify independently a range of similarities, differences and changes within a specific time period, e.g. between early and modern trains or aeroplanes.	Year 2 Unit 2: Holidays End of Year 2, expected: Can describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics, e.g. between holidays at different times in the past and today. May begin to demonstrate an understanding of which are the most important differences and why.	Year 3 Unit 1: The Stone Age End of Year 3, expected: Can make valid statements about the main similarities, differences and changes occurring within topics, e.g. the pupil can describe a range of the key changes between the Old and New Stone Ages. Can see links between changes, and begin to identify types of change. Will demonstrate an awareness of the significance of change and its impact.
History Concepts: Cause and effect: Y1, Y2: 1.4.1 Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect. Y3: 2.4.1 Address and devise historically valid questions about cause.	Year 1 Unit 3: Great Inventions End of Year 1, expected: Can identify at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways.	Year 2 Unit 1: Bonfire Night and The Great Fire of London End of Year 2, expected: Can identify several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot. Will begin to understand that some of the causes and/or effects are of particular importance, e.g. for the Great Fire of London taking place.	Year 3 Unit 1: The Stone Age End of Year 3, expected: Can describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Neolithic period. Will demonstrate an understanding that some of the causes and/or effects are of particular importance, e.g. why the changes took place in the Neolithic period.
History Concepts: Significance and Interpretations Y1, Y2: 1.5.1 Understand some of the ways in which they can find out about the past and identify different ways it is represented. Y3: 2.5.1	Year 1 Unit 2: The Greatest Explorers Year 1 Unit 3: Great Inventions End of Year 1, expected: Demonstrate through examples and discussion an understanding of the term 'significance'. Can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery.	Year 2 Unit 3: Our Local Heroes End of Year 2, expected: Can give a broad range of valid reasons why someone or something is significant. Demonstrate a secure understanding of the term significance. Can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant.	Year 3 Unit 3: Our Local Area Year 3 Unit 2: The Bronze Age and the Iron Age End of Year 3, expected: Can select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. which buildings are of particular significance within their locality. Can give a valid reason why they have selected a particular aspect as being most significant in a

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Address and devise historically valid questions about significance. Y3: 2.5.2 Understand how and why different interpretations of the past have been constructed.	Will begin to make connections between significant events or people, e.g. the explorers studied.	Can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another.	historical account, related to a person's life, a key event or a theme, e.g. the reasons why particular buildings are of significance within their locality. End of Year 3, expected: Can identify a number of ways in which two versions of the same account may differ. Can provide a reason why the two accounts of the same event might differ, e.g. in the story of the Amesbury Archer. Can identify a number of ways in which the interpretations are the same and also different. Can provide a reason why the sources may differ, but this is undeveloped.
Historical Enquiry: Planning and Carrying out a Historical Enquiry Y1, Y2: 1.6.1 Ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms. Y3: 2.6.1 Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Year 1 Unit 2: The Greatest Explorers End of Year 1, expected: Can plan a small enquiry by asking relevant questions. Can find relevant information to answer questions using at least one story and another type of source, e.g. 'Which are the most significant explorers?' Can use appropriate historical vocabulary.	Year 2 Unit 3: Our Local Heroes End of Year 2, expected: Can pose a range of valid questions independently. Can find relevant information from more than one source to confidently answer these questions. e.g. to answer 'Why we should remember a local hero?' Can use a range of appropriate vocabulary in both their questions and answers.	Year 3 Unit 3: Our Local Area End of Year 3, expected: Can independently devise a range of historically valid questions for a series of different types of enquiry. Will answer them with detailed structured responses making reference to specific sources of evidence related to 'Why should we preserve our locality?'. Will use a range of relevant historical terms.
Historical Enquiry: Using Sources as Evidence Y1, Y2: 1.7.1 Understand some of the ways in which they find out about the past	Year 1 Unit 1: My Family History End of Year 1, expected: Can extract some information from more than one type of source to find out about an aspect of the past. e.g. about their grandparent's	Year 2 Unit 3: Our Local Heroes End of Year 2, expected: Can select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to	Year 3 Unit 1: The Stone Age Year 3 Unit 2: The Bronze Age and the Iron Age End of Year 3, expected: Can understand how sources can be used to answer a range of historical questions, e.g. 'Do

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and identify different ways in which it is represented. Y3: 2.7.1 Understand how our knowledge of the past is constructed from a range of sources.	childhood. These sources could include written, visual, oral sources and artefacts including the environment.	answer historical questions, e.g. about a local hero. Demonstrate an understanding that some sources are more useful than others in providing information to answer a historical question.	you think the Bronze and Iron Ages were dangerous times to live?' Is aware that some sources may be more useful than others in answering certain historical questions.