



HISTORY Progression



The Ofsted Research Review for History states that 'pupils make progress in the History curriculum by developing: :

- Their knowledge of the past (**substantive knowledge**). This is the collection of established facts within a subject. It's the content that students need to know and provides the foundational knowledge needed to understand the world. At Glenfield we have arranged this under 6 main concepts of significance, chronology, cause, similarities and differences and change and continuity.
- Their knowledge of how historians investigate the past and how they construct historical claims, arguments and accounts (**disciplinary knowledge**) This helps our historians to understand, debate and organise the substantive knowledge that they learn in history through enquiring, comparing and contrasting, weighing evidence and ordering chronologically

	EYFS	Year 1	Year 2
	Substantive Knowledge Our children will know the following:		
Significance	<ul style="list-style-type: none">• To talk about past events and to remember and talk about events their own events from their lives so far.	<ul style="list-style-type: none">• To recognise and describe special times and events for family and friends.• Recognises that some people in the past were significant and we remember them.• To know the significance of the three queens – Queen Victoria, Queen Elizabeth I and Queen Elizabeth II.• To know how significant seaside holidays were to British people.	<ul style="list-style-type: none">• To recognise and discuss who was important (e.g. in a simple historical account).• To know the significance of Florence Nightingale and the consequences of her actions in nursing.• To know who Samuel Pepys was, and why he is significant.• To analyse the significance of the Titanic.
Chronology	<ul style="list-style-type: none">• To order their major life events so far.	<ul style="list-style-type: none">• To create simple timelines to sequence processes, events, objects within their own experience.• Confidently use vocabulary associated with the past, (e.g. old and new, then and now).• To know the order of which the queens reigned.	<ul style="list-style-type: none">• Know that historians use dates to describe when events happened.• Use phrases describing intervals of time, (e.g. before, after, at the same time, etc.)• To know the chronology of Florence Nightingale's life.

			<ul style="list-style-type: none"> To understand where the sinking of the Titanic fits in time with other periods of history I know about.
Cause	<ul style="list-style-type: none"> To begin to know why I can understand more recent memories more easily. 	<ul style="list-style-type: none"> To give simple explanations why a person from the past acted as they did and discuss the consequences of those actions. To have a simple understanding of the cause of the boom in seaside holidays in Britain. 	<ul style="list-style-type: none"> To describe in simple terms the causes and/or consequences of an important historical event, offering more than one example of its results. To know the cause of Florence Nightingale going to Crimea. To know the cause and consequence of the sinking of the Titanic.
Similarities and differences	<ul style="list-style-type: none"> I can compare and contrast objects e.g toys from the past in the context of own Christmas presents Compare and contrast characters from stories, including figures from the past e.g. famous pirates 	<ul style="list-style-type: none"> Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today. To compare the three different queens. Recognise the similarities and differences in transport throughout the queens' reigns. Compare and contrast toys from the past and now. To name some similarities and differences between seaside holidays now and seaside holidays in the past. 	<ul style="list-style-type: none"> Recognises and describes in simple terms some characteristic features of a person or period studied. Increasingly uses period specific language in explanations. To describe the similarities and differences between Florence Nightingale and Mary Seacole. To know that different people had different experiences on board the Titanic.
Change and Continuity	<ul style="list-style-type: none"> To talk about how I have changed since I was a baby and my time in Reception To know that I will continue to change as I grow up. 	<ul style="list-style-type: none"> To match old objects to people or situations from the past. To describe how some aspects of life today differ from the past using simple historical vocabulary. To know how seaside holidays have changed over time. 	<ul style="list-style-type: none"> To discuss similarities and differences not just between then and now, but also between then and another then . To know the change and continuity of Florence Nightingale's and Mary Seacole's life during and after the war. To describe the changes Florence Nightingale introduced.

			<ul style="list-style-type: none"> • To describe the changes that were introduced as a result of key events studied (Great Fire of London & the sinking of the Titanic). • To know what could change in the future to stop another disaster like this one happening again.
	EYFS	Year 1	Year 2
	Disciplinary Knowledge Our children will be able to:		
Enquiring	<ul style="list-style-type: none"> • Be able to say who, where or what is significant/important to them based on first hand experience e.g. a parent, a birthday or a holiday. 	<ul style="list-style-type: none"> • Understand the term significant and explain why a significant individual is important. • Explain why an event from the past is significant. • Use historical models to make judgements about significance and describe the impact of a significant historical individual. 	
Comparing and contrasting	<ul style="list-style-type: none"> • Identify similarities and differences between themselves now and in the past as a baby • Compare and contrast characters from stories, including figures from the past. • Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> • Understand that similarities and differences help us to make comparisons between life now and in the past. 	
Weighing evidence	<ul style="list-style-type: none"> • Know that we can learn about real events or people in the past through stories 	<ul style="list-style-type: none"> • Express an opinion about a historical source. • Use a range of historical artefacts to find out about the past. • Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. 	
Ordering chronologically	<ul style="list-style-type: none"> • Use familiar contexts and stories about the past to build a sense of timescale e.g. before I was born. 	<ul style="list-style-type: none"> • Sequence significant information about the past in chronological order and place on a timeline. 	

	<ul style="list-style-type: none">- Sequence events in their own lives in chronological order using the language of time such as first, next, then, after that, before, past.	<ul style="list-style-type: none">• Use sequencing words such as first, next, finally, then and after that, to order information chronologically.
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