

Substantive and Disciplinary Knowledge Progression

Subject: History

	Nursery	Reception	Year 1	Year 2	YEAR 3
Chronological Understanding	- I can talk about things that happened before now. - I can talk about my family and experiences.	- I can talk about the past and present in my own life. - I understand that some events happened before I was born. - I can use words such as past, present, old and new.	- I can place Neil Armstrong, Florence Nightingale, Agnes Hunt and the Great Fire of London on a simple timeline. - I can use vocabulary such as before, after, past and present. - I know that some events happened a long time ago.	- I can sequence Emmeline Pankhurst, Rosa Parks, transport developments and Robert Clive on a timeline. - I know that some events beyond living memory are nationally and globally significant. - I can make connections between periods studied.	- I can place periods studied on a timeline. - I can make connections across different historical periods. - I can use dates and historical terms accurately.
Similarities and Differences	I can talk about things that are the same and different.	- I can compare aspects of life now with the past. - I can discuss similarities and differences between people and places.	- I can compare life during the Moon Landing, Great Fire of London and Florence Nightingale's time with life today. - I can compare television, hospitals and fire services then and now.	- I can compare transport in the past and present. - I can compare Emmeline Pankhurst and Rosa Parks. - I can compare experiences of different groups of people across time.	I can compare societies, beliefs and ways of life across historical periods.

			I can identify similarities and differences between ways of life.		
Achievements	I can talk about people I admire.	I know some people are remembered for important achievements.	- I know that Neil Armstrong was the first person to walk on the Moon. - I know that Florence Nightingale improved nursing. - I know that Agnes Hunt improved healthcare. - I know that Yuri Gagarin and Mae Jemison made important contributions to space exploration.	- I know that Emmeline Pankhurst helped women gain voting rights. - I know that Rosa Parks helped bring about change through the Civil Rights Movement. - I know that Robert Clive played an important role in British history.	I can describe the achievements of individuals, societies and civilisations and explain their impact.
Local Studies	I know who is important in my family and local community.	I can talk about places that are important in my community.	- I know who Agnes Hunt was and why she is important to our area. - I know about the Great Fire of Market Drayton and can compare it with the Great Fire of London.	- I know about Robert Clive and his connection to Market Drayton. - I know that local history can connect to national and world history.	I can investigate how the local area has changed over time.

Historical Significance	I know some people are important to me.	I know that some people are remembered because they have done important things.	I can explain why Neil Armstrong, Florence Nightingale and Agnes Hunt are remembered today.	- I can explain why Emmeline Pankhurst, Rosa Parks and Robert Clive are considered significant historical figures. - I can explain how their actions changed society.	I can explain why individuals, events and achievements are historically significant using evidence.
Cause and Consequence	I can talk about why things happen.	I can explain simple reasons why things happen.	- I know why the Great Fire of London spread. - I know why people wanted to explore space. - I can explain what happened because of these events.	- I know why women wanted the vote. - I know why Rosa Parks refused to move seats. - I know why transport changed over time. - I can explain how actions can bring about change.	I can explain multiple causes and consequences of historical events.
Disciplinary Knowledge – sources of evidence	I can use photographs to talk about my life.	- I can use photographs, stories and artefacts to learn about the past. - I can ask simple questions about the past.	- I can use photographs, artefacts, maps, videos, diary extracts and quotes to answer questions about the past. - I can identify evidence about the past.	- I can use newspapers, posters, letters, interviews and photographs. - I understand that different sources can give different viewpoints. - I can use evidence to answer historical questions.	- I can use multiple sources to investigate historical questions. - I can begin to consider reliability.

Vocabulary	• Old, New, Yesterday, Today	• Past, Present, Before, After, Remember, Memory	• Timeline, History, Astronaut, Nurse, Hospital, Patient, Hygiene, Evidence, Moon Landing.	• Significant, Democracy, Vote, Protest, Equality, Segregation, Transport, Source, Consequence	• Civilisation, Empire, Interpretation, Reliability, Chronology
Visits/Visitors Sometimes it is nice to include those WOW moments but these can also go on a LTP	• Visitors from the local community.	• Visitors and local walks to explore changes over time.	• Local links to Agnes Hunt. Visitors linked to healthcare, living memory of space exploration.	• Visitors linked to transport or local history. • Local heritage opportunities linked to Market Drayton history.	• Visits and fieldwork to support historical enquiry.
Pupils are taught about: These are the National Curriculum end points (your composite knowledge)	• Foundation Stage: People, families, memories and changes over time.	• Foundation Stage: Past and present in their own lives and communities.	• Key Stage 1: Neil Armstrong. • The Great Fire of London and Great Fire of Market Drayton. • Florence Nightingale and Agnes Hunt. • Changes within living memory.	• Key Stage 1: Emmeline Pankhurst and the Suffragettes. • Transport Through Time. • Rosa Parks and the Civil Rights Movement. • Robert Clive and Market Drayton links.	• Key Stage 2: Stone Age to Iron Age and other statutory KS2 studies.
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