

History Knowledge Progression Framework

Disciplinary Knowledge

| | F2 | Year 1 | Year 2 | Year 3 |
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| Chronology | <ul style="list-style-type: none"> Know that familiar events occur in a particular order. Know and understand past and present events in their own and family members' lives. | <ul style="list-style-type: none"> Know that a simple timeline is used to show when events occurred and when particular people were alive. Know the key characteristics of a period of history to support their understanding of what it would have been like to live then. | <ul style="list-style-type: none"> Know the order of taught key events and historical figures and show these on a single timeline. Know that periods in time have similarities and differences to the present and that these help us to make connections between our own lives and the past. | <ul style="list-style-type: none"> Know how to place events on a timeline using BC. Know that there is a definitive, chronological order for the periods studied. Know the similarities and differences between the specific periods of history studied that go beyond their own lives. |
| Cause and Consequence | <ul style="list-style-type: none"> Know why things happened in the past. | <ul style="list-style-type: none"> Know at least one relevant cause/consequence within each historical area taught. | <ul style="list-style-type: none"> Know several relevant causes/consequences within each historical area taught. | <ul style="list-style-type: none"> Know the importance of causes and consequences for some of the key events and developments. |
| Explore and Evaluate Evidence | <ul style="list-style-type: none"> Know that there are ways to find out about their past. | <ul style="list-style-type: none"> Know and recount historic details from the past from sources e.g. pictures/stories. Begin to know what a reliable piece of information is e.g. photograph or word of mouth. | <ul style="list-style-type: none"> Know that information about past events that have been passed down by word of mouth can be unreliable. Know that written events about events from the past may not always be accurate. Know and recount historic details from eye-witness accounts, photos and artefacts. | <ul style="list-style-type: none"> Know and compare two versions of a past event using a range of sources e.g. pictures, photographs and artefacts. Know that there are different accounts of history. |

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| Historical Enquiry | <ul style="list-style-type: none">• Know about the past through own experiences and storytelling. | <ul style="list-style-type: none">• Know about the past by asking simple questions.• Offer an opinion as to why something may have happened in the past and why they know. | <ul style="list-style-type: none">• Find answers and respond to simple questions about the past.• Ask questions to find about what sources of evidence do and do not tell us about the past. | <ul style="list-style-type: none">• Ask questions about sources of evidence e.g. who, what, where, when and why.• Ask questions to compare the validity of sources. |
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Substantive Knowledge

| | Year 1 | Year 2 |
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| Toys | <ul style="list-style-type: none"> • Know and identify the features of old and new toys e.g. old toys are commonly made from wood and china and new toys are commonly made from plastic. • Order toys chronologically from oldest to newest. • Know that different generations have played with different types of toys. | <ul style="list-style-type: none"> • Know how present day toys are different to those played with by grandparents e.g. <ul style="list-style-type: none"> ○ Different materials ○ Different methods of production ○ Safety requirements of new toys ○ How toys work/operated • Know some positive and negative changes that have come from the change in toys over time: <ul style="list-style-type: none"> ○ Positive: <ul style="list-style-type: none"> ▪ Multi-sensory toys ▪ Toys must meet safety requirements ▪ Educational toys ▪ More engaging ▪ Made more quickly, using cheaper materials ○ Negative: <ul style="list-style-type: none"> ▪ Decline in physical outdoor activity ▪ Increase in obesity in children ▪ Increase use of plastic |
| Great Fire of London | <ul style="list-style-type: none"> • Know that the Great Fire of London started on Pudding Lane. • Know that the fire started in 1666. • Know that the fire lasted 5 days. • Know at least 1 cause of the fire e.g. <ul style="list-style-type: none"> ○ Houses were built close together. ○ Houses were mostly built out of wood. ○ There was no established fire service. ○ There were very strong winds at the time. • Know and identify at least 1 source of evidence that tells us about the events of the fire: <ul style="list-style-type: none"> • Samuel Pepys' diary • King Charles' letter • Maps of London • Paintings | <ul style="list-style-type: none"> • Know several causes of the fire e.g. <ul style="list-style-type: none"> ○ Houses were built close together. ○ Houses were mostly built out of wood. ○ There was no established fire service. ○ There were very strong winds at the time. • Know and identify several sources of evidence that tell us about the events of the fire and understand which are more reliable: <ul style="list-style-type: none"> ○ Samuel Pepys' diary ○ King Charles' letter ○ Maps of London ○ Paintings • Know how London has changed as a result of the fire e.g. <ul style="list-style-type: none"> ○ King ordered no thatched roofs. ○ Houses were built out of brick. |

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| Mary Seacole | <ul style="list-style-type: none"> • Know that Mary Seacole was born in Jamaica. • Know that Mary Seacole was a nurse who helped soldiers during the Crimean war. • Know that Mary Seacole travelled on her own to the Crimea. | <ul style="list-style-type: none"> ○ Fire service established. • Know that Mary Seacole was born in Jamaica in 1805. • Know that Mary Seacole set up the 'British Hotel' and cared for any wounded soldiers (not just British). • Know how Mary Seacole was received both in England and in the Crimea. (Link to Respect curriculum.) |
| Nottingham Castle | <ul style="list-style-type: none"> • Identify Nottingham Castle. • Know that Nottingham Castle was originally made out of wood but is now made out of stone and brick. • Know that there was a fire which destroyed the original castle. | <ul style="list-style-type: none"> • Know that Nottingham Castle was first built in 1068. • Know that William the Conqueror ordered the castle to be built. • Know that the castle being built had some positive and negative effects on Nottingham: <ul style="list-style-type: none"> ○ Positive: <ul style="list-style-type: none"> ▪ New cultures ▪ Tourist attraction ○ Negative: <ul style="list-style-type: none"> ▪ Divide between Norman and English boroughs. • Know that the fire in 1831 destroyed the original castle. |

Key Vocabulary

F2

after – at a later time
before – at an earlier time

Year 1

In addition to F2...

bakery – a shop where bread is made and sold
castle – large building that usually has high walls and a moat for protection in times of battle
cause – an event or reason that something happens
chronological order – the order in which events happened
consequence – a response to an event happening
diary – a book that people write about their lives in
evidence – a collection of facts or information that proves something is true
history – learn about past events
new – having recently been produced or introduced
old – having existed for many years
past – a period time before now
present – a period of time that is happening now
rebuilt – building something again after it has been destroyed
timeline – a line to show the order that events happened

Year 2

In addition to F2 and Y1...

first hand evidence – information from someone who saw something happen or heard something said
hand-made – made by hand rather than with a machine
manufactured – made by a machine
reliable source – evidence that has factual and trustworthy information
River Thames – river that runs through the middle of London
second hand evidence – information from someone who did not see/hear but knows about the event

