



History progression of knowledge, skills and vocabulary

Our History curriculum sparks curiosity about the past and builds an understanding of how people, places and events have shaped the world we live in today. Through meaningful links to children's own lives and our local heritage in **Sunderland**, pupils develop a sense of identity and belonging.

Learning is carefully sequenced from the personal and familiar in **EYFS** to wider national and global contexts by the end of **Key Stage 1**, ensuring secure progression in both knowledge and disciplinary skills. The four key concepts – **Community and Culture, Conflict and Disaster, Exploration and Invention**, and **Hierarchy and Power** – provide clear threads that deepen understanding over time.

Our curriculum prepares pupils for **Key Stage 2** by developing their chronological understanding, their ability to use evidence to ask and answer questions, and their confidence in explaining change, cause and consequence. Children leave KS1 as curious, thoughtful and reflective historians, ready to build on these foundations in the next stage of their learning.

Bridge Statement – EYFS to Key Stage 1

In the Early Years Foundation Stage, children begin to explore the concept of time by talking about their own lives and the lives of people around them. They recognise that some things happened in the past and can describe similarities and differences between life then and now.

This provides a secure foundation for Key Stage 1, where pupils build a deeper understanding of the past through the key concepts of **Community and Culture, Conflict and Disaster, Exploration and Invention**, and **Hierarchy and Power**. Through carefully sequenced units, they develop **chronological understanding**, learn about significant individuals and events, and begin to **ask questions, use evidence**, and **interpret the past** like true historians.

Progression of Substantive (Sticky) Knowledge

Aspect / Strand	EYFS	Year 1	Year 2
Changes within Living Memory (Community & Culture)	<ul style="list-style-type: none"> • Talk about past and present in their own lives and the lives of people around them. 	<ul style="list-style-type: none"> • Identify and describe changes in self, family, school and local area. • Use photographs, artefacts and oral accounts as evidence. • Begin to sequence personal events on a simple timeline. 	<ul style="list-style-type: none"> • Apply understanding of change to explain present-day consequences of past events (e.g. modern firefighting, commemoration). • Use evidence to explain why these changes and traditions exist today.
Events beyond Living Memory (Conflict & Disaster; Exploration & Invention)	<ul style="list-style-type: none"> • Listen to stories set in the past and notice differences from today 	<ul style="list-style-type: none"> • Recognise that some events happened long before they were born. • Retell simple accounts using time vocabulary and chronology. 	<ul style="list-style-type: none"> • Know significant national events (Great Fire of London, WWI). • Sequence key events and discuss cause and consequence. • Use sources to build explanations and recognise different interpretations of the past.
Significant Individuals (Hierarchy & Power; Exploration & Invention)	<ul style="list-style-type: none"> • Recognise people who help us in school and community. 	<ul style="list-style-type: none"> • Identify and describe figures such as King Charles III, Queen Elizabeth II, Christopher Columbus, Gertrude Bell. • Understand what made them leaders or explorers. 	<ul style="list-style-type: none"> • Describe the impact of figures such as Guy Fawkes, George Maling, Samuel Pepys, Queen Victoria and Florence Nightingale. • Compare their contributions using evidence. • Explain what makes someone significant.
Significant Events (local, national, global) (Community & Culture; Conflict & Disaster)	<ul style="list-style-type: none"> • Talk about celebrations or events that matter to them (birthdays, school fairs). 	<ul style="list-style-type: none"> • Learn about local significance (Hylton Castle, Durham Castle, Sunderland shipbuilding). • Recognise that some events are commemorated annually. 	<ul style="list-style-type: none"> • Explain why events are remembered nationally (Great Fire of London, WWI / Remembrance). • Connect local history with national stories.

			<ul style="list-style-type: none"> Evaluate how these events shaped community identity and influenced later change.
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Working as a Historian			
Skill area	EYFS	Year 1	Year 2
Asking Questions	<ul style="list-style-type: none"> Ask simple questions about people or events in stories. 	<ul style="list-style-type: none"> Ask and answer questions using pictures and artefacts. 	<ul style="list-style-type: none"> Ask and answer questions using a range of sources and begin to justify ideas with evidence.
Using Evidence	<ul style="list-style-type: none"> Talk about what old and new objects are used for. 	<ul style="list-style-type: none"> Identify what photographs or artefacts tell us about the past. 	<ul style="list-style-type: none"> Select and use sources to find answers; discuss reliability.
Chronology	<ul style="list-style-type: none"> Order simple life events. 	<ul style="list-style-type: none"> Sequence objects/events on a simple timeline using before and after. 	<ul style="list-style-type: none"> Place key events in chronological order; begin to use dates and time-related terms.
Vocabulary Time	<ul style="list-style-type: none"> Use everyday words like before, now, then, today. 	<ul style="list-style-type: none"> Use historical vocabulary such as past, present, long ago. 	<ul style="list-style-type: none"> Use a growing vocabulary of time including date, period, decade, century.
Cause and Consequence	<ul style="list-style-type: none"> Talk about why things happen in familiar experiences. 	<ul style="list-style-type: none"> Identify simple reasons for change (e.g., castles built for protection). 	<ul style="list-style-type: none"> Explain causes and consequences of events using because or so.
Similarity and Difference	<ul style="list-style-type: none"> Notice similarities/differences between objects and people. 	<ul style="list-style-type: none"> Compare aspects of life now and in the past. 	<ul style="list-style-type: none"> Identify and describe similarities and differences between periods using evidence.
Interpretation of the Past	<ul style="list-style-type: none"> Listen to adults tell stories about long ago. 	<ul style="list-style-type: none"> Recognise that people remember events differently. 	<ul style="list-style-type: none"> Understand that evidence and people can show events in different ways; suggest reasons for different interpretations.

Core Vocabulary

Tier	EYFS	Year 1	Year 2
Tier 2	past, present, old, new, before, after	past, present, family, memory, power, rule, protect, explore, journey, invention	cause, effect, disaster, rebuild, remember, commemorate, safety, change, progress, improve
Tier 3	history	history, timeline, artefact, photograph, evidence, castle, monarch, crown, moat, drawbridge, ship, dockyard, explorer, Sunderland, Christopher Columbus, Gertrude Bell	Great Fire of London, Samuel Pepys, diary, Pudding Lane, 1666, Guy Fawkes, Gunpowder Plot, poppy, memorial, armistice, Victorian, Queen Victoria, Florence Nightingale, factory,