

History Skills and Knowledge Progression Map

Intent – What we are teaching in History

At Hatfield Peverel Infant and Nursery School, our history curriculum is designed to ensure that children begin to develop a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire curiosity about history, encouraging children to ask questions and explore the past with enthusiasm. Our curriculum helps children appreciate the diversity of people's lives across time and understand the processes of change and continuity. Additionally, we support children in making meaningful connections to their own personal history and the changes they have experienced within their own lifetime.

Implementation – How we are teaching History

In Key Stage 1, the history curriculum is delivered through a combination of dedicated history lessons and literacy-based learning that links historical content to relevant topics. Each year group carefully plans lessons that are tailored to meet the needs and interests of their specific cohort, ensuring engagement and accessibility for all children. History teaching is scheduled at specific times throughout the school year, focusing on significant events such as Bonfire Night to provide meaningful historical context. Additionally, the curriculum is enriched with a variety of wider learning experiences, including assemblies and workshops, which are integrated throughout the year to deepen children's understanding and enthusiasm for history.

Impact – What the children have learnt

At Hatfield Peverel and Infant School, we aim for children to develop critical and analytical thinking skills that enable them to make informed, balanced judgements grounded in their knowledge of the past. They will gain an increasing awareness of how historical events have shaped the world they live in today, fostering a deeper understanding of continuity and change over time. Through high-quality visits and interactions with visitors, children will enrich their appreciation of history's impact beyond the classroom. Additionally, they will build a rich and precise historical vocabulary, empowering them to confidently articulate their understanding of key concepts and historical narratives.

National curriculum

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- events beyond living memory that are significant nationally or globally.
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- significant historical events, people and places in their own locality.

Development Matters

(0-3)

- Notice differences between people.
- Make connections between the features of their family and other families.

(3-4)

- Begin to make sense of their own life-story and family's history
- Listen to and experience stories from the past

(Reception)

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Early Learning Goals

- Know similarities and differences between things in the past and now.

Inclusion including SEND		Assessment		Cultural Capital	
All children will be given the same task because we believe in teaching a mastery approach across all subject areas and equal access for all. Quality first teaching for all children. Teacher modelling and scaffolded practice for all children including visual aids and mind maps. Focus groups with adult support for children needed further support. Pre-teach vocabulary sessions. Talk partners to build confidence. Now and next boards to support completion of tasks. Intervention. External advice sought to support inclusion.		Prior knowledge/retrieval opportunities are included at the beginning of units of work so that planning can be adapted/amended to support gaps or misconceptions. Clear sequence of lessons which identify the key knowledge that children need to know at the end of a lesson/unit of work.		Trips/ visitors and assemblies - Black History month workshops, Year 2 castle trip, Year 1 Chelmsford Museum trip, visitor in to talk about old toys. Local area walk, Remembrance, Guy Fawkes, Library visit, Grandparent's morning.	
	Nursery	Reception	Year 1	Year 2	
Chronological Awareness Skills	- To speak about significant events in their own lifetime. - To speak about their families.	- To sequence significant events from their own life. - To create a timeline from photos of themselves. - To sort artefacts into then and now.	To begin to use a timeline to sequence events, starting to look at significant dates.	To place events/ people on a timeline, building on times studied in Year 1.	
Knowledge	- Begin to understand their own life-story. - Understand that they were once a baby. - Recall significant and special events in their own life.	Know their own life story and to have awareness of that of their family.	- Sequence artefacts/photographs from different periods of time e.g., toys, clothes, Queen Elizabeth - Know that a timeline shows the order that events in the past happened. - Know that we start looking at 'now' on a timeline and then look back. - Know that the 'past' is an event that have already happened and that the 'present' is time happening now.	Sequence artefacts/ photographs, focusing on the intervals between events, looking at dates (Florence Nightingale, Great Fire of London, suffragettes)	

			Know that 'within living memory' is 100 years. To know that 'beyond living memory' is more than 100 years.	
Historical enquiry skill	- To be able to ask questions about the past. - To start asking questions about the past.	To discuss and compare significant figures from the past and present	- To ask how and why questions based on stories, events, and people. Asking questions about sources of evidence (e.g., artefacts). - To use sources of information, such as artefacts, to answer questions. - To draw out information from sources. - To make simple observations about the past from a source. - To describe the main features of concrete evidence of the past or historical evidence (e.g., pictures, artefacts, and buildings).	- To ask a range of questions about stories, events, and people, understanding the importance of historically valid questions. - To understand how we use books and sources to find out about the past and evaluate the usefulness of sources to a historical enquiry. - To select information from a source to answer a question, identifying a primary source.
Historical interpretation Skills	- To explore and discuss photos from the past. - To begin to discuss the differences between old and new photos.	- To look at and discuss pictures, photographs and videos from the past and present. - To begin to discuss different events and changes through time using different sources	- To begin to identify and recount some details from pictures and stories. - To compare and ask and answer questions and explain how they know. - To experience handling artefacts and taking part in discussions related to those artefacts.	- Use evidence to explain why people acted as they did in the past. - To compare two versions of events in the past. - To use stories and accounts to distinguish between fiction and fact in the past. - To explain that there are different types of evidence and sources that can be used to help represent the past.
Range and depth of historical Knowledge Skills	To be able to name and describe differences	To listen to and comment on stories about people from the past.	To recount events from stories about the past.	To make comparisons between important people and events in History.

	- between people. - To talk about the features of their own family.			
knowledge	Understand connections between the features of their own families and others.	- Talk about members of their immediate family. - Be familiar with significant members of their local community. - Comment on images of familiar situations in the past. - Begin to explore Historical figures through stories, drama and play.	- Recall some facts about people and events in the past. (Guy Fawkes, Queen Elizabeth 2nd and World War 2, Christopher Columbus, Rosa Parks). - Discuss why historical figures may have acted the way they did. - Know about the History of Hatfield Peverel including changes over time e.g. decline of shops.	- Recall some facts about people and events in the past (Nelson Mandela, Florence Nightingale/ Crimean War, remembrance, Emily Wilding Davidson/ Suffragettes, Grace Chappelow, Great fire of London, Louie Pasteur (link with Science) - Recognise why people did things, why events happened and what happened as a result. - Identify differences between ways of life at different times.
Organisation and communication Skills	- To talk about things that happened in the past. - To listen to others' stories about the past.	- To begin to sort events into 'then and now'. - To talk about things that happen in the past. - To draw pictures relating to historical events, people and changes.	- To discuss events using simple appropriate vocabulary. - To write simple captions and sentences, label and annotate drawings and photographs. - To orally retell/perform events from the past.	- To write captions and sentences. - To label and annotate a picture/ painting showing significant features. - To use increasingly period specific vocabulary and dates in writing, oral explanations. - To retell events in a simple, structured way using temporal markers.

Vocabulary				
	Nursery	Reception	Year 1	Year 2
	Past, now, old, new, long ago, today, yesterday, tomorrow	Past, present, old, new, history, long ago, change, family, yesterday, today, tomorrow, then, before, next, after, familiar, family, family tree, day, memory, remember, who,	Reception vocabulary plus: Future, timeline, inventor, artefact, modern, x years ago, decade, 20 th century, ancient, childhood, changes	Reception and Year 1 vocabulary plus vocabulary and phrases: Before I was born, when I was younger, young, younger, youngest, old, older, oldest, recent,

Hatfield Peverel Infant and Nursery School – History



	What, who, when, used to, photograph, family.	what, when, weeks, last week, last month, seasons, different, same.	over time, future, explore, describe, order	similar, impact, traditional, old fashioned, AD BC, significant, explain, enquire, compare, historic, evidence, century, source, chronology, recount, observe.
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KMcG February '26