

History curriculum: Knowledge and skills progression

	Name	Date
Reviewed and approved by:	Governing body	June 2026
Document title:	History curriculum: Knowledge and skills progression.	
Policy date:	June 2026	
Date of next review:	June 2028	

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Baldwin’s Gate Church of England (Voluntary Controlled) Primary School

History knowledge and skills progression

Year	Chronological knowledge/understanding	Historical terms	Historical enquiry	Interpretations of history	Continuity and change	Cause and consequence
Nursery	• Talk about past and present events in their own lives and in the lives of family members. • Order and sequence familiar events. • Describe main story settings, events and principal characters. • Use everyday language related to time.	• Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	• Be curious about people and show interest in stories • Answer 'how' and 'why' questions ... in response to stories or events. • Explain own knowledge and understanding, and ask appropriate questions. • Know that information can be retrieved from books and computers. • Record, using marks they can interpret and explain.		• Look closely at similarities, differences, patterns and change. • Develop understanding of growth, decay and changes over time.	• Question why things happen and give explanations.
Reception	• Talk about past and present events in their own lives and in the lives of family members.	• Extend vocabulary, especially by grouping and	• Be curious about people and show interest in stories		• Look closely at similarities, differences, patterns and change.	• Question why things happen • and give explanations.

	• Order and sequence familiar events. • Describe main story settings, events and principal characters. • Use everyday language related to time.	naming, exploring meaning and sounds of new words.	• Answer 'how' and 'why' questions ... in response to stories or events. • Explain own knowledge and understanding, and ask appropriate questions. • Know that information can be retrieved from books and computers. • Record, using marks they can interpret and explain.		• Develop understanding of growth, decay and changes over time.	
Year 1	• Develop an awareness of the past. • Use common words and phrases relating to the passing of time. • Know where all people/events studied fit into a chronological framework. • Identify similarities/differences between periods.	• Use a wide vocabulary of everyday historical terms.	• Ask and answer questions. • Understand some ways we find out about the past. • Choose and use parts of stories and other sources to show understanding of concepts.	• Identify different ways in which the past is represented.	• Identify similarities/differences between ways of life at different times.	• Recognise why people did things, why events happened and what happened as a result.
Year 2	• Develop an awareness of the past.	• Use a wide vocabulary of	• Ask and answer questions.	• Identify different ways in which the	• Identify similarities/differences	• Recognise why people did things

	● Use common words and phrases relating to the passing of time. ● Know where all people/events studied fit into a chronological framework. ● Identify similarities/differences between periods.	everyday historical terms.	● Understand some ways we find out about the past. ● Choose and use parts of stories and other sources to show understanding of concepts.	past is represented.	between ways of life at different times.	why events happened and what happened as a result.
Year 3	● Continue to develop chronologically secure knowledge of history ● Establish clear narratives within and across periods studied ● Note connections, contrasts and trends over time.	● Develop the appropriate use of historical terms.	● Regularly address and sometimes devise historically valid questions. ● Understand how knowledge of the past is constructed from a range of sources. ● Construct informed responses by selecting and organising relevant historical information.	● Understand that different versions of the past may exist, giving some reasons for this.	● Describe/make links between main events, situations and changes within and across different periods/societies.	● Identify and give reasons for, reasons for, reasons for, of, historical events, situations, changes.
Year 4	● Continue to develop chronologically secure knowledge of history ● Establish clear narratives within and across periods studied	● Develop the appropriate use of historical terms.	● Regularly address and sometimes devise historically valid questions. ● Understand how	● Understand that different versions of the past may exist, giving some reasons for this.	● Describe/make links between main events, situations and changes within and across different	● Identify and give reasons for, reasons for, reasons for, of, historical events, situations, changes.

	Note connections, contrasts and trends over time.		knowledge of the past is constructed from a range of sources. Construct informed responses by selecting and organizing relevant historical information.		periods/societies.	
Year 5	- Continue to develop chronologically secure knowledge of history - Establish clear narratives within and across periods studied - Note connections, contrasts and trends over time.	Develop the appropriate use of historical terms.	- Regularly address and sometimes devise historically valid questions. - Understand how knowledge of the past is constructed from a range of sources. - Construct informed responses by selecting and organising relevant historical information.	Understand that different versions of the past may exist, giving some reasons for this.	Describe/make links between main events, situations and changes within and across different periods/societies.	Identify and give reasons for, reasons for, results of, historical events, situations and changes.
Year 6	Extend and deepen their chronologically secure knowledge of history and a	Use historical terms and concepts in increasingly	Pursue historically valid enquiries	Discern how and why contrasting arguments and interpretations of	Identify and explain change and continuity within and across periods.	Analyse/explain reasons for, results of, historical events

	well-informed context for further learning. Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time.	sophisticated ways.	including some they have framed. - Understand how different types of sources are used rigorously to make historical claims - Create relevant, structured and evidentially supported accounts.	the past have been constructed.		situations, changes.
--	--	---------------------	---	---------------------------------	--	----------------------

Note: Continuity and change in and between periods, cause and consequence, similarity/difference within a period/situation and significance of events/people are key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts.