

Chatsworth Class – Year 1 History Knowledge Progression

Term / unit	Builds on	Knowledge progression	Historical skills / enquiry	Key vocabulary	Where this leads next
Advent – How am I making history?	Builds on Reception learning about personal memories, family, past/present and simple sequencing.	Know that everyone has a personal history. Understand that photographs and memories can provide evidence about the past. Use before and after to place personal events in sequence. Recognise that childhood has similarities and differences across generations and that celebrations and routines can change over time.	Order photographs on a simple timeline; talk about memories; ask a visitor questions about childhood; compare childhood now and in the past; use photographs as sources; communicate ideas through a time capsule.	past; present; future; before; after; memory; timeline; childhood; celebration; source; photograph; time capsule	Prepares pupils to sequence artefacts, ask historical questions and identify change and continuity in toys.
Lent – How have toys changed?	Builds on personal chronology, photographs as evidence and comparing childhood now with the past.	Know that toys have changed over time in materials, technology, appearance and how they are made. Recognise that some toys remain similar across generations. Understand that artefacts can be ordered by age and examined for clues. Know that teddy bears and other familiar toys can show change over roughly the last 100 years.	Ask questions about old toys; handle and observe artefacts; sequence toys from different periods; compare old and modern examples; use evidence to describe change and continuity.	toy; artefact; old; modern; past; present; sequence; timeline; material; similar; different; change	Supports later work on significant events and people by strengthening chronology, source observation and explanation of change.
Pentecost – How have explorers changed the world?	Builds on sequencing objects and events, asking questions and using images and artefacts as historical evidence.	Know what explorers do and why people explore. Know selected explorers, including Christopher Columbus, Matthew Henson, Mary Kingsley and Dame Ellen MacArthur, and identify aspects of their journeys and achievements. Understand that exploration, equipment and transport have changed over time and that historical achievements can have lasting effects.	Sequence photographs and events on timelines; select important events from historical stories; describe and infer from photographs; ask questions of sources; compare exploration in the past and present; retell a historical account.	explorer; exploration; voyage; journey; achievement; equipment; transport; timeline; significant; source; inference	Leads into Year 2 study of significant events and individuals in aviation and increasingly precise chronological ordering.