



HISTORY CURRICULUM

KS1 Progression

Knowledge | Skills | Vocabulary | Year 1 to Year 2

Purpose of this document

This document sets out how pupils' historical knowledge, enquiry skills and vocabulary develop through Key Stage 1 at Park Road Academy. It extracts the six KS1 enquiries and relevant golden threads from the supplied substantive knowledge presentation. The Challenge Curriculum-inspired approach connects meaningful questions with sources, discussion and explanations of how the past relates to the present.

Key Stage 1 curriculum position

Key Stage 1 curriculum coverage

Pupils explore changes within living memory, significant events beyond living memory, the lives of significant individuals and important local people and places. They develop awareness of the past, sequence events and people, compare ways of life and ask and answer historical questions. They use stories and other sources to find out about the past and recognise different ways it is represented.

Progression principles

BUILD FROM EYFS	REVISIT & DEEPEN	MODEL, PRACTISE & APPLY	CHOOSE, EXPLAIN & IMPROVE
Talk about familiar people and change becomes ordered knowledge of people and events.	Chronology, change, significance and the school's golden threads recur across enquiries.	Teachers model source use and vocabulary; pupils practise and explain what they find out.	Pupils select useful evidence, give reasons and refine historical explanations.

Curriculum strands

Chronology	Change & Continuity	Cause & Consequence	Significance	Sources & Enquiry	Historical Concepts
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Golden threads: Society and Legacy; Trade and Industry; Exploration and Empire; Invasion and Settlements; Power and Rulers. Revisit relevant concepts through concrete examples rather than forcing every thread into every unit.



Year 1 History Curriculum Map

Enquiry units, core learning and progression emphasis

How the map should be used

The source lists six KS1 enquiries without year-group or term labels. This proposed Year 1 allocation uses its first three enquiries; confirm against the school overview. Teach the historical knowledge explicitly, revisit vocabulary and use accessible sources to help pupils answer each enquiry.

Year 1 - proposed allocation

Sequence	Enquiry unit	Core learning	Progression emphasis	Links to strands
1	Who were and are the famous in Manchester and the UK?	Explore selected Manchester-linked figures named in the source: Marcus Rashford, Alan Turing, Adam Thomas and Emmeline Pankhurst. Distinguish people from the past and present. Use photographs, stories and simple timelines to identify contributions and discuss why people are remembered; anchor local history in figures from the past.	Builds awareness of the past through familiar places and named individuals. Pupils distinguish being famous from making a significant contribution and support simple statements with a source.	Society & Legacy; Significance; Chronology
2	What was my grandparents' childhood like?	Compare school, toys, music and home life through photographs, objects and oral accounts. The source focuses on the 1960s and 1970s; use these as selected periods rather than assuming every grandparent grew up then. Sequence experiences and identify things that have changed or stayed similar.	Moves from personal experience to changes within living memory. Pupils ask questions, listen to different accounts and recognise that childhood experiences varied between families.	Society & Legacy; Change; Sources
3	What lessons have we learnt from the Great Fire of London?	Locate the fire beyond living memory and sequence its main events. Explore features of London that helped the fire spread, how people responded and changes made during rebuilding. Compare accounts, images and objects; distinguish evidence from later retellings and compare past and present ways of responding to fire.	Extends chronology beyond remembered experience. Pupils give simple causes and consequences and explain how sources help us find out about a national event.	Society & Legacy; Cause; Evidence



Year 2 History Curriculum Map

Enquiry units, core learning and progression emphasis

Year 2 progression

This proposed Year 2 allocation uses the final three KS1 enquiries in the source. Pupils revisit chronology and source use with more detailed comparison, explanation and reflection. Retain the enquiry titles while helping children consider different experiences and the consequences of actions.

Year 2 - proposed allocation

Sequence	Enquiry unit	Core learning	Progression emphasis	Links to strands
1	How have Victorian inventions influenced our lives today?	Explore selected developments in transport, communication, manufacturing and sanitation. Compare earlier and later objects, images and accounts. Distinguish inventions first made in the Victorian period from earlier technologies, such as steam power, that developed further during it. Explain a change in everyday life and a legacy still visible today.	Builds on past-present comparison by explaining how developments affected people. Pupils connect specific examples to trade, industry, travel and society rather than treating all progress as a single invention.	Trade & Industry; Society & Legacy; Change
2	Who are the famous people who have made an impact on the world?	Study Florence Nightingale, Mary Seacole and Edith Cavell through suitable stories, photographs and accounts. Locate their lives on a simple timeline; compare when and how they helped others and aspects of the periods in which they lived. Discuss challenges, contributions and why their work is remembered.	Deepens understanding of significance and legacy. Pupils identify similarities and differences between lives, use evidence and give reasons for remembering an individual.	Society & Legacy; Significance; Comparison
3	Why were Neil Armstrong and Christopher Columbus brave people?	Compare the journeys, purposes, equipment and risks faced by Armstrong and Columbus in different periods. Use timelines, pictures and accounts to explain similarities and differences. Discuss consequences as well as courage: people already lived in the Americas, and European settlement brought harm to Indigenous communities. Distinguish lunar exploration from colonisation.	Uses a question as a starting point for balanced enquiry. Pupils compare periods and experiences, consider whose viewpoint is represented and support a judgement with relevant evidence.	Exploration & Empire; Settlements; Significance



KS1 History Progression at a Glance

Concise progression from Year 1 to Year 2 and readiness for Year 3

Progression focus

The source supplies substantive knowledge and golden threads. This overview adds a suggested progression in historical thinking: chronology, change, causes, significance, enquiry and interpretation. Knowledge and skills develop together as pupils revisit sources, discuss ideas and construct increasingly supported answers.

Area	Year 1	Year 2	End of KS1 / Year 3 readiness	Key vocabulary
Chronology	Uses past, present, before and after; sequences familiar experiences and studied events on simple timelines.	Places studied people and events in order; distinguishes living memory, the Victorian period and more distant journeys.	Uses a developing chronological framework to place studied lives and events and describe when they happened.	past, present, before, after, timeline, living memory, period
Change & continuity	Identifies changes and similarities in childhood, homes, school and responses to fire.	Compares developments in inventions, healthcare and exploration and explains some things that changed or continued.	Describes changes and continuities across studied examples, using specific knowledge rather than a general past-present contrast.	change, same, different, continue, develop, compare
Cause & consequence	Gives a simple reason for an event or action and describes a result, such as the spread and effects of the fire.	Explains reasons for developments and journeys and considers more than one consequence for different people.	Gives supported reasons for actions or events and describes consequences using studied examples.	cause, reason, because, result, consequence, impact
Significance & legacy	Identifies a contribution made by a studied person and begins to explain why a person or event is remembered.	Compares contributions and gives reasons why an invention, individual or journey mattered to people then or later.	Explains why studied people and events are significant, using specific examples of contribution and legacy.	significant, contribution, achievement, remember, legacy
Sources & enquiry	Asks simple questions and uses objects, photographs, stories and memories to find information with support.	Selects details from more than one suitable source; explains what a source suggests and notices unanswered questions.	Asks and answers questions using sources; distinguishes what is observed from an inference or an unanswered question.	source, evidence, object, photograph, account, question

Area	Year 1	Year 2	End of KS1 / Year 3 readiness	Key vocabulary
Accounts & interpretation	Recognises that stories, pictures and memories tell us about the past and may show different details.	Compares simple accounts and representations; considers whose experience is shown and recognises that a retelling may be made later.	Recognises different representations of the past, notices similarities or differences and asks how we know.	account, memory, viewpoint, retelling, evidence, interpret
Historical concepts & communication	Uses concrete examples of society and legacy to talk about familiar life, local people and the Great Fire.	Connects examples to society, industry, travel, exploration and settlement; communicates comparisons and reasons using historical terms.	Uses relevant golden-thread concepts and vocabulary in an organised account supported by knowledge and evidence.	society, legacy, invention, industry, exploration, settlement, empire

Implementation note: Society and Legacy is prominent across KS1; Trade and Industry develops through Victorian inventions, and Exploration and Empire and settlement through the explorers enquiry. The source has no explicit KS1 mapping for Power and Rulers. Build foundations without implying that every whole-school thread is taught in depth.



Using the KS1 Progression Document

Planning, teaching, assessment and transition

Planning from the progression

1 START WITH PRIOR LEARNING Identify relevant EYFS experiences and earlier knowledge of people, places and change.	2 MODEL THE NEW STEP Demonstrate timeline use, source questions and precise historical vocabulary.	3 PLAN FOR APPLICATION Use the enquiry question to guide comparison, source work and a supported answer.
4 ASSESS PROCESS Notice what pupils recall, sequence, question and explain, as well as written outcomes.	5 BUILD LANGUAGE Revisit time words and concepts through stories, objects, images and discussion.	6 SUPPORT INDEPENDENCE Use accessible sources, oral rehearsal and visual timelines while retaining the enquiry.

What progression should look like in pupils' learning

KNOW MORE Recalls connected knowledge of people and events.	DO MORE Sequences and uses sources more accurately.	CHOOSE MORE Selects relevant details to answer a question.	EXPLAIN MORE Gives reasons and supports comparisons.	IMPROVE MORE Checks evidence and refines an explanation.
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Suggested evidence for assessment and subject leadership

PUPIL VOICE Can pupils explain when, why and how they know about the past?	SOURCES & OUTCOMES Do timelines, comparisons and enquiry answers show knowledge and reasoning?	TEACHING & INCLUSION Are sources accessible, vocabulary revisited and different experiences represented?	TRANSITION Does evidence show readiness for wider chronology and deeper enquiry in KS2?
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End-of-KS1 readiness for Year 3 History

CHRONOLOGY Orders studied people and events using a developing sense of time.	CHANGE & COMPARISON Describes similarities, differences and changes with specific examples.	CAUSE & CONSEQUENCE Gives simple reasons for events and describes their effects.
SIGNIFICANCE & LEGACY Explains why a studied person or event is remembered.	SOURCES & ENQUIRY Asks questions and uses sources to support an answer.	CONCEPTS & COMMUNICATION Uses historical vocabulary and explains ideas in an organised account.

Read alongside the 2026-2027 History golden-threads presentation, school overview and Challenge Curriculum-inspired planning. Year allocations and disciplinary progression are proposed additions; confirm placement and selected sources before teaching.