

History Progression - One Page Overview (Cornerstones Curriculum)

St Paul and St Timothy's Catholic Infant School

This table shows clear progression in historical knowledge, skills and vocabulary from EYFS to Year 2. It reflects the school's vision for History, is aligned with the National Curriculum for History (KS1), and is delivered through the Cornerstones Model Curriculum. History is taught as an enquiry-based subject that helps children understand how the past shapes the world they live in today.

Area of Progression	EYFS - Understanding the World	Year 1 (National Curriculum links)	Year 2 (National Curriculum links)
History Focus / Projects	Children explore the past through their own experiences, stories and family traditions.	School Days, Childhood	Movers and Shakers Magnificent monarchs
Chronological Understanding	· Talk about past and present events in their own lives · Begin to use time-related language (before, after, yesterday, today)	· Sequence events and objects in simple timelines · Understand differences between past and present	· Place events, people and changes in chronological order · Use timelines to show changes over time
Knowledge of the Past	· Explore family history and traditions · Recognise that people lived differently in the past	· Learn about changes within living memory (e.g. schools in the past) · Learn about the lives of significant individuals	· Learn about events beyond living memory · Study significant people who have influenced Britain and the wider world
Local History	· Talk about their family and local community	· Explore aspects of local history related to school and community	· Understand how West Derby and Liverpool connect to wider historical events
Historical Enquiry & Evidence	· Ask questions about stories and experiences · Look at pictures and objects from the past	· Ask and answer questions about the past · Use artefacts, photographs and stories as sources of evidence	· Use primary and secondary sources to answer historical questions · Compare sources and discuss what they show about the past
Cause, Consequence & Change	· Notice changes over time in their own lives	· Understand that things change over time · Begin to talk about why changes happened	· Understand cause and consequence · Explain why events happened and what changed as a result
Similarity & Difference	· Talk about similarities and differences between now and then	· Identify similarities and differences between past and present	· Compare different time periods and ways of life
Diversity & Perspectives	· Hear stories from different times and cultures	· Learn about a range of significant people	· Understand that the past can be viewed in different ways · Appreciate

			diverse experiences and contributions
Historical Vocabulary	· Past, present, old, new	· Timeline, memory, change, before, after	· Significant, event, evidence, cause, consequence, compare
Recording & Evidence	· Talking, role play, drawings	· Simple timelines, drawings, captions	· Timelines, written explanations, comparisons
End of Phase Expectations	· Curious about the past. Confident to talk about experiences	· Secure understanding of Year 1 history objectives. Beginning to think like a historian	· Working at age-related expectations for KS1 history. Confident, thoughtful young historians

This progression ensures children develop a strong sense of chronology and historical understanding from EYFS to Year 2, rooted in personal experience and widening to local and national history. From the earliest stages, children explore ideas of *then and now*, building an awareness of time, change and continuity that supports increasingly rich historical thinking.

History at St Paul and St Timothy's is carefully sequenced through the Cornerstones Curriculum so that children revisit and deepen key concepts in meaningful ways. In Year 1, projects such as *Childhood* and *School Days* help pupils make personal connections to the past by exploring family life, toys and schooling across different periods, including comparisons with the Victorian era. These studies support children in understanding similarity and difference, as well as continuity and change in familiar contexts.

In Year 2, pupils extend their understanding through projects such as *Movers and Shakers* and *Magnificent Monarchs*. Children learn about significant individuals and leadership, exploring why certain people are remembered and how their actions shaped the world we live in today. Through these studies, pupils develop an understanding of historical significance, cause and consequence, and the impact of power and influence.

History is taught through an enquiry-based, child-centred approach. Children are encouraged to ask questions, investigate artefacts, examine sources, and construct historical narratives through discussion, timelines, role play and drama. These approaches help pupils to engage emotionally and intellectually with the past while developing critical thinking skills.

Local history plays an important role in making learning real and relevant. Children explore the history of their school, their local community, and significant local figures or landmarks, fostering pride, identity and a sense of belonging.

By the end of Key Stage 1, pupils leave St Paul and St Timothy's as curious, thoughtful young historians who understand how the past shapes the present. They are able to talk confidently about historical events and people, use appropriate vocabulary, and apply enquiry skills to make sense of the world and their place within it.