



Progression of Knowledge, Skills and Understanding - History

Autumn: Red, Spring: Green, Summer: Blue

	Year 1	Year 2
<p>Chronological understanding Year 1 Vocabulary: The past, the present, the future, now, old, new, long ago, modern, year, similar, different, memories, living memory, artefact, fact, opinion</p> <p>Year 2 Vocabulary: Specific dates and vocab related to the topic, past, present, future, decade, century, Research – questions, what, where, when, how, why, who, similar, different, opinion, fact, open, closed, Historians, investigate, experts, evidence, Media - diary, newspaper, website, artefacts, reports, photographs, posters</p>	<p>Talk about their life story and that of their parents and grandparents. Identify similarities and differences between life at different times using stories/artefacts/pictures/experiences.</p> <ul style="list-style-type: none"> • What is a timeline? <p>Place events on a simple timeline adding pictures, words and phrases.</p> <p>Recount some stories and events from the past e.g. from the local area</p> <p>Comment on and discuss images of familiar historical situations.</p> <ul style="list-style-type: none"> • Understands sequence? • Knows what chronological order is <p>Sequencing three artefacts/photographs from different periods of time in chronological order e.g. Sequence a selection of photos from their life, Sequence 3 pictures/artefacts from different periods of time, Sort pictures/artefacts into old and new.</p> <ul style="list-style-type: none"> • Know what an artefact is 	<p>Talk about changes in their life and the life of others; describing memories of key events.</p> <ul style="list-style-type: none"> • Understands vocabulary of date/time <p>Sequence a selection of photos and events to create a simple timeline with dates. Understands vocabulary of Decades, Centuries, Lifetime, Modern, Old fashioned, Period of time.</p> <p>Use words and phrases such as recently, earlier, earliest, later, latest, past, present, future, century, newest, oldest, modern, before, after... to show the passing of time.</p> <ul style="list-style-type: none"> • Recall chronological order? <p>Sequence 3 or more artefacts/pictures/people/events closer together in time. Order the dates of events/people studied from earliest to latest on a simple timeline.</p> <ul style="list-style-type: none"> • What is an artefact? <p>Sort pictures/artefacts/events/sources of information into old/new</p> <ul style="list-style-type: none"> • Understands tense e.g. past, present or future <p>Use past and present terms correctly when talking to others.</p> <ul style="list-style-type: none"> • What does it mean to make connections? <p>Connect new learning of historical people or events to others that have been taught before.</p>

	Year 1	Year 2
Range and depth of historical knowledge	<p>Describe the difference between past and present in their own lives and the lives of others.</p> <p>Use common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p>	<p>Identify and discuss differences between ways of life at different times.</p> <p>Use a variety of sources of information to talk about similarities and differences between life at different times.</p> <p>Recount stories and events from the past, describing key events with some detail.</p> <p>Analyse images/sources of an historical event, give an opinion and discuss</p> <ul style="list-style-type: none"> • Can you recognise and talk about who was important? Begin to verbalise why they think this event is of historical significance
	Year 1	Year 2
Interpretations of history	<p>Identify different ways we can find out about the past – books, artefacts, photos, paintings, memories...</p> <p>Begin to distinguish between fact and fiction to learn about the past.</p> <ul style="list-style-type: none"> • How can we find out if something happened in the past? <p>Begin to think about how reliable people’s memories are – do 2 adults tell the same story about an event?</p>	<ul style="list-style-type: none"> • What is a source? <p>Use a variety of sources of information about the past.</p> <ul style="list-style-type: none"> • How do you compare and contrast? <p>Compare 2 different versions of a past event.</p> <ul style="list-style-type: none"> • How do we know about this event? <p>Discuss the reliability of different sources of information.</p>

		<p>Identify and talk about differences in accounts relating to people or events both from the time and from the present.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Describe how people felt at that time.</p> <p>Begin to explain how some people/events have made our lives better today.</p> <ul style="list-style-type: none"> • Why do I think that?
<p>Historical enquiry Key Vocabulary: KS1 Question Research Evidence Collect Investigate Sources Find out</p>	<p>Observe or handle evidence to ask questions about the past Find answers to simple questions about the past from stories/artefacts/photos.</p> <ul style="list-style-type: none"> • Describe simple similarities and differences <p>Talk about similarities and differences between two or more historical sources using simple historical terms.</p> <p>Begin to give plausible explanations about what an object was used for in the past based on evidence e.g. photographs, books, internet searches, memories</p> <ul style="list-style-type: none"> • How is evidence collected? <p>Use a variety of sources of evidence to draw conclusions about the past.</p> <ul style="list-style-type: none"> • What is an information book? 	<p>Ask and answer who, what, when, why, how, where questions about the past.</p> <p>Gather information from simple sources to ask and answer questions about the past.</p> <p>Answer questions by choosing and using a specific source.</p> <ul style="list-style-type: none"> • What is a primary source? <p>Explain what an object was used for in the past and give reasons for opinion.</p> <ul style="list-style-type: none"> • How is evidence collected? <p>Use a variety of sources of evidence to draw conclusions and explain how these conclusions were reached.</p> <p>Talk about who was important in an historical event. Can explain events and actions rather than just retell the story.</p> <ul style="list-style-type: none"> • What is an historical resource? <p>Research significant people/events using a variety of historical sources</p>

	Year 1	Year 2
Organisation and communication	Demonstrate an understanding of the past through: Talk, Role play, Drawing/painting, Writing – recount, report, labelling, Model making, Sorting, Sequencing, Retell/recount, computing, simple timelines	Demonstrate an understanding of the past through: Talk, Role play, Drawing/painting, Writing – recount, report, labelling, diary, poetry, Model making, Sorting, Sequencing, Retell/recount, computing, discussion and debate, timelines with dates, annotations
Appendix:	Glossary: Timeline: Different Periods: Artefacts: Sequence: Chronological: Tense: past, present or future, past is something that has happened before this moment, future is something that has not happened yet Evidence: Source: Compare: Contrast: Primary Source:	
NC Objectives:	Pupils should be taught 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.	