



# History

## Progression of knowledge, skills and understanding: Key Stage 1

Skills	Class 1 - R/Y1	Class 2 - Y1/2
<p><b>Chronology</b></p> <p>British History</p> <ol style="list-style-type: none"> <li>Changes in living memory</li> <li>Changes</li> </ol> <p>Local History</p> <ol style="list-style-type: none"> <li>Significant historical events, people and places in their own locality</li> </ol> <p>Events beyond living memory that have a national or global significance.</p> <p>Significant people from history that have contributed to local, national or international life.</p>	<ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods</li> <li>Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods</li> <li>Match objects to people of different ages</li> <li>Sequence artefacts closer together in time – check with reference book</li> <li>Sequence photographs etc. from different periods of their life</li> <li>Describe memories of key events in lives</li> </ul>
	<p><b>Vocab: ago, family, old, new, first, next, yesterday, today, tomorrow, same, different, change</b></p>	<p><b>Vocab: past, present, future, important, event, era, artefacts, time order,</b></p>
<p><b>Historical enquiry</b></p>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information.</li> </ul>

		<ul style="list-style-type: none"> <li>Use a source - observe or handle sources – to answer questions about the past on the basis of simple observations.</li> </ul>
	<b>Vocab: object, past, photograph, picture, artefact, historical event</b>	<b>Vocab: eye-witness, historical event, research, source,</b>
<p><b>Interpretation</b></p> <p><i>Understand that different versions of the past may exist, giving some reasons for this.</i></p>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past – how reliable are their memories</li> </ul>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past – how reliable are their memories</li> <li>Compare 2 versions of a past event</li> <li>Compare pictures or photographs of people or events in the past</li> </ul> <p>Discuss reliability of photos/accounts/stories</p>
	<b>Vocab: past, very old, difference</b>	<b>Vocab: eye-witness, historical event, source, past, older person</b>
<p><b>Range and depth of historical knowledge</b></p>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives</li> <li>They know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives</li> <li>They know and recount episodes from stories about the past</li> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify differences between ways of life at different times</li> </ul>
	<b>Vocab: family, when I was little, a long time ago, past, since I was born, king, queen, rule, famous</b>	<b>Vocab: when grandparents were young, when I was younger, before I was born, Britain, parliament</b>

Topics (context)

The *Great Fire of London*

Florence Nightingale (half a term) - significant historical events, people and places the local area (half a term)

*Changes in living memory*