



History

Progression of knowledge, skills and understanding: Key Stage 1

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

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

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
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