

KS1 progression of History skills for expected level.

National Curriculum	Year 1	Year 2
Pupils should be taught about: ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	School days – understand how school has changed within living memory through talking to older people and how this has changed.	Changes to London because of the Great fire- what London is like now and why. E.g. wide streets and brick houses. Think about how London has continued to develop e.g. human geography- the construction of the Shard.
♣ 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 first aeroplane flight/first moon landing understand key facts about the events including: O When they happened O Where they happened O Key people involved.	The Great Fire of London – understand: O Where it happened and when O How the fire spread and why O What changed after the fire
♣ 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]	Focus on people related to above. LS Lowry artist comparison to modern school photography. Queen Victoria study as part of school days compare to today.	Samuel Pepys, who helped us understand what life was like in those times.
♣ significant historical events, people and places in their own locality.	Understanding how our school has changed over the years.	Understand how London has changed over the years.

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Chronology	<ul style="list-style-type: none"> • Identify 'past' 'present' 'older' 'newer', 'then', 'now' • Identify objects and visuals using appropriate vocabulary 	<ul style="list-style-type: none"> • As year 1 plus identify 'before', 'after', • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate.
World History	<ul style="list-style-type: none"> • Identify a historical event beyond living memory. • Identify a significant person from the past linked to a topic. 	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as

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	<ul style="list-style-type: none"> • Identify changes that have happened in the history of the school. 	<p>they did.</p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history.
<p>Research/Interpretation skills</p>	<ul style="list-style-type: none"> • Observe or handle evidence to find answers to questions about the past. • Ask questions such as: What happened? • Use artefacts, pictures, stories, online sources to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and data to find out about the past. • Understand that there are different evidence sources to find out about the past e.g. In the Great Fire: Samuel Pepys' diary and artists' interpretations (understanding the historical context – no cameras)
<p>Vocabulary</p>	<ul style="list-style-type: none"> • 'past' 'present' 'older' 'newer' , 'then', 'now' • Use words and phrases such as: a long time ago, recently, when my parents were children, years, to describe the passing of time. • Use days, weeks and months to describe when events happened. 	<ul style="list-style-type: none"> • As year 1 plus 'before', 'after', • As year 1 plus decades and centuries