



Progression in skills in History

KSI-Year 1 and Year 2



Chronological understanding	Range and depth of historical knowledge An overview of world history	Investigation and Interpretations of history	Historical enquiry	Organisation and communication	Historical periods
I can describe memories of key events in my life and changes that have occurred in my own life	I can recognise the difference between past and present in my own and others lives Year 2 Spring 1 Technology	I distinguish between fact and fiction in stories that I hear Year 1 Autumn B – Superheroes (William Wilberforce, Amelia Earhart & Edward Jenner)	I can find answers to simple questions about the past from sources of information e.g. artefacts, E.g <i>What was life like for people? What happened? How long ago?</i> Year 2 Spring 1 Technology Year 1 Spring B Great Fire of London	I can communicate my knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT Year 1 Spring B Great Fire of London Year 1 Summer A Castles	Events beyond living memory that are significant nationally and globally: E.g <i>Great fire of London, first aeroplane flight</i> Year 2 Summer 1 Space Explorers Year 1 Spring B Great Fire of London
I can sequence events in my life and place them on a timeline I can sequence photographs etc. from different periods of my life Year 2 Summer 1 Space Explorers	I know and can recount episodes from stories about the past Year 1 Autumn B – Superheroes (William Wilberforce, Amelia Earhart & Edward Jenner)	I can compare 2 versions of a past event Year 1 Spring B Great Fire of London	I can use a source – artefacts, pictures, stories, online sources and databases to find out about the past observe or handle sources to answer questions about the past Year 1 Spring B Great Fire of London	I can use words and phrases such as: <i>a long time ago, recently, when my parents were children, years, decades, centuries</i> Year 2 Spring 1 Technology Year 1 Spring B Great Fire of London	The lives of significant individuals who contributed to national and international achievements. Eg : <i>Elizabeth I, Victoria, Columbus, Neil Armstrong, Lowry, Rosa parks, Mary Seacole</i> Year 2 Summer 1 Nurturing Nurses- Mary Seacole, Edith Cavill, Florence Nightingale Year 1 Autumn B – Superheroes (William Wilberforce, Amelia Earhart & Edward Jenner) Year 1 Spring 1 Arctic Explorers Roald Amundsen
I have an awareness of the past and can use words relating to the passing of time	I can recognise why people did things, why events happened and what happened as a result	I can compare pictures or photographs of people or events in the past		I show an understanding of concepts such as: <i>monarchy, parliament, democracy, war</i>	Significant historical events, people and places in their own locality

<p>Year 2 Spring I Toys and Summer I Space Explorers</p>		<p>Year 2 Spring I Technology</p> <p>Year I Autumn B – Superheroes (William Wilberforce, Amelia Earhart & Edward Jenner)</p> <p>Year I Spring B Great Fire of London</p>			<p>KS1 Human Rights Faith Walk</p> <p>Year 2 Summer I- Isaac Newton</p>
<p>I can sequence artefacts from different periods and check with reference books</p>	<p>I can describe simple historical events</p>	<p>I can begin to discuss the reliability of photos/ accounts/stories</p> <p>Year I Spring B Great Fire of London</p>			
<p>I can label time lines with words or phrases such as: <i>past, present, older, newer</i></p> <p>Year 2 Spring I Technology</p> <p>Year I Spring B Great Fire of London</p> <p><i>Year I Autumn B</i></p>	<p>I can identify differences between ways of life at different times</p> <p>Year I Spring A Arctic explorers/Inuit history / way of life</p> <p>Year 2 Summer I Nurturing Nurses- Mary Seacole, Edith Cavill, Florence Nightingale</p> <p>Year 2 Spring I Technology</p>	<p>I can identify ways in which the past is represented</p> <p>Year I Summer A Castles</p>			
<p>I can use dates where appropriate</p> <p>Year 2 Spring I Technology</p> <p>Year I Spring B Great Fire of London</p> <p>Year I Summer A Castles</p>	<p>I can describe significant people from the past</p> <p>Year 2 Autumn I Nurturing Nurses- Mary Seacole, Edith Cavill, Florence Nightingale</p> <p>Year 2 Summer I- Isaac Newton</p> <p>Year I Autumn B, Spring A, Spring B, Summer A</p>				

Historical Periods

To be planned Changes within living memory

Events that are beyond living memory are significant nationally and globally – Year 1: Great Fire of London (Spring B) Year 2 Summer 1 Space Explorers

The lives of significant individuals who contributed to national and international achievement – Year 1: Superheroes – Jenner, Wilberforce & Earhart (Autumn B); Arctic Adventures – Amundsen (Spring A); Castles – William the Conqueror (Summer A) Year 2 Summer 1 Space Explorers

Significant historical events people and places in their own locality – KSI Human Rights Faith Walk ([Check this](#))

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 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.