



History Skills and Knowledge Progression Key stage 1

National Curriculum subject content	EYFS	Year 1	Year 2
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms. <i>(Organisation and communication)</i></p>	<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>YEAR A & B – running throughout the year</p> <ul style="list-style-type: none"> Describe things that happened to themselves and other people in the past. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. 	<p>YEAR A & B – running throughout the year</p> <ul style="list-style-type: none"> Describe objects, people or events in history. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. Understand and use the words past and present when telling others about an event.
<p>Pupils 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. <i>(Chronological understanding)</i></p>	<p>Begin to make sense of their own life-story and family's history.</p>	<p>YEAR A & B – running throughout the year</p> <ul style="list-style-type: none"> Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Understand the difference between things that happened in the past and the present. Use a timeline to place important events. Recall some facts about people/events before living memory Say why people may have acted the way they did. 	<p>YEAR A & B – running throughout the year</p> <ul style="list-style-type: none"> Use timelines to order events or objects or place significant people. Use a timeline to place important events. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Recount changes in my own life over time. Describe the differences between then and now.
<p>Pupils 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. <i>(Knowledge and understanding/Historical interpretation)</i></p>	<p>Comment on images of familiar situations in the past.</p>	<p>YEAR A & B – running throughout the year</p> <ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past. Tell stories about the past. Talk, write and draw about things from the past. Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer. 	<p>YEAR A & B – running throughout the year</p> <ul style="list-style-type: none"> Ask questions about the past. Use a wide range of information to answer questions. Use information to describe the past. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.
<p>Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <i>(Historical enquiry)</i></p>	<p>Talk about what they see, using a wide vocabulary.</p>	<p>YEAR A & B – running throughout the year</p> <ul style="list-style-type: none"> Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?" 	<p>YEAR A & B – running throughout the year</p> <ul style="list-style-type: none"> Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Identify different ways in which the past is represented.
<p><i>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.</i></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (YEAR B – spring) 			

Ruardean C of E Primary School

love of learning . . . love of life . . . love of one another . . .



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| | <ul style="list-style-type: none">• 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] (YEAR B – Autumn)• 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. |
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