

History Progression of Skills Key Stage 1

	Nursery	Reception	Year 1 Hi Ho Wolverhampton, Toys, Toys, Toys and Kings and Queens	Year 2 Chocolate! London's Buring and The Plague and American Roadtrip	End of Key stage expectations
Chronological Understanding	<ul style="list-style-type: none"> ✚ Sense of immediate family and relations 	<ul style="list-style-type: none"> ✚ Remember and talk about past and present events in my own life. ✚ Understand and remember significant events in my own life 	<ul style="list-style-type: none"> ✚ Understand the difference between things that happened in the past and the present. ✚ Describe things that happened to themselves and other people in the past. ✚ Order a set of events or objects ☐ ✚ Use a timeline to place important events. ☐ ✚ Use words and phrases such as: <i>now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/c arers were young.</i> 	<ul style="list-style-type: none"> ✚ Understand and use the words past and present when telling others about an event. ☐ ✚ Recount changes in my own life over time. ☐ ✚ Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. ☐ ✚ Use a timeline to place important events. 	<ul style="list-style-type: none"> ✓ 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 global (Great Fire of London) ✓ 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.
Enquiry	<ul style="list-style-type: none"> ✚ Talk about past and present events in the lives of other family members ✚ 	<ul style="list-style-type: none"> ✚ Talk about past and present events in the lives of other family members ✚ 	<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?" ☐ ✚ Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. 	<ul style="list-style-type: none"> ✚ Identify different ways in which the past is represented. ☐ ✚ Ask questions about the past. ☐ ✚ Use a wide range of information to answer questions. 	<ul style="list-style-type: none"> ✓ Significant historical events, people and places in their own locality
Interpretation	<ul style="list-style-type: none"> ✚ Show an interest in different occupations and ways of life ✚ Show an interest in the lives of people who are familiar to me. 	<ul style="list-style-type: none"> ✚ Show an interest in different occupations and ways of life ✚ Show an interest in the lives of people who are familiar to me. 	<ul style="list-style-type: none"> ✚ Look at books, videos, photographs, pictures and artefacts to find out about the past. 	<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. 	<ul style="list-style-type: none"> ✓ 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.

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<p>Knowledge and Understanding</p>	<p>✚</p>	<ul style="list-style-type: none"> ✚ Recognise and describe special times or events ✚ Talk about reasons why some people's lives were different in the past 	<ul style="list-style-type: none"> ✚ Recall some facts about people/events before living memory ✚ Say why people may have acted the way they did. 	<ul style="list-style-type: none"> ✚ Use information to describe the past. ✚ Describe the differences between then and now. ☒ ✚ 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. 	<ul style="list-style-type: none"> ✓ Gain an understanding of 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 ✓ They should use a wide vocabulary of everyday historical terms.
<p>Organisation and Communication</p>	<p>✚</p>	<p>✚</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. ✚ Tell stories about the past. ☒ ✚ Talk, write and draw about things from the past. 	<ul style="list-style-type: none"> ✚ Describe objects, people or events in history. ✚ Use timelines to order events or objects or place significant people. ✚ Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 	