



History Knowledge & Skills Progression KS1

NATIONAL CURRICULUM		
Aims	<ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales <p>Pupils should be taught :</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 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) About 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 	
	YEAR 1	YEAR 2
Strands :		
Subject content	<ul style="list-style-type: none"> Changes within living memory – Toys 	<ul style="list-style-type: none"> Great History Makers: the lives of significant individuals in the past who have contributed to national and international achievements – Neil Armstrong, Christopher Columbus – and the significance of Guy Fawkes as a history maker. Events beyond living memory that are significant nationally or globally – The Great Fire of London.
Chronological understanding	<ul style="list-style-type: none"> Sequence 3 or 4 artefacts in order of time. 	<ul style="list-style-type: none"> Know where people and events studied are on a basic timeline. Begin to name some people in the past who contributed to national and international achievements. Identify some similarities between ways of life at different times.
Knowledge & understanding of events in the past	<ul style="list-style-type: none"> Know how things change over time. Identify similarities and differences between different time periods 	<ul style="list-style-type: none"> Give more than one cause of an event and give reasons why people in the past acted as they did. Report on some of the events or people studied.
Historical interpretation	<ul style="list-style-type: none"> Develop an awareness of the past and comment on what or how things are found out. 	<ul style="list-style-type: none"> Compare pictures or photographs of people or events in the past and discuss their reliability.

Historical enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information, eg, artefacts. Ask questions with support/starters. 	<ul style="list-style-type: none"> Use a source – observing or handling – to answer questions about the past on the basis of simple observations
Organisation and communication	<ul style="list-style-type: none"> Tell about a time before they were born. 	<ul style="list-style-type: none"> Tell about a time before they were born and compare aspects of life in different periods linked to significant people. Use common words and phrases relating to the passing of time. Recount stories accurately and explain why some people and events were important.
O & C across all year groups	<p>Communicate their knowledge through:</p> <p>Discussion on ... Drawing pictures ... Drama/role play ... Making models ... Writing ... Using ICT</p>	