HISTORY SKILLS PROGRESSION

Year Group	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
1	I can label timelines with words such as: past, present, older and newer. I can recount changes that have occurred in my own life.	I can look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"	I can discuss causes that lead to toys changing.	I can say which toys have stayed the same and which toys have changed over time.	I can compare toys using pictures from the past and present.	I can name a significant toy from the past.
2	I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate.	I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).	I can explain the causes of the Great Fire of London and what the consequences were. I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.	I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century. I can describe changes and the historical events they led to.	I can use artefacts and diary entries to compare similarities and differences. I can use pictures, stories and film footage to find out about the past. I can identify some of the different ways the past has been represented.	I can describe significant people from the past and explain why they are important. I can name a monarch.

HISTORY SKILLS PROGRESSION

Year 1 Changes within Living Memory
'HOW HAVE TOYS CHANGED?'

Enquiry Question One	Enquiry Question Two	Enquiry Question Three	Enquiry Question Four	Enquiry Question Five	Enquiry Question Six
How can we find out about the past?	What are our toys like now?	What was my favourite toy when I was a baby?	What were our caregivers' toys like and how do we know?	What were our older relatives' toys like and how do we know?	How have toys changed over time?
Objective One: I can talk about ways to learn about the past.	**Objective Two:** I can describe what our toys are like today.	**Objective Three:** I can talk about what my favourite toy was as a baby.	**Objective Four** I can talk about what caregivers' toys were like.	**Objective Five:** I can talk about what our older relatives' toys were like.	**Objective Six:** I can describe how toys have changed over time.



HISTORY SKILLS PROGRESSION

Year 1 Significant People - Hospitals and Healthcare
'WHO WAS MARY SEACOLE AND WHY WAS SHE IMPORTANT?'

Enquiry Question One	Enquiry Question Two	Enquiry Question Three	Enquiry Question Four	Enquiry Question Five	Enquiry Question Six	Enquiry Question Seven
How can we find out about the past?	Who was Mary Seacole and why was she important?	Who was Florence Nightingale and why was she important?	Who was Edith Cavell and why was she important?	Who was Rosalind Franklin and why was she important?	What is the NHS and how does it help people?	How has the past been represented?
Objective One: I can name different ways I can learn about the past.	**Objective Two:** I can explain who Mary Seacole was and why she was important.	**Objective Three:** I can explain who Florence Nightingale was and why she was important.	**Objective Four** I can explain who Edith Cavell was and why she was important.	**Objective Five:** I can explain who Rosalind Franklin was and why she was important.	**Objective Six:** I can talk about our National Health Service and explain ways that it helps people.	**Objective Seven:** I can talk about how the past has been represented.











HISTORY SKILLS PROGRESSION

Year 2 Changes within Living Memory
'HOW DID THE GREAT FIRE CHANGE LONDON?

Enquiry Question One

What was London like in 1666?

Objective One:

To explain what London was like in 1666.

Enquiry Question Two

How did the fire start and why did it spread so quickly?

Objective Two:

To understand how the fire started and the reasons it spread so quickly.

Enquiry Question Three

Where did the fire spread to and how was it tackled?

Objective Three:

To understand where the fire spread to and the methods used to tackle it.

Enquiry Question Four

What was left of London?

Objective Four

To understand how the fire affected London.

Enquiry Question Five

How was London rebuilt?

Objective Five:

To understand how London was rebuilt.

Enquiry Question Six

How did the fire impact the future?

Objective Six:

To understand how the Great Fire of London changed the way people lived in London and nationally.

- Chronology
- Evidence and interpretation
- Similarity and difference
- Cause and consequence
- Change and continuity
- Historical significance

HISTORY SKILLS PROGRESSION

Year 2 Significant People
‘HOW DID CORNISH MINING SHAPE THE LIVES OF PEOPLE IN THE PAST?’

Enquiry Question One

How can we learn about the past?

Enquiry Question Two

Why was mining important in Cornwall?

Enquiry Question Three

What was life like for people in Cornwall in the past?

Enquiry Question Four

How has Cornish mining been celebrated and preserved today?

