



History– KS1

Progression of Knowledge and Skills



	<u>EYFS</u>		<u>Year 1</u>			<u>Year 2</u>		
Term	Autumn	Term/NC Strand	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic/Enquiry	Marvellous Me/ Sparkle and Shine <i>Enquiry 1: How have I changed since I was a baby?</i>		Marvellous Me <i>What has changed since my great, great grandparents time?</i> Dragons	Over the Bridge Trees and Seasons	Journeys-Near and Far <i>How did Richard Trevithick change travel forever?</i> <i>What does the Queen do?</i> All Creatures Great and Small	Homes and Habitats Sparkle and Shine <i>Why is it called The Great Fire?</i>	Weird Worlds and Wild Weather Sowing and Growing	Superheroes <i>Who are the real-life superheroes?</i> The Seven Seas <i>What makes Cornwall special?</i>
Enquiry Skills	- Ask and answer questions about using historical language. -Use magnifying glasses to look at photos. -Search for clues; Look at old maps, diary entries, newspapers, old buildings. "What do you see? What do you think? What do you wonder?"							
Historical Overview	Past and present: They talk about members of their immediate family and community They can comment on images of familiar situations in the past- Visits from people that used to go to our school/work at our school. Look at images of our school. They can compare and contrast characters from stories, including figures from the past then, before, now, next, soon.		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 the 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.			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 the 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.		
	Understanding the world: Sequence photos of ourselves and place it along a timeline with age underneath so that the children can see the sequential impact of numerals, time and the physical changes associated with the passage of time. A permanent display in class, which can be developed with time showing the	Changes within living memory	-Changes that have happened since they were born. Changes in themselves and changes in homes compared to those of their					-Use books and the internet to find out information about the past.



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	different seasons of the year, will also help children to see how the seasons change with time.		parents (80s/90s) and those long ago.					
	Spring	Events beyond living memory	-Know how to ask and answer questions about old and new objects. Homes long ago-visit to Lanyhdrock House.			-Know about an event that happened before their grandparents were born: Samuel Pepys/ John Evelyn- The Great Fire of London		-Know about the life of a famous person in the past; -Know about the lives of significant individuals- Florence Nightingale and Mary Secole. Jack Lesley-First black footballer to be selected for England; Plymouth Argyle.
Topic/Enquiry	Animals/Once Upon a Time <i>Why do we wear different clothes at different times of the year?</i>							
The children could help to develop a working timeline display, which will grow as the year progresses. It can include artwork or photographs of the children celebrating the events, as well as evidence of seasonal changes. Labels depicting the seasons and/or months will help the children to learn more about the vocabulary associated with the passage of time.								
	Summer	Lives of significant individuals	-Know why there is a monument to a famous event nearby; Remembrance Day			-Richard Trevithick and The Queen		-Know about someone famous who lived near their town. -The life/impact of William Cookworthy and Charles Rashleigh
Topic/Enquiry	Healthy Me/Sowing and Growing <i>What are our favourite celebrations each year?</i>							
What did we do last term? *Children can think the different ways in which they can find out about the past-an early introduction to thinking about historical sources. Have a pictorial daily menu for activities under each day of the week – display it for a whole week so that children can see that different activities happen on different days of the week.		History in the locality			Visit Wheal Martyn. Use words and phrases like before, after, past, present, then, now. -Buildings in Par; things that were different when their grandparents were young. Walk to the beach.			-Visit Wheal Martyn, English China Clay
Impact/key assessment criteria:	How will this enquiry help the children to make progress in history? This series of activities addresses a number of key historical concepts of chronological awareness. The children are introduced early on in their learning to methods that will help them to develop an		Through the above topics, knowledge and skills a Year 1 historian will: <ul style="list-style-type: none">- Know about and name many of the changes that have happened since they were born;- Know how to ask and answer questions about old and new objects;			Through the above topics, knowledge and skills a Year 2 historian will: <ul style="list-style-type: none">- Know about an event that happened before their grandparents were born;		



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	<p>understanding of chronology, which is essential for communication and language and numerical literacy. These historical concepts include:</p> <ul style="list-style-type: none">-Talking about the lives of the people around them and their roles in society.-Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.-Understanding the past through settings, characters and events encountered in books read in class and storytelling.	<ul style="list-style-type: none">- Use words and phrases like: old, new and a long time ago, before after, past, present, then and now.- Spot old and new things in a picture;- Give examples of things that were different when their grandparents were children;- Know about someone famous who was born or lived near their town;- Know why there is a monument to a famous person or event nearby;	<ul style="list-style-type: none">- Recount the life of someone famous from Britain who lived in the past and know about what they did to make the world a better place;- Recount the life of someone famous who lived outside Britain and explain why he/she was famous;- Know about the life of a famous person from the past because they know how to research;- Know how to use books and the internet to find out more information about the past;- Know how to find out things about the past by talking to an older person;- Know about how things were different when their grandparents were children;- Know what certain objects from the past might have been used for;
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*All children to have their own timeline which can be added to as they progress through the school.