



# Progression of Knowledge, Skills and Understanding - History

	Year 1	Year 2
<b>Key vocabulary</b>	The past, the present, the future, now, old, new, long ago, modern, year, Similar, different, because, what, when, where, why, how photograph, drawing, memories, living memory, artefact, fact, opinion	Specific dates and vocab related to the topic, past, present, future, decade, century, Research – questions, what, where, when, how, why, who, similar, different, opinion, fact, open, closed Historians, investigate, experts, evidence, Media - diary, newspaper, website, artefacts, reports, photographs, posters
<b>Chronological understanding</b>	<p>Talk about their life story and that of their parents and grandparents. Identify similarities and differences between life at different times using stories/artefacts/pictures/experiences.</p> <ul style="list-style-type: none"> <li>What is a timeline?</li> </ul> <p>Place events on a simple timeline adding pictures, words and phrases.</p> <ul style="list-style-type: none"> <li>What is a date?</li> </ul> <p>Recount some stories and events from the past.</p> <p>Comment on and discuss images of familiar historical situations.</p> <ul style="list-style-type: none"> <li>How do you sequence?</li> <li>What is chronological order?</li> </ul> <p>Sequencing three artefacts/photographs from different periods of time in chronological order.</p> <p>Sequence a selection of photos from their life.</p> <p>Sequence 3 pictures/artefacts from different periods of time.</p>	<p>Talk about changes in their life and the life of others; describing memories of key events.</p> <ul style="list-style-type: none"> <li>What is a date?</li> </ul> <p>Sequence a selection of photos and events from their life on a simple timeline with dates.</p> <ul style="list-style-type: none"> <li>What do these words mean?</li> </ul> <p>Decades Centuries Lifetime Modern Old fashioned Period of time.</p> <p>Use words and phrases such as recently, earlier, earliest, later, latest, past, present, future, century, newest, oldest, modern, before, after... to show the passing of time.</p> <ul style="list-style-type: none"> <li>What is chronological order?</li> </ul> <p>Sequence 3 or more artefacts/pictures/people/events closer together in time.</p> <p>Order the dates of events/people studied from earliest to latest on a simple timeline.</p> <ul style="list-style-type: none"> <li>What is an artefact?</li> </ul> <p>Sort pictures/artefacts/events/sources of information into old/new</p> <ul style="list-style-type: none"> <li>What is a tense?</li> </ul>

	Sort pictures/artefacts into old and new. <ul style="list-style-type: none"> <li>What is an artefact?</li> </ul>	Use past and present terms correctly when talking to others. <ul style="list-style-type: none"> <li>What does it mean to make connections?</li> </ul> Connect new learning of historical people or events to others that have been taught before.
	<b>Year 1</b>	<b>Year 2</b>
<b>Range and depth of historical knowledge</b>	Describe the difference between past and present in their own lives and the lives of others. <p>Use common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p>	Identify and discuss differences between ways of life at different times. <p>Use a variety of sources of information to talk about similarities and differences between life at different times.</p> <p>Recount stories and events from the past, describing key events with some detail.</p> <p>Analyse images/sources of familiar historical situations, give an opinion and a reason for that opinion. <ul style="list-style-type: none"> <li>Can you recognise and talk about who was important?</li> </ul> Talk about significant individuals and events from the past with some detail.</p>
	<b>Year 1</b>	<b>Year 2</b>
<b>Interpretations of history</b>	Identify different ways we can find out about the past – books, artefacts, photos, paintings, memories... <p>Begin to distinguish between fact and fiction to learn about the past. <ul style="list-style-type: none"> <li>What is a belief?</li> </ul> </p> <p>Begin to think about how reliable people’s memories are – do 2 adults tell the same story about an event?</p>	<ul style="list-style-type: none"> <li>What is a source?</li> </ul> Use a variety of sources of information about the past. <ul style="list-style-type: none"> <li>How do you compare and contrast?</li> </ul> Compare 2 different versions of a past event. <ul style="list-style-type: none"> <li>What is a source of information?</li> </ul> Discuss the reliability of different sources of information. <p>Identify and talk about differences in accounts relating to people or events both from the time and from the present.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p>

		<p>Describe how people felt at that time.</p> <p>Explain how some people/events have made our lives better today. Justify their interpretation of historical sources.</p> <ul style="list-style-type: none"><li>• Why do I think that?</li></ul>																
<b>Historical enquiry</b>	<p>Observe or handle evidence to ask questions about the past.</p> <ul style="list-style-type: none"><li>• What is a question?</li></ul> <p>Find answers to simple questions about the past from stories/artefacts/photos.</p> <ul style="list-style-type: none"><li>• What are similarities and differences?</li></ul> <p>Can talk about similarities and differences between two or more historical sources using simple historical terms.</p> <p>Give a plausible explanation about what an object was used for in the past based on observations.</p> <ul style="list-style-type: none"><li>• How is evidence collected?</li></ul> <p>Use a variety of sources of evidence to draw conclusions about the past.</p> <ul style="list-style-type: none"><li>• What is an information book?</li><li>• Vocabulary</li></ul> <table border="1"><tr><td>Question</td><td>research</td></tr><tr><td>Evidence</td><td>sources</td></tr><tr><td>Collect</td><td>find out</td></tr><tr><td>investigate</td><td></td></tr></table>	Question	research	Evidence	sources	Collect	find out	investigate		<p>Ask and answer who, what, when, why, how, where questions about the past.</p> <p>Gather information from simple sources to ask and answer questions about the past.</p> <p>Answer questions by choosing and using a specific source.</p> <ul style="list-style-type: none"><li>• What is a primary source?</li></ul> <p>Explain what an object was used for in the past and give reasons for opinion.</p> <ul style="list-style-type: none"><li>• How is evidence collected?</li></ul> <p>Use a variety of sources of evidence to draw conclusions and explain how these conclusions were reached.</p> <p>Talk about who was important in an historical event. Can explain events and actions rather than just retell the story.</p> <ul style="list-style-type: none"><li>• What is an historical resource?</li></ul> <p>Research significant people/events using a variety of historical sources.</p> <ul style="list-style-type: none"><li>• Vocabulary</li></ul> <table border="1"><tr><td>Question</td><td>research</td></tr><tr><td>Evidence</td><td>sources</td></tr><tr><td>Collect</td><td>find out</td></tr><tr><td>investigate</td><td></td></tr></table>	Question	research	Evidence	sources	Collect	find out	investigate	
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<b>Organisation and communication</b>	<p>Demonstrate an understanding of the past through:</p> <ul style="list-style-type: none"> <li>Talk</li> <li>Role play</li> <li>Drawing/painting</li> <li>Writing – recount, report, labelling...</li> <li>Model making</li> <li>Sorting</li> <li>Sequencing</li> <li>Retell/recount</li> <li>ICT</li> <li>Simple timelines</li> </ul>	<p>Demonstrate an understanding of the past through:</p> <ul style="list-style-type: none"> <li>Talk</li> <li>Role play</li> <li>Drawing/painting</li> <li>Writing – recount, report, labelling, diary, poetry...</li> <li>Model making</li> <li>Sorting</li> <li>Sequencing</li> <li>Retell/recount</li> <li>ICT</li> <li>Discussion and debate</li> <li>Timelines with date</li> <li>Annotations</li> </ul>