

KS1 Progression of skills across Foundation Subjects - HISTORY

KS1 History – NC 2014	Yr	KPIs & Techniques
<p>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 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.</p> <p><i>Subject content Key stage 1 Pupils should be taught about:</i></p> <ul style="list-style-type: none"> • changes within living memory. • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. • significant historical events, people and places in their own locality 	1	<ul style="list-style-type: none"> <input type="checkbox"/> place known events and objects in chronological order (chronological understanding) <input type="checkbox"/> sequence events and recount changes within living memory (chronological understanding) <input type="checkbox"/> use common words and phrases relating to the passing of time (chronological understanding) <input type="checkbox"/> understand key features of events (understanding of events, people and changes) <input type="checkbox"/> identify some similarities and differences between ways of life in different periods (understanding of events, people and changes) <input type="checkbox"/> relate his/her own account of an event and understand that others may give a different version (historical interpretations) <input type="checkbox"/> find answers to some simple questions about the past from simple sources of information (historical enquiry) <input type="checkbox"/> describe some simple similarities and differences between artefacts (historical enquiry) <input type="checkbox"/> sort artefacts from 'then' and 'now' (historical enquiry) <input type="checkbox"/> ask and answer relevant basic questions about the past (historical enquiry) <input type="checkbox"/> talk, draw or write about aspects of the past (organisation and communication)
	2	<ul style="list-style-type: none"> <input type="checkbox"/> speak about how he/she has found out about the past (organisation and communication) <input type="checkbox"/> record what they have learned by drawing and writing (organisation and communication) <input type="checkbox"/> show an awareness of the past, using common words and phrases relating to the passing of time <input type="checkbox"/> describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods <input type="checkbox"/> use a wide vocabulary of everyday historical terms <input type="checkbox"/> ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events] <input type="checkbox"/> show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented <input type="checkbox"/> describe changes within living memory and aspects of change in national life <input type="checkbox"/> describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries <input type="checkbox"/> discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. 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 <input type="checkbox"/> describe significant historical events, people and places in his/her own locality

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