



History Progression of Skills

KS1 National Curriculum

	Pupils should be taught about:
Knowledge and Understanding of British History.	★ Changes within living memory.
Local History	★ Significant historical events, people and places in their own locality.
Knowledge and Understanding of Wider History.	★ Events beyond living memory that are significant. ★ The lives of significant individuals in the past who have contributed to national and international achievements.
Historical Skills	★ Be aware of the past, using common words and phrases relating to the passing of time. ★ Fit people and events into a chronological framework. ★ Identify similarities and differences between periods. ★ Use a wide vocabulary of everyday historical terms. ★ Ask and answer questions. ★ Choose and use stories and other sources to show understanding. ★ Identify different ways in which the past is represented.

Termly units		
	Y1	Y2
Autumn	Personal History Homes Toys <i>Events within living memory</i> Kings, Queens and monarchy	Explorers Matthew Henson Felicity Aston <i>Significant individuals</i>
Spring	Great Fire of London <i>Events beyond living memory</i>	Victorians <i>Events beyond living memory</i>
Summer	History of flight <i>Significant individuals</i> Luton airport <i>Local history study</i>	Rio Carnival Luton Carnival <i>Local history study</i>

Substantive knowledge at KS1			
Key concepts: 1. Exploration and invention. 2. Community and culture. 3. Disaster and conflict. 4. Hierarchy and power.			
Area of study	EYFS	Y1	Y2
Scope	Understanding the world	Changes within living memory Significant events beyond living memory and the lives of significant individuals Significant historical events, people and places in their own locality	

Chronology	Past and present Living memory	Within living memory Beyond living memory Toys - Kings, Queen and Monarchy - Great Fire of London - Wright Brothers - Amelia Earhart -	Within living memory Beyond living memory Matthew Henson - Felicity Aston - Victorian Era - Rio Carnival -
	To talk about the lives of the people around them and their roles in society.	<ul style="list-style-type: none"> ★ To sequence some historical events in chronological order. ★ To identify where events have happened within living memory and sequence them. ★ To use common words and phrases relating to the passing of time e.g. old, new, young, days, months. 	<ul style="list-style-type: none"> ★ To sequence historical events on a timeline. ★ To describe events from the past, using common words and phrases relating to the passing of time e.g. recently, before, after, now, later.
Exploration & invention		History of flight. How flight has changed.	Explorers. How explorers' tools and technology have changed.
Community & culture		Personal history. Homes. Toys and timeline. Luton Airport.	Victorian homes, objects, schools and jobs. Rio carnival. Luton carnival.
Disaster & conflict		GFOL - where, when and why. Changes following the disaster.	FN & MS. Crimean War.

Hierarchy & power		Kings, Queens and monarchy. The role of a monarch. Queen Elizabeth and King Charles.	Victorian Era - working class and middle class. Queen Victoria.
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Disciplinary knowledge at KS1			
Key concepts: 1. Exploration and invention. 2. Community and culture. 3. Disaster and conflict. 4. Hierarchy and power.			
Area of study	EYFS	Y1	Y2
Scope	Understanding the world	Changes within living memory Significant events beyond living memory and the lives of significant individuals Significant historical events, people and places in their own locality	
Cause and consequence	To talk about the lives of people around them and their roles in society.	To recognise some causes of historical events. To recognise some consequences to historical events. GFOL	To understand why people in the past acted as they did. To identify causes and consequences from past historical events. Florence Nightingale. Mary Seacole.
Change and continuity	To talk about change through storytelling and observing the world.	To recognise some similarities and differences between the past and the present. Toys. How flight has changed.	To identify similarities and differences between ways of life in different periods. Victorian Era - homes, schools, jobs & now. Matthew Henson and Felicity Aston

Similarities and differences	To know some similarities and differences between things in the past and now, using their own experiences and what has been read in class.	To recognise some similarities and differences between individuals. Wright Brothers and Amelia Earhart. King Charles and Queen Elizabeth	To identify similarities and differences between societies. Victorian Era - classes.
Historical significance	To understand the past through books read in class.	To recognise why certain individuals are significant in history. Wright Brothers and Amelia Earhart. King Charles and Queen Elizabeth.	To identify why certain people/events are significant in the wider context of history. Matthew Henson and Felicity Aston. Florence Nightingale and Mary Seacole.
Sources and evidence	To comment on images of familiar situations in the past.	To look at simple artefacts and pictures to ask questions about the past.	To look at sources to find answers to questions about the past. To choose and select evidence and say how it can be used to find out about the past.
Historical interpretation	To use stories or accounts to distinguish between fact and fiction. To look at more than two versions of the same event or story in history and identify differences.	To start to compare two versions of a past event. To explain that there are different types of sources that can be used to help represent the past. GFOL	To look at more than two versions of the same event or story in history and identify differences. Crimean War - FN and MS.