

**NC Objectives:**

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, 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]
- significant historical events, people and places in their own locality.

Chronology		Range and Depth of Historical Knowledge		Interpretations of History		Historical Enquiry		Organisation and Communication	
Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Sequence events or objects in chronological order	Sequence artefacts closer together in time  Sequence events  Sequence photos etc from different periods of their life  Describe memories of key events in lives	Begin to describe similarities and differences in artefacts  Drama – why people did things in the past  Use a range of sources to find out characteristic features of the past	Find out about people and events in other times  Collections of artefacts – confidently describe similarities and differences  Drama – develop empathy and understanding (hot seating, sp. And listening)	Begin to identify different ways to represent the past (e.g. Photos, stories, adults talking about the past) (photos, BBC website)	Compare pictures or photographs of people or events in the past  Able to identify different ways to represent the past	Sort artefacts "then" and "now"  Use as wide a range of sources as possible  Speaking and listening (links to literacy)  To ask and answer questions related to different sources and objects	Use a source – why, what, who, how, where to ask questions and find answers  Sequence a collection of artefacts Use of time lines  Discuss the effectiveness of sources	Time lines (3d with objects/ sequential pictures)  Drawing drama/role play  Writing (reports, labelling, simple recount) ICT	Class display/ museum annotated photographs ICT

**How we achieve these**

**Year 1**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Past events in our own lives Changes within living memory Local superhero	Theme: History of Autumn celebrations – Guy Fawkes	Theme: The Royal Family Queen Victoria Queen Elizabeth I	Theme:	Theme: Seaside then and now Toys of past and present Punch and Judy	Theme: Christopher Columbus
NC Reference: 1	NC Reference: 1, 2	NC Reference: 2, 3, 4	NC Reference:	NC Reference: 1, 2	NC Reference: 3, 4
Skills:  <b>Chronological understanding:</b> Sequence events in their life.  <b>Range and depth of historical knowledge:</b> Recognise the difference between past and present in their own life and the lives of others.  Know and recount episodes from stories about the past, knowing and understanding key events.  Talk about simple similarities and differences between life at different times.  <b>Interpretations of history:</b> Compare adults talking about their past – How	Skills:  <b>Chronological understanding:</b> Sequence 3 or 4 artefacts from distinctly different periods of time.  <b>Range and depth of historical knowledge:</b> Recognise the difference between past and present in their own life and the lives of others.  Talk about simple similarities and differences between life at different times.  <b>Interpretations of history:</b> Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.	Skills:  <b>Chronological understanding:</b> Match objects to people of different ages.  <b>Range and depth of historical knowledge:</b> Recognise the difference between past and present in their own life and the lives of others.  Know and recount episodes from stories about the past, knowing and understanding key events.		Skills:  <b>Chronological understanding:</b> Develop a simple awareness of the past.  Place events on a simple timeline.  <b>Range and depth of historical knowledge:</b> Recognise the difference between past and present in their own life and the lives of others.  Know and recount episodes from stories about the past, knowing and understanding key events.  Talk about simple similarities and differences between life at different times.	Skills:  <b>Chronological understanding:</b> Sequence events in their life.  Develop a simple awareness of the past.  Match objects to people of different ages.  Place events on a simple timeline.  <b>Range and depth of historical knowledge:</b> Recognise the difference between past and present in their own life and the lives of others.

<p>reliable are their memories?</p> <p><b>History enquiry:</b> Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Ask and answer simple Historical questions.</p> <p><b>Organisation and communication:</b> Communicate their knowledge through discussion, drawing, drama and roe play, making models, writing and using ICT.</p> <p>Use simple terms to talk about the passing of time.</p>	<p>Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.</p> <p>Compare adults talking about their past – How reliable are their memories?</p> <p><b>History enquiry:</b> Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Ask and answer simple Historical questions.</p> <p><b>Organisation and communication:</b> Communicate their knowledge through discussion, drawing, drama and roe play, making models, writing and using ICT.</p> <p>Use simple terms to talk about the passing of time.</p>	<p>Talk about simple similarities and differences between life at different times.</p> <p><b>Interpretations of history:</b> Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</p> <p>Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.</p> <p>Compare adults talking about their past – How reliable are their memories?</p> <p><b>History enquiry:</b> Find answers to simple questions about the past from sources of information e.g. artefacts. • Ask and answer simple Historical questions.</p> <p><b>Organisation and communication:</b> Communicate their knowledge through discussion, drawing, drama and roe play, making models, writing and using ICT.</p> <p>Use simple terms to talk about the passing of time.</p>		<p><b>Interpretations of history:</b> Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</p> <p>Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.</p> <p>Compare adults talking about their past – How reliable are their memories?</p> <p><b>History enquiry:</b> Find answers to simple questions about the past from sources of information e.g. artefacts. • Ask and answer simple Historical questions.</p> <p><b>Organisation and communication:</b> Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT.</p> <p>Use simple terms to talk about the passing of time.</p>	<p>Know and recount episodes from stories about the past, knowing and understanding key events.</p> <p>Talk about simple similarities and differences between life at different times.</p> <p><b>Interpretations of history:</b> Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</p> <p>Compare adults talking about their past – How reliable are their memories?</p> <p><b>History enquiry:</b> Find answers to simple questions about the past from sources of information e.g. artefacts. • Ask and answer simple Historical questions.</p> <p><b>Organisation and communication:</b> Communicate their knowledge through discussion, drawing, drama and roe play, making models, writing and using ICT.</p> <p>Use simple terms to talk about the passing of time.</p>
<p>Vocabulary: <b>History Timeline Similar/ Different Event, change, Research Past/ present/ future Information</b></p> <p>significant Order Compare Fact/ opinion Artefact Source Evidence Changes Invention Question Cause Consequences Reason Connections Century/ decade Living memory different periods of time</p>	<p>Vocabulary: <b>Events beyond living memory Celebration commemorate festivals remembrance Parliament national international reign anniversaries</b></p> <p>significant nationally, globally Great Fire of London, aeroplane flight key features of events</p> <p><b>3.Significant individuals</b> contribution achievements aspects of life monarch coronation explorer inventor</p>	<p>Vocabulary: <b>Significant individuals contribution national international monarch reign coronation nation king / queen anniversary</b></p> <p>achievements aspects of life</p>		<p>Vocabulary: <b>transport, materials Memory Century Victorian Artefacts Leisure Lifetimes Device Cart</b></p> <p>Past Present national life Parents, Grandparents, Great grandparents way of life Home life</p>	<p>Vocabulary: <b>Significant individuals contribution achievements explorer impact significant remember</b></p> <p>national international aspects of life monarch reign coronation</p>

<p><b>Changes within living memory.</b></p> <p>national life Parents, Grandparents, Great grandparents Lifetimes way of life Home life, transport, materials, leisure</p> <p>Observation Sequence Contrast Using sources Ability to build a timeline Research using different resources Questioning Discussion Compare and contrast Making connections Making conclusions</p> <p>Modern Memory similarity, difference lives memorial monument</p>					
Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme:</p>	<p>Theme: Significant individuals – Florence Nightingale, Mary Seacole</p>	<p>Theme: Significant events – The Great Fire of London</p>			<p>Theme: Significant events – castles used for protection</p>
<p>NC Reference:</p>	<p>NC Reference: 1, 3, 4</p>	<p>NC Reference: 2</p>			<p>NC Reference: 2, 4</p>
<p>Skills:</p>	<p>Skills:</p> <p><b>Chronological understanding:</b> Sequence photographs from different periods of their life.</p> <p>Place events on a simple timeline, adding times previously studied.</p> <p><b>Range and depth of historical knowledge:</b> Recognise why people did things, why events happened and what happened as a result.</p> <p>Talk about similarities and differences between ways of life in different periods.</p> <p><b>Interpretations of history:</b> Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.</p> <p>Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</p>	<p>Skills:</p> <p><b>Chronological understanding:</b> Sequence artefact closer together in time. Check accuracy using books/ICT.</p> <p>Place events on a simple timeline, adding times previously studied.</p> <p><b>Range and depth of historical knowledge:</b> Recognise why people did things, why events happened and what happened as a result.</p> <p>Know and recount episodes from stories about the past, knowing and understanding key events.</p> <p><b>Interpretations of history:</b> Compare 2 versions of a past event.</p>			<p>Skills:</p> <p><b>Chronological understanding:</b> Sequence artefact closer together in time. Check accuracy using books/ICT.</p> <p>Place events on a simple timeline, adding times previously studied.</p> <p><b>Range and depth of historical knowledge:</b> Talk about similarities and differences between ways of life in different periods.</p> <p><b>Interpretations of history:</b> Compare pictures or photographs of people or events in the past.</p> <p>Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories</p> <p><b>History enquiry:</b> Handle sources and evidence to</p>

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	<p>Vocabulary:</p> <p><b>3. Significant individuals contribution national significant impact achievements</b></p> <p>international aspects of life monarch reign coronation explorer inventor individuals</p>	<p>Vocabulary:</p> <p><b>2. Events beyond living memory significant Great Fire of London, Sacrifice Change Chronology Duration Sequence</b></p> <p>nationally globally , aeroplane flight commemorate festivals anniversaries remembrance key features of events Parliament</p> <p><b>4. Significant historical events, people and</b></p>			<p>Vocabulary:</p> <p><b>4. Significant historical events, people and places in own locality</b></p> <p>locality fort invasion knights castle fortified hillforts portcullis moat turret</p> <p>Local impact museum buildings</p>

# KS1 History Progression



		<p>places in own locality</p> <p><b>Impact buildings</b></p> <p>local museum</p>			
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