

History Progression of Skills

The document below has been designed to show how we will cover all of the relevant history knowledge and skills across our school. The context in which these are taught is detailed in our long term plans.

Year Group	Chronological Awareness	Historical terminology. Organisation and Communication of Information	Knowledge and Understanding	Historical enquiry	Historical Contexts
1	<p>Place 2 events or related objects in the appropriate time period, e.g. present day, 100 years ago]. Provide explanations for choices.</p>	<p>Use everyday historical terms and common words and phrases related to the passing of time; e.g. now, then, in the past, long ago, Victorian.</p> <p>Communicate knowledge and understanding about the past in different ways: discussion and talking, role play, drawing and labelling, writing short descriptions, labels and captions.</p>	<p>Make relevant observations pertinent to the topic studied.</p> <p>Recognise some key features, similarities and differences between everyday life in 2 time periods: now and Victorian times. Begin to provide simple explanations for differences e.g. in Victorian times there was no electricity.</p> <p>Recognise differences between their own lives and those of children in the past and express preferences.</p> <p>Explain why people from different social and economic backgrounds experienced different ways of life in the past, e.g. rich and poor Victorians.</p> <p>Empathise with children from the past through discussion.</p>	<p>Collect information about the past by asking questions of people who were alive before the children were born, and from objects and pictures, e.g. grandma's toys.</p> <p>Ask and find answers to simple questions about the past by using sources provided.</p>	<p>Identify and recount some details from the past using different sources provided, e.g. media, pictures, artefacts and stories.</p>

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2	<p>Place 3 historical objects/events in the appropriate time period <i>e.g</i> 1900s,1960s; present day and provide explanations for choices.</p> <p>Place key events of the period studied on a timeline and sequence correctly, <i>e.g.</i> the life of Florence Nightingale, the order of events in the Great Fire of London.</p>	<p>Use a wide vocabulary of everyday historical terms; <i>e.g.</i> present day, past, source, timeline, living memory, chronology.</p> <p>Communicate knowledge and understanding about the past in different ways: Group/pair discussion, role play, written descriptions, letters, reports, comparisons and recounts.</p> <p>Write for an intended purpose/audience.</p> <p>Write letters and diary extracts taking on the role of people in history, <i>e.g.</i> soldier in WW1, nurse in Scutari hospital. Eye witness in the Great Fire.</p>	<p>Recall the key events and facts of the periods and people studied and sequence correctly.</p> <p>Recognise similarities and differences between past and present, using a range of sources. Provide explanations for differences.</p> <p>Recognise differences between the lives of modern day people and people in the past. Express preferences and opinions.</p> <p>Explain why people from different social and economic backgrounds experienced different hardships/opportunities in the past.</p> <p>Empathise with people from the past in written form <i>e.g.</i> letters, diaries in character.</p>	<p>Ask appropriate questions and gather information from different sources of evidence</p> <p>Use evidence to explain reasons for events occurring and for why people acted in the past as they did.</p> <p>Appreciate events in the past can impact on the present, <i>e.g.</i> lesson learned from the Great Fire, changes to hygiene in hospitals instigated Florence Nightingale.</p>	<p>Understand some of the different ways in which we use sources to find out about the past and identify different ways in which it is represented, <i>e.g.</i> newspaper reports, paintings, eye witness accounts photos.</p> <p>Ask questions of source material: recognise that there are different types of evidence available from sources and evaluate the usefulness of a source for its purpose.</p> <p>Explain how features of the period influence the type of source material available.</p>

Key Vocabulary: Year 1

Changes within living memory: Homes in the Past. [Autumn Term]	Changes within living memory: Toys in the Past. [Spring Term]	Changes within living memory: Seaside Holidays in the Past. [Summer Term]
<p>Detached Semi detached Terraced Chimney Sash window Slate Brick Scullery Parlour Cooking range Copper kettle Butter pats Flat iron Chamber pot Dolly Mangle Carbolic soap Yoke Copper Wash board Candlestick Oil lamp Electricity Carpet beater Bath tub</p>	<p>Cup and ball Spinning Top Wood Metal Plastic Puppet Doll Teddy bear Racing Car Rocking Horse Jacks Marbles</p>	<p>Bathing hut Bathing costume Steam train Organ grinder Monkey Sunday best Punch and Judy Metal bucket and spade Promenade. Donkey rides Modesty</p>

Key Vocabulary: Year 2

<p>The lives of significant individuals in the past. [e.g. Mary Seacole and Florence Nightingale]. Significant historical events, people and places in their own locality.[Florence Nightingale connection with Claydon House] [Autumn Term]</p>	<p>Events beyond living memory that are significant nationally or globally. –Remembrance Day. [Autumn Term]</p>	<p>Events beyond living memory that are significant nationally or globally. –The Great Fire of London. [Spring Term]</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements: e.g. Edward Jenner, Isambard Kingdom Brunel, Louis Braille, Nelson Mandela, Queen Elizabeth I. [Summer Term]</p>
<p>Florence Nightingale Lady with the Lamp Mary Seacole Scutari Turkey Jamaica Nursing Conditions Hygiene Battlefields Filthy Notes on Nursing St Thomas' Hospital Claydon House</p>	<p>First World War Trenches Soldier Sandbags Conditions Poppy Remembrance Cenotaph War memorial No Man's Land Wreath Veteran</p>	<p>Great Fire of London Pudding Lane Samuel Pepys Thomas Farriner King Charles II St Paul's Cathedral Fire fighters River Thames Tower of London Horse and cart Eye witness Bakery Leather Bucket Thatched roofs Fire Hooks Gunpowder</p>	<p>Edward Jenner Small pox Vaccine Isambard Kingdom Brunel Shipping Bridges Railway Thames Tunnel Louis Braille Braille Blindness Sight Queen Elizabeth</p>

