



Prior Heath Infant School

Progression of skills and knowledge overview-History

Year R

End of year milestones (What do children need to achieve in History to be ready for the next school year?)

ELG

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on what had been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Key Vocabulary for this year

Timeline, now then, past, present, long ago, change, old new, same different

Progression of skills

Understanding the World - Past and Present People, Culture and Communities

Past and Present People

Knows similarities and differences between themselves and others, and among families, communities' cultures and traditions

Recognises and describes special events for family and friends

Talks about past and present events in their own life and in the lives of family members

Remembers and talks about significant events in their own experience

Comment on images of familiar situations in the past

Compare and contrast characters from stories, including figures from the past

Talk about the lives of the people around them and their roles in society

Know some similarities and differences between things in the past and now, drawing on what had been read in class

Understand the past through settings, characters and events encountered in books read in class and storytelling

Culture and Communities

Talk about their immediate family and community

Name and describe people who are familiar to them

National Curriculum end of KS1 expectations

Pupils should be taught to:

Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
<p>Develop an awareness of the past using common words and phrases relating to the passing of time</p> <p>Know where the people and events they study fit within a chronological framework</p>	<p>Changes within living memory. These should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national achievements</p> <p>Significant historical events, people and places in their own locality</p>	<p>Identify similarities and differences between the ways of life in different periods</p> <p>Compare aspects of life in different periods</p>	<p>Use a wide vocabulary of everyday historical terms</p> <p>Ask and answer questions choosing and using parts of stories and others sources to show that they know and understand key features of events</p>	<p>Understand some of the ways in which we find out about the past and identify different ways it can be represented</p>

Year 1

End of year milestones (What do children need to achieve in History to be ready for the next school year?)

- Recognise and use everyday terms related to the passing of time
- Sequence events in chronological order
- Recognise how our lives are different from people in the past
- Explain similarities and differences between the ways of life now and then
- Explain what has changed and why
- Explain how we find out about life in the past
- Compare lives of two significant individuals

Key Vocabulary for this year

Victorian, Queen, royal, monarch, recent, distant, era, slate, blackboard, drill, dictation, famous, war, power, seaside holiday, festival, modern, question, visitor, interview, facts, information, artefacts, bathing machine, bathing costume

Progression of skills				
Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
<p>Recognise and use everyday terms about the passing of time (order days, months, events (maths)). End of Year 1 expectation Sequence a few events in order Use common words and phrases relating to the passing of time including use of numbers (maths). Arrange events or objects in chronological order on a simple timeline.</p>	<p>Show some knowledge and understanding of stories about the past (retell). Recognise that their own lives are different from the lives of people in the past.</p>	<p>Begin to understand that the past can be seen in different ways.</p>	<p>Find answers to some simple questions about the past from sources of information.</p>	<p>Talk about stories in the past.</p>

Year 2

End of year milestones (What do children need to achieve in History to be ready for the next school year?)

- Use common words and phrases related to the passing of time
- Know where people and events fit within a chronological framework
- Understand some of the ways which we find out about the past
- Know some similarities and differences between ways of life in different time periods
- Make links between historical events
- Recognise local historical events and individuals

Key Vocabulary for this year

Chronology, order, sequence, explorer
 Castle Walls, Arrow slits, Portcullis, Keep, Battlements, Moat, Drawbridge, Tower, Castle
 Monarchy, Reign, entertainment, Pastimes, Knight, Page, Heraldry, Squire, Armour, related vocabulary, jousting, Cook, food taster, lord, lady, steward, clerk, jester, musician,

Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
Use common words and phrases relating to the passing of time including use of numbers (maths). Arrange events or objects in chronological order on a simple timeline.	Choose and use parts of stories and other sources to show knowledge and understanding of features of events in the past. Identify similarities and differences between ways of life in different periods.	Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Ask questions about the past. Use sources such as artefacts, pictures and stories to help answer historical questions	Use a wide vocabulary of everyday historical terms to write simple sentences about selected knowledge and understanding of history.