



History Skills and Knowledge Progression

Substantive knowledge

Disciplinary knowledge

Early Years Foundation Stage

Chronology:

- Gain an awareness of their growth from a baby to a child and understand that they will continue to grow in the future
- Understand the passing of times throughout the year focussing on day and months as well as the timetable for the day
- Understand the language of past and future
- Sequence events from familiar stories
- Gain an understanding of the future and upcoming events
- Gain an understanding of cultural and religious events and plan for these events

Historical Knowledge (Significant Figures and Events):

- Know significant figures were born and lived a long time ago when life was different to today,
- Compare different aspects of life between The Nativity Story and life today focusing on transport and inventions such as electricity,
- Can talk about some of the significant events within my life and from the past (e.g. Remembrance Day, Christmas Day) and compare my experiences to my peers'
- Know about the significance of key individuals e.g. police, nurses and firemen and their influence on their life today focusing on their importance within the Covid Pandemic
- Recognise that peoples' lives would have been different to their own (e.g. Remembrance Day) focusing on daily life.

Key Skill	Year 1	Year 2
Historical Enquiry	Rotation 1 Term 2 - What significant changes in Britain have occurred throughout the life of Queen Victoria? Focus on transport and jobs. (Events beyond living memory) Rotation 1 Term 4 - Why do we think Florence Nightingale is remembered? (The lives of significant individuals) Rotation 1 Term 6 - What did people do at the seaside 100 years ago and How do we know what holidays were like 100 years ago? (Changes within living memory). Rotation 2 Term 2- What are our toys like and how can we tell if toys are old? (Changes within living memory). Rotation 2 Term 4 – Why do we still remember Christopher Columbus? How did he become famous? (The lives of significant individuals) Rotation 2 Term 6 - What was so special about life on board the Titanic? and was it the same for everyone? (Events beyond living memory) Use information and historical sources to describe similarities and differences between the past and now. Identify different ways to represent the past e.g. photos, stories, videos and adults talking about the past. Begin to appreciate the validity of sources e.g. memories might not always be reliable.	Rotation 1 Term 2 - What significant changes in Britain have occurred throughout the life of Queen Victoria? Focus on schools and Queen Victoria's impact in Britain. (Events beyond living memory) Rotation 1 Term 4 - What was the turning point in Mary Seacole's life and how important was her work? How did Florence improve hospitals and what did people really think of her? (The lives of significant individuals -compare and contrast) Rotation 1 Term 6 - How have seaside holidays changed over time? Do we go on seaside holidays for the same reason people went 100 years ago? (Changes within living memory & Significant Historical Places). Rotation 2 Term 2 – What were our grandparents' toys like and how do we know? Who played with these toys a long time ago? (Changes within living memory). Rotation 2 Term 4 - Has man ever been to the moon and how can we know for sure? Why did the astronauts risk their lives going to the moon? (The lives of significant individuals) Rotation 2 Term 6 -What do we already know about the Titanic and what can we work out from a picture? What are the best ways of stopping disasters such as the sinking of the Titanic ever happening again? (Events beyond living memory) Use various tools to research such as books and the internet to find information about the past. Begin to appreciate the validity of sources e.g. memories might not always be reliable, one person's interpretation might not be the same as another person's interpretation Understand the difference between primary and secondary sources.

Historical Sources and Interpretations	<u>Begin to</u> identify ways in which the past is represented. <u>Begin to</u> recognise why people did things in the past and why events happened. Look at artefacts from the past and use them to try and ask and answer questions about the past. Know what a number of older objects were used for and organise these artefacts by age. Know how to ask and answer questions about old and new objects Know how to spot old and new things in a picture.	Identify ways in which the past is represented. Recognise why people did things in the past, why events happened and <u>what happened as a result.</u> Use artefacts to ask questions about the past (who, what, why, where, when). Know what artefacts in the past may have been used for. Use a wide range of information to answer questions about the past.
Chronological Knowledge	Recognise the distinction between past and present in own/others lives. Place a few events in chronological order using phrases such as: before, after, past, present, then, old, new and long time ago. Sequence events in the life of a key historical figure (Queen Victoria/Florence Nightingale/Christopher Columbus), explaining the order of events and what happened.	Show a developing sense of chronology in addition to what has already been learnt in KS1 e.g. Toys and Victorians/ Florence and Mary. Sequence events of a specific period of history (e.g. The Victorian period), explaining the order of events and what happened. Recognising our own lives are different to those in the past.
Organisation and Communication	<u>Begin to</u> make simple observations about a period of study including people and events. Talk about who was important.	Make simple observations about different types of <u>people, events, beliefs within society.</u> Talk about who was important <u>and why.</u>
Knowledge and understanding of people, place and changes in past *	<u>Know and recount stories about the past.</u> * Please see subject knowledge organisers for in-depth detail of historical knowledge for each part of history taught.	Recognise that there are reasons why people in the past acted as they did. <u>Show understanding of past beyond living memory/main events and people studied.</u> * Please see subject knowledge organisers for in-depth detail of historical knowledge for each part of history taught.