

## History KS1 Curriculum Subject Skills Progression

### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and challenges of their time.

### Nurture

All children will have the chance to explore the awe and wonder of the historical world around them. Children will be given the chance to explore the historical aspect of the area in which we live. Within the safety of our nurtured environment we will understand the history of the world from the earliest times to the present day and have time to explore these important events

### Cherish

All children will be given the opportunity through history to recognise the effects on both the local environment and also the wider world. They will explore how events in the past have created and enhanced the world around us. The children will learn to cherish the history of our country and other historical events.

### Shine

Through carefully planned historical trips and events children will be given the time to shine. These inspirational days will plant the seed of inquisition from which the children will become independent, innovative thinker. This will equip them to enquire and question the world and area around them.

### Flourish

All children will be provided with opportunities to flourish using their historical skills and knowledge. Through sequenced and progressive learning, the children are equipped to succeed in their endeavours. Through enquiry the children will respond to a range of questions embedding their taught skills and knowledge. This will allow them to explore place regardless of physical and social experience.

Skill	EYFS	Year 1	Year 2	End of Key Stage expectations	Vocabulary
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<p><b>Historical enquiry</b></p>	<p>Enjoys joining in with family customs and routines.</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Children know about similarities and differences in relation to place, objects, materials and living things.</p>	<p>I know how to ask and answer questions about old and new objects.</p> <p>I can explain what an object from the past might have been used for.</p>	<p>I know how to find out about things from the past by talking to an older person.</p> <p>I know what certain objects from the past might have been used for.</p> <p>I can research the life of a famous person from the past using different sources of evidence.</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p>	<p>question enquire source events research</p>
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<b>Chronological understanding</b>	Children talk about past and present events in their own lives and in the lives of family members.	I know words and phrases like: old, new and a long time ago.	I know words and phrases like: before, after, past, present, then and now.	Use common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework	old new a long time ago before after then now past present
<b>Knowledge and interpretation</b>	They know that other children don't always enjoy the same things, and are sensitive to this.	I give examples of things that were different when my grandparents were children.  I spot old and new things in a picture.  I can recognise that some objects belonged to the past	I know about how things were different when my grandparents were children.  I know about the life of a famous person from the past because I know how to research.  I know how to use books and the internet to find out more information about 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	similar different research represent information
<b>Areas of study</b>	They know about similarities and differences between themselves and others, and among families, communities and traditions.	I know about many of the changes that have happened since I was born.  I can explain how I have changed since I was born.		Changes within living memory.	national life

		I can explain some key events from the great fire of London	I understand what circumstances made the fire so destructive	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]	national international global
		I can explain how some people have helped us to have better lives.	I know how some people have helped us to live better lives.  I recount the life of someone famous who lived in the past. I know about what they did to make the world a better place.	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 compare contribute
		I know about someone famous who was born or lived near our town.		Significant historical events, people and places in their own locality.	events local



		I know why there is a monument of a famous person or event in the town centre.			
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