

Progression in Learning Framework for History – KS 1

The overarching aim for History in the national curriculum is to 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 the challenges of their time.

History

The purpose of study for History at Key stage 1 & 2 (NC)

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 the challenges of their time.

Subject Content KS1:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Historical Skills:

Organise knowledge of people and events of the past in chronological order

- Identify similarities and differences between ways of life in different periods
- Ask and answer questions
- Choose and use parts of stories and sources to show that they know and understand key features of events
- Understand some of the ways in which we find out about the past.
- Identify different ways in which the past is represented.

Historical Knowledge:

- Have an understanding of time and use the correct language to show the passage of time such as after, new, old, next, past, present, chronological order.
- Know changes within living memory
- Know events beyond living memory
- Know about the lives of significant individuals in the past who have contributed to national and international achievements.
- Compare aspects of life in different periods
- Significant historical events, people and places in their own locality
- Should use a wide range of historical terms

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<p>Historical Inquiry Skills</p> <p>Year 1 – Responds to simple questions about the past</p> <ul style="list-style-type: none"> - Observes and handles evidence to ask simple questions about the past <p>Year 2 – Looks carefully at pictures and objects to find information.</p> <ul style="list-style-type: none"> - Finds answers and responds to simple questions about the past. - Chooses and selects evidence and says how it can be used to find out about the past. 	<p>Interpretation of History</p> <p>Year 1 – Begins to identify and recount historic details from the past from sources pictures/stories</p> <p>Year 2 – Recounts historic details from eye-witness accounts, photos and artefacts.</p>
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	Interface with EYFS	Yr 1 Autumn Small Steps	Yr 1 Spring Small Steps	Yr 1 Summer Small Steps	Yr 2 Autumn Small Steps	Yr 2 Spring Small Steps	Yr 2 Summer Small Steps	Interface with KS2
Changes within living memory	Talks about past and present events in their own life	<p>Describe changes and memories and changes that have happened in their own lives.</p> <p>e.g What has changed since my grandparents were young? Know toys their grandparents played with were different to their own. Know the main differences between their school days and</p>						changes in Britain from the Stone Age to the Iron Age

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		<p>that of their grandparents.</p> <p>Sequence people and events on a timeline e.g. photographs, artefacts</p> <p>Order dates from the earliest to latest on a timeline.</p> <p>Identify similarities and differences between periods. Use words to show the passing of time: old, new, earliest, latest, past, present, future, century etc.</p>						
<p>Events beyond living memory that are significant nationally or globally</p>	<p><u>ELG: Past and Present</u> Knows similarities and differences between</p>		<p>Event beyond living memory from within the UK. Know about an event that happened long ago even</p>		<p>Event beyond living memory from outside the UK. Know about an event that happened long</p>	<p>Event beyond living memory from within the UK. How events, festivals or anniversaries</p>		<p>a study of an aspect or theme in British history that extends pupils' chronologi</p>

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	things in the past and now		before their grandparents were born. (Coventry Blitz)		ago even before their grandparents were born. (Titanic) Know which artefacts are used today and which are older. Know that children's lives are different to those of children a long time ago.	are celebrated, eg Queen's Jubilee compare how this would have been celebrated 70 years ago compared to today. Know that children's lives are different to those of children a long time ago.		cal knowledge beyond 1066
Lives of significant individuals in the past	ELG: Past and Present Understand the past through settings, characters and events encountered in books and storytelling	To compare aspects of life in the different period. The lives of significant individuals in the past who have contributed to national and international achievements. Know about a famous person from the locality	The lives of significant individuals in the past who have contributed to national and international achievements. Know about a famous person from the locality and explain why they are famous (Frank Whittle)			Look at a significant individual from outside the UK who has made an international achievement and explain why it was important. Know about a famous person from outside the UK and explain why they are famous (Mary		the Roman Empire and its impact on Britain

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		and explain why they are famous (George Eliot) Explain what they have contributed.	Explain what they have contributed.			Seacole – born in Jamaica) Explain what they have contributed. Also use to compare aspects of life in the different period.		
Significant historical events, people and places in their own locality.	Talks about past and present events in the lives of family members		Know the name of a famous place and person in their local area (Frank Whittle).	Know that children's lives are different today from a long time ago. e.g holidays on the beach			Know how the local area is different to the way it used to be a long time ago. Differentiate between things that were here 100 years ago and things that were not (inc: toys, buildings, tools, etc)	A local history study
Milestone 1 – Year 1	I can describe the changes within my own life. I can sequence people and events in chronological order. I know that places and people can change over time. I can identify key differences in my local area between now and 100 years ago.							
Milestone 2 – Year 1	I can name an event beyond living memory. I can use artefacts and evidence to ask simple questions about the past. I can use sources and pictures from the past to recount and historic details I can name of a famous place and person in my local area.							

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	I can name an individual from the past and explain why they are famous.	
Milestone 3 – Year 1	I know that children's lives are different today from a long time ago.	
Milestone 1 – Year 2	I can name an event that happened beyond living memory worldwide. I can explain why an event is important. I can recount historic events from the past from eye-witness accounts, photos and arefacts. I can look carefully at pictures and objects to find and respond to simple questions about the past.	
Milestone 2 – Year 2	I talk about a significant individual linked to an event beyond living memory I know about an individual outside of the UK who has made an international achievement I can choose and select evidence from the past and describe how it can be used to find about the past.	
Milestone 3 – Year 2	I know how the local area has changed from how it used to be a long time ago. I can identify some of the things that were here 100 years ago and things that were not, eg buildings, toys etc. I can order dates and pictures from different periods from earliest to latest.	