

Progression of Skills in History: EYFS & KS1

EYFS: Knowledge and Understanding of the World

22 - 36 Months	30 -50 Months	40 -60+ Months	ELG
<ul style="list-style-type: none">• Has a sense of own immediate family and relations.• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.• Beginning to have their own friends.• Learns that they have similarities and differences that connect them to, and distinguish them from, others.	<ul style="list-style-type: none">• Shows interest in the lives of people who are familiar to them.• Remembers and talks about significant events in their own experience.• Recognises and describes special times or events for family or friends.• Shows interest in different occupations and ways of life.• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	<ul style="list-style-type: none">• Enjoys joining in with family customs and routines.	<ul style="list-style-type: none">• Children talk about past and present events in their own lives and in the lives of family members.• They know that other children don't always enjoy the same things, and are sensitive to this.• They know about similarities and differences between themselves and others, and among families, communities and traditions.

EYFS - Knowledge and Understanding the World

Autumn Term		Spring Term		Summer Term (ELG)	
<p>Skills:</p> <ul style="list-style-type: none"> - Talk about their family and things that they have done. -Introduction into talking about time. <p>How?</p> <ul style="list-style-type: none"> -Daily talking of the date, days of the week, visual timetables. -Talking using words such as "yesterday", "tomorrow", "last week", "last year", "next", "then" and "now". 	<p>Skills:</p> <ul style="list-style-type: none"> - Talk about the stories we have read thinking about the past. - Introduction to looking at features of artefacts and historical sources. -Noticing Similarities and differences and using this language when providing a reason their thoughts. - To start to know about figures and events from the past. <p>How?</p> <ul style="list-style-type: none"> - By looking and describing 'Old Ted' (1950s teddy bear) -Use of Historical Texts in DEAR e.g. Cave Boy, Each Peach, Pear, Plum. - Looking at Bonfire Night and Remembrance Day why we celebrate them. 	<p>Skills:</p> <ul style="list-style-type: none"> -To talk about different occupations and special people. - To know some similarities and differences between things in the past and present, drawing on experiences and what has been read in class. <p>How?</p> <ul style="list-style-type: none"> - By looking at the start of the fire service. Briefly look at the Great Fire of London - acting out the Great Fire of London. -Continue to embed historical language and share a range of historically themed texts. 	<p>Skills:</p> <ul style="list-style-type: none"> - Know about the past through settings, characters and events encountered in books read in class - Use vocabulary linked to the passing of time (yesterday, today, tomorrow, last year). - Noticing continuity and change over short periods of time. <p>How?</p> <ul style="list-style-type: none"> - Continue to embed historical language and share a range of historically themed texts. - By looking at signs of spring and monitoring how the plants have changed and grown. -Looking at the home in the past (Within 	<p>Skills:</p> <ul style="list-style-type: none"> -Talking about similarities and differences of historical contexts and artefacts. - Start embedding vocabulary linked to the passing of time (yesterday, today, tomorrow, last year). <p>How?</p> <ul style="list-style-type: none"> - By looking at Kitchens from the past - exploring objects and appliances - looking back on last half term using floor books - Verbalising thoughts and opinions using the word "because" - modelled by an adult. 	<p>Skills:</p> <ul style="list-style-type: none"> - Looking at non-fiction texts to explore historical contexts and artefacts. - Comparing non-fiction texts to fictions - looking at similarities and differences. - To know about figures from the past. - Talk about events from their own lives such as holidays. <p>How?</p> <ul style="list-style-type: none"> - By looking at famous Pirates - including female figures. - Writing postcards from holidays they can remember from their past. - By looking at holidays in the past (Home Leisure Artefact Box)

	<p>-Introduction of Class Timeline display - added to throughout the year.</p>		<p>Living Memory Home - Artefact Box)</p>		<p>- By looking at Victorian Seaside Holidays (Victorian Seaside Holiday Artefact Box)</p>
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End of KS1 National Curriculum

History <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> Lives of significant individuals of the past Compare aspects of life in the past Significant historical events, people and places in their own locality
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Age Related Expectations

Historical Skill	By the end of Year 1	By the end of Year 2
Chronology	<ul style="list-style-type: none"> Creates simple timelines to sequence processes, events, objects within their own experience. Confidently use vocabulary associated with the past, e.g. old and new, then and now. 	<ul style="list-style-type: none"> Realises that historians use dates to describe events. Use phrases describing intervals of times, e.g. before, after, at the same time etc.
Characteristic Features	<ul style="list-style-type: none"> Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today. 	<ul style="list-style-type: none"> Recognises and describes, in simple terms, some characteristic features of a person or period studied. Increasingly uses period specific language in explanations.
Continuity and Change	<ul style="list-style-type: none"> Can match old objects to people or situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary. 	<ul style="list-style-type: none"> Can talk about similarities and differences not just between <i>then</i> and <i>now</i> and <i>another then</i>.
Cause and Consequence	<ul style="list-style-type: none"> Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions. 	<ul style="list-style-type: none"> Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.
Historical Significance	<ul style="list-style-type: none"> Can recognise and describe special times or events or events for family or friends. 	<ul style="list-style-type: none"> Can recognise and talk about who was important, e.g. in a simple historical account.
Historical Interpretations	<ul style="list-style-type: none"> Can identify and talk about different accounts of real historical situations. 	<ul style="list-style-type: none"> Can identify and talk about differences in accounts relating to people or events both from the time (primary source) and from the present (secondary source).
Historical Enquiry	<ul style="list-style-type: none"> Can talk about similarities and differences between two or more historical sources using simple historical terms. Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc. 	<ul style="list-style-type: none"> Can gather information from simple sources to ask and answer questions about the past. Can explain events and actions rather than just retell the story.

KS1 - Years 1 & 2

Year Group & Term	Year 1 Autumn 2	Year 1 Spring 2	Year 1 Summer 2	Year 2 Autumn 2	Year 2 Spring 2	Year 2 Summer 1
<p align="center">Theme</p> <p>Disciplinary Knowledge</p>	<p align="center">Toys</p>	<p align="center">Queens: Lives and Times</p>	<p align="center">Our School</p>	<p align="center">Titanic</p>	<p align="center">Florence Nightingale and Mary Seacole</p>	<p align="center">Great Fire of London</p>
<p>Chronology sequencing events/ objects in time; using chronological vocabulary</p>	<p>How?</p> <ul style="list-style-type: none"> - Explore a range of old toys, initially describing their attributes then sorting/ sequencing them to develop some ideas about how toys have changed over time e.g. in terms of materials used/vibrancy of colour. - Discuss the toys they played with as they grew up and what younger/older siblings play with. IWB activity matching toys to pictures children of different ages -Watch the Toys & Continuity presentation which shows four toys from much further back in the 	<p>How?</p> <ul style="list-style-type: none"> - Timeline work - first putting one image of each Queen on a washing line timeline - Explore some new pictures which include clues to what life was like at the time each Queen lived and ruled. After exploring the images, work alongside pupils as they try to add the new pictures onto the timeline, getting them to explain their ideas as they are working. 	<p>How?</p> <ul style="list-style-type: none"> -Add date to timeline of: new Stoke Park site was built, teacher birthdate and children's birth year. 		<p>How?</p> <ul style="list-style-type: none"> - Create Human Timelines of Florence and Mary's lives - Turn the timeline into a living graph. To do this, pupils holding cards need to decide whether their episode is good/bad, positive/negative, happy/sad or just neutral for Florence or Mary, then raise or lower their card up or down in relation to a baseline. 	<p>How?</p> <ul style="list-style-type: none"> - Read the story of GFL and create a timeline. Retell the story as a class from the picture timeline created during the story (Snap and say strategy).

	past than might be imagined - research when different toys were made and then added to timelines.					
Characteristic features of period/person/ events studied	<p>How?</p> <ul style="list-style-type: none"> - Sorting activities using the toys <p>Discuss the toys they played with as they grew up and what younger/older siblings play with.</p> <ul style="list-style-type: none"> - Compare and describe the differences/similarities between pairs of old and new toys - Practice new vocabulary and ideas by playing Twenty Questions to guess the toy being thought of by teacher/a peer. - Go through questionnaire responses as a class on IWB - recording numbers of recurring answers and grouping toys where possible 	<p>How?</p> <ul style="list-style-type: none"> - Role play and raising questions: What is a king/queen? What does it mean to be a king/queen? - Picture Gallery Activity - Children looking at pictures of the three Queens - notice and discuss things you can see about the Queens from these pictures. - Watching the Queen's Coronation - Timeline work - first putting one image of each Queen on a washing line timeline - which order should they be in? Next give pupils some biographical information about each 		<p>How?</p> <ul style="list-style-type: none"> - Watch the above video clip and read some of the information from BBC Bitesize, KS2, What was life like aboard the Titanic? 	<p>How?</p> <ul style="list-style-type: none"> - Tell/read the story of Florence's and Mary's early lives - Identify who might have made certain statements 	

	<p>- Create a real and/or virtual toy museum - deciding how to display the toys, making labels, writing invitations, cataloguing the toys</p>	<p>Queen's birth/death and reign dates. Add cards detailing some significant events that happened during the three Queen's lifetimes or reigns.</p> <p>- Using royal memorabilia and artefacts pupils, in small groups, try to sort the artefacts according to which queens they think they relate to.</p> <p>- Provide some representative images or objects of things from the period each queen lived and ruled, pupils try to decide which objects/pictures relate to each queen</p> <p>- Ask if they want to make changes to the Royal Palace home corner. How would they make it a palace that Queen Elizabeth I or Queen Victoria might have lived in?</p>				
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<p>Change/ Continuity Similarities & differences between ways of life at different times</p>	<p>How?</p> <ul style="list-style-type: none"> - Compare and describe the differences/similarities between pairs of old and new toys - Explore a range of old toys, initially describing their attributes then sorting/sequencing them to develop some ideas about how toys have changed over time e.g. in terms of materials used/vibrancy of colour. - Label around photographs of the paired toys. - Go through questionnaire responses as a class on IWB - recording numbers of recurring answers and grouping toys where possible - Watch the Toys & Continuity presentation which shows four toys from much further back in the past than might be imagined - research when different toys were made 	<p>How?</p> <ul style="list-style-type: none"> - Picture Gallery Activity - Children looking at pictures of the three Queens - notice and discuss things you can see about the Queens from these pictures. - Sorting the gallery images to establish that they are of three different Queens - decide which Queen ruled/ lived the longest time ago using clues such as clothing, other features in the pictures and whether the pictures are portraits or photographs. 	<p>How?</p> <ul style="list-style-type: none"> - Look at the building of the old school and how it is different to ours - brick, tall windows, railings, high ceilings. - Use pictures/maps/ accounts of to explore how the locality has changed over time. Jumping into picture activity in a circle as a class: Window heights, dress, chalkboards and whiteboards - Using key vocabulary "then" and "now". 			<p>How?</p> <ul style="list-style-type: none"> - Pupils retrieve unseen items and suggest what they can tell us about the life and times
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	and then added to timelines.					
Cause/ Consequence - why people did things/causes and results of events and changes				How? <ul style="list-style-type: none"> - Write simple facts around picture of Titanic - Discuss information about possible people who may be to blame for the sinking of the Titanic 	How? <ul style="list-style-type: none"> - Pupils can participate in a post-it-note challenge to compare Mary's and Florence's different approaches to improving outcomes for the soldiers in the Crimea - An activity which highlights that Florence's circle included some influential people who could help her with the reforms she introduced whereas Mary was largely working alone. 	How? <ul style="list-style-type: none"> - Firefighting now video, compare to historical firefighting images and why were they not as effective in putting out the fire - Handling artefacts- We have used images to help us learn about the period and the events in 1666.
Significance		How? <ul style="list-style-type: none"> -Slow reveal image of St Edward's Crown (crown used in coronation ceremonies) 		How? <ul style="list-style-type: none"> - Watch Titanic, the basics video clip, reading 'All about Titanic' PPT - finding out facts about the 	How? <ul style="list-style-type: none"> - An activity which highlights that Florence's circle included some influential people who 	How? <ul style="list-style-type: none"> - Firefighting now video, compare to historical firefighting images and why were

		<ul style="list-style-type: none"> - Letter from King Charles III asking for advice for his Coronation. - To washing line timelines - Add cards detailing some significant events that happened during the three Queen's lifetimes or reigns. 		<p>Titanic and the sinking.</p> <ul style="list-style-type: none"> - Look at artefacts again from the trunks (Sea City) 	<p>could help her with the reforms she introduced whereas Mary was largely working alone</p> <ul style="list-style-type: none"> - Discuss the answers to these questions as a class: - Were either of them Remarkable? Are either of them Remembered? Did the lives of either of them Result in changes that were widespread and lasting? 	<p>they not as effective in putting out the fire.</p>
<p>Interpretation</p> <ul style="list-style-type: none"> - explore ways we find out about the past and how it is represented 		<p>How?</p> <ul style="list-style-type: none"> - Role play and raising questions: What is a king/queen? What does it mean to be a king/queen? 	<p>How?</p> <ul style="list-style-type: none"> - Ask how we can find out things about the past - conclude: Look at photos on Bishopstoke History website and people. Talk about the Nativity, Maypole, dinner ladies, carnival, class photo. We have all of these events/people still! 	<p>How?</p> <ul style="list-style-type: none"> - Match words and pictures, tell adult facts you know and adult scribe on page - Watch the above video clip and read some of the information from BBC Bitesize, KS22, What was life like aboard the Titanic? - Discuss information about possible people 	<p>How?</p> <ul style="list-style-type: none"> - Pupils retrieve unseen images or objects from under a cloth and have to surmise what it might suggest their forthcoming study is about. - Identify who might have made certain statements - Turn the timeline into a living graph. To do this, pupils holding 	<p>How?</p> <ul style="list-style-type: none"> - Post-it-note challenge to answer question "why did the fire spread?" - Chn work in groups to match set of picture resources to snippets from Pepys' and Evelyn's accounts - by getting them to compare with the 'the London gazette' printed 1666

			<ul style="list-style-type: none"> - Look at photo of the old school and discuss where it is - Use pictures/maps/accounts of to explore how the locality has changed over time. - Complete their own sorting of 6 different photos for their History book. 	<ul style="list-style-type: none"> who may be to blame for the sinking of the Titanic? - Conscience alley to decide whether Captain Smith was a hero or not? - Look at artefacts again from the trunks (Sea City) - Design and draw a poster of the Titanic. 	<ul style="list-style-type: none"> cards need to decide whether their episode is good/bad, positive/negative, happy/sad or just neutral for Florence or Mary, then raise or lower their card up or down in relation to a baseline-compare graphs. - Look at controversial opinions. Read through each item with the class and briefly discuss whether children agree/disagree with what is said. Remind them they must justify their answers. 	<ul style="list-style-type: none"> - Role-play scenes from eyewitness accounts. Use drama techniques such as freeze frame and thought tapping to create own eye witness account. - By using Chatterpix to create speech added to historical pictures to describe what is happening.
<p>Historical enquiry - asking/ answering questions; using sources to find answers and show understanding</p>	<p>How?</p> <ul style="list-style-type: none"> - Quiz - Who owns a toy like this? Pupils bring in a modern toy from home that they think best represents their personality or interests. Others have to guess to whom each toy belongs. - Children brainstorm a list of questions to ask adults 	<p>How?</p> <ul style="list-style-type: none"> -Watching the Queen's Coronation 	<p>How?</p> <ul style="list-style-type: none"> - Visiting the old school site, comparing our school with what was found on walk to the old school - Playing pros and cons ping pong . e.g. Start by modelling - I liked going to school in the past because we didn't 	<p>How?</p> <ul style="list-style-type: none"> - Sort 10 true/false fact cards - what do we already know? Are there some facts that we don't know the answer to, and can't guess...? Class discussion - Discussions about class and what else 	<ul style="list-style-type: none"> - Pupils gather more information about what each woman actually did in the Crimea from a range of sources. Including the History Curriculum Centre's <i>Florence Nightingale</i> and/or <i>Mary Seacole</i> artefact collections 	

	<p>to find out about the toys they played with. Children select some questions to ask their parents/carers/grandparents/adults within the school.</p> <ul style="list-style-type: none"> - Interview older children (brothers and sisters) about their toys. - Invite an adult into school to talk to the children about what s/he played with/at when they were a child. - View a video clip about toys, or play in the past. - Draw some conclusions about what they have found out so far. Verbal exchanges about which toys seemed to be the most popular/common in their parents'/grandparents' generations are just as valid. Draw some conclusions about the differences between toys/play in the past and 		<p>have to wear a uniform</p> <ul style="list-style-type: none"> - Ch to work in pairs, for and against old and new. Finish with a 'vote with your feet' school were better in the past vs schools are better now. - Compose 3 questions as a class e.g. What did you wear to infant school? <p>What did you study/learn at infant school?</p> <p>What did you have for lunch at infant school?</p>	<p>we have found about the Titanic</p> <ul style="list-style-type: none"> - Read mystery cards and try to find an answer to the question 'Why did the unsinkable Titanic sink?' - Whole class summing up of answers/thoughts, one person from each group could 'feedback' - Learning partners - what do you know? Tell 3 facts about Titanic. 		
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	present. ASSESSMENT OPPORTUNITY.					
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