


# All Saints Skills Progression

## Key Stage 1

### Subject Area: History

<b>National Curriculum Objectives</b>	<b>Pupils should be taught about:</b> <i>Knowledge / understanding of British history</i> <ul style="list-style-type: none"><li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li></ul> <i>Knowledge / understanding of wider world history</i> <ul style="list-style-type: none"><li>• events from beyond living memory that are significant nationally or globally</li><li>• 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 <i>Local History</i></li><li>• Significant historical events, people and places in their own locality</li></ul>
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	Year 1	Year 2
	<b>Chronological Understanding</b> <ul style="list-style-type: none"><li>• Develop a simple awareness of the past, using common words and phrases relating to the passing of time.</li><li>• Sequence 3 or 4 artefacts from distinctly different periods.</li><li>• Match objects to people of different ages.</li><li>• Sequence three events in chronological order (recent history).</li><li>• Sequence events in their life.</li><li>• Explain how they have changed since they were born.</li><li>• Uses words and phrases: old, new, young, days, months, long time ago.</li><li>• Remember parts of stories and memories about the past.</li><li>• Place events on a simple timeline.</li></ul>	<ul style="list-style-type: none"><li>• Begin to use dates.</li><li>• Recount changes in own life over time.</li><li>• Puts 5 people, events or objects in order using a given scale.</li><li>• Uses words and phrases such as recently, before, after, now, later, when mummy and daddy were little, before I was born, when I was younger.</li><li>• Uses past and present when telling others about an event.</li><li>• Sequence artefact closer together in time. Check accuracy using books/ICT.</li><li>• Sequence photographs from different periods of their life.</li><li>• Place events on a simple timeline, adding times previously studied.</li></ul>



**Range and depth of historical knowledge**

- Recognise the difference between past and present in their own life and the lives of others.
- Know and recount episodes from stories about the past, knowing and understanding key events.
- Talk about simple similarities and differences between lives at different times.

- Recognise why people did things, why events happened and what happened as a result.
- Know and recount episodes from stories about the past, knowing and understanding key events.
- Identify differences between ways of life in different periods.



**Historical Enquiry – Using evidence/ communicating ideas**

- Ask and begin to answer simple questions about events e.g. When? What happened? What was it like...? Why? Who was involved?
- Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.
- Finds answers to simple questions about the past from sources of information (e.g. artefacts, pictures, stories).
- Choose and use parts of stories and other sources to show understanding of events.
- Communicate understanding of the past in a variety of ways.

- Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?
- 'How long ago did .... happen?'
- Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.
- Looks carefully at pictures or objects to find information about the past.
- Handle sources and evidence to ask and answer questions about the past on the basis of simple observations.
- Ask and answer appropriate historical questions, using their growing historical knowledge.
- Choose and use parts of stories and other sources to show understanding of events.
- Communicate understanding of the past in a variety of ways.



**Historical Interpretation**

- Identify different ways that the past is represented, e.g. paintings, photos, artefacts, songs.
- Begins to identify and recount some details from the past from sources (e.g. pictures, stories).
- Give a plausible explanation about what an object was used for in the past.
- Compare adults talking about their past – How reliable are their memories?

- Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.  
Looks at books and pictures (and eyewitness accounts, photos, artefacts, buildings and visits, internet).
- Understands why some people in the past did things.  
Research the life of a famous Briton from the past using different resources to help them.
- Compare 2 versions of a past event.  
Compare pictures or photographs of people or events in the past.
- Use stories to encourage children to distinguish between fact and fiction and to help them remember key historical facts.

**Continuity and Change**

- Discuss change and continuity in an aspect of life. e.g. holidays.




**Causes and consequences**

- Recognise why people did things.
- Recognise why some events happened.
- Recognise what happened as a result of people's actions or events.



**Similarities/ differences**

- Identify similarities and differences between ways of life in different periods, including their own lives.

	<b>Significance of events/ people</b>	<p>□ Recognise and make simple observations about who was important in an historical event /account,e.g. talk about important places and who was important and why.</p>
	<b>Organisation and communication</b>	<ul style="list-style-type: none"><li>• Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT.</li><li>• Use simple terms to talk about the passing of time.</li></ul>