

## Year 1 History Progression in Skills and Knowledge

NC Knowledge		Evidence of Pupils securing learning	Evidence of Pupils achieving depth in learning
<b>Autumn 1: What were seaside holidays like in the past?</b>			
Skills	<ul style="list-style-type: none"> <li>• Use words and phrases that describe the passing of time.</li> <li>• Begin to recognise and describe some similarities and differences between the past and the present</li> </ul>		
Knowledge	<ul style="list-style-type: none"> <li>• Identify features of seaside holidays in the present</li> <li>• Identify some of the features of seaside holidays 100 years ago</li> <li>• Know they can find out information about the past from photographs</li> <li>• Identify some ways in which holidays in the past and holidays today are similar/ different</li> </ul>		
<b>Autumn 2: What toys our parents and grandparents played with?</b>			
Skills	<ul style="list-style-type: none"> <li>• Use words and phrases that describe the passing of time.</li> <li>• Know and use words to describe features of old toys.</li> <li>• Sort a range of old and new toys/teddies into chronological order from oldest to newest</li> <li>• To ask and find answers to simple questions about the past.</li> </ul>		
Knowledge	<ul style="list-style-type: none"> <li>• Know what toys our parents and grandparents played with.</li> <li>• Know they can find out information about the past from books and from speaking to older generations.</li> <li>• Identify some similarities and differences between old and new toys.</li> </ul>		
<b>Spring 2: What were homes like in the past? How were people's lives different to nowadays?</b>			
Skills	<ul style="list-style-type: none"> <li>• Use words and phrases that describe the passing of time</li> <li>• Ask questions about people's homes in the past to help understand changes within living memory.</li> <li>• Know how to use artefacts to answer questions about the past.</li> <li>• Understand some of the ways in which we find out about the past (Books/Museum/TV)</li> </ul>		
Knownled	<ul style="list-style-type: none"> <li>• Know what were homes like in the past and how people's lives different to nowadays?</li> <li>• Recognise similarities and differences in homes and household objects</li> <li>• Know what artefacts tell us and explain how inventions have changed our homes.</li> </ul>		

Summer 2: How do you think people travelled around before cars?			
Skills	<ul style="list-style-type: none"> <li>• Use words and phrases that describe the passing of time</li> <li>• Use stories and other sources to show that I understand events.</li> <li>• To ask and find answers to simple questions about the past.</li> </ul>		
Knowledge	<ul style="list-style-type: none"> <li>• Know how life was similar and different in the past.</li> <li>• Understand that transport is different now to in the past</li> <li>• Know about the invention of some modes of transport</li> <li>• Recall some facts about significant historical events (first aeroplane flight, landing on the moon)</li> <li>• Recall facts about significant individuals (The Wright Brothers, Neil Armstrong, Tim Peake)</li> </ul>		

## Year 2 History Progression in Skills and Knowledge

NC Knowledge		Evidence of Pupils securing learning	Evidence of Pupils achieving depth in learning
<b>Autumn 1: How do we know Dinosaurs existed? Why was Mary Anning's story important?</b>			
Skills	<ul style="list-style-type: none"> <li>Confidently use words and phrases that describe the passing of a long period of time.</li> <li>Sequence events in chronological order- Identify Dinosaurs place in time and know when Dinosaurs were alive</li> <li>Recognise that we cannot always be sure how accurate information is (Fossils give us a limited source)</li> <li>Recognise there is not always a definite answer to a question</li> </ul>		
Knowledge	<ul style="list-style-type: none"> <li>Know that fossils give us clues and are a source of information about the past where we have no written account.</li> <li>Know some of the theories why dinosaurs became extinct.</li> <li>Recall the story of Mary Anning and explain how her discovery was important.</li> </ul>		
<b>Autumn 2: What was The Great Fire of London and Who was Samuel Pepys?</b>			
Skills	<ul style="list-style-type: none"> <li>Confidently use words and phrases that describe the passing of time.</li> <li>Understand some of the ways in which we find out about the past and identify different ways the past is represented.</li> <li>To ask and find answers to simple questions about the past.</li> <li>Compare 2 versions of a past event</li> <li>Compare pictures or photographs of people or events in the past and be able to discuss the reliability of photos/ diaries/accounts/stories.</li> </ul>		
Knowledge	<ul style="list-style-type: none"> <li>Use historical vocabulary to retell simple stories about the past.</li> <li>Recall key facts about the Great Fire of London</li> <li>Recall key events of the Great Fire of London in sequential order.</li> <li>Know what was life like in the 17th Century in London and recognise similarities and differences to life today.</li> <li>Know the impact of the Great fire of London and how have things changed because of the Great Fire of London.</li> </ul>		

<b>Spring 2: Who was Florence Nightingale and Why was she famous?</b>			
Skills	<ul style="list-style-type: none"> <li>Confidently use words and phrases that describe the passing of time</li> <li>Know how to find out about the past from different sources.</li> <li>Collect information from pictures of the past and written accounts.</li> <li>Understand that some of the ways we find out about the past are not reliable and can be biased.</li> <li>Chronologically order events relating to Florence Nightingale's life.</li> </ul>		
Knowledge	<ul style="list-style-type: none"> <li>Know how hospitals were different in the past - recognise some differences between nursing in the past and now.</li> <li>Recall some details about the Scutari war</li> <li>Know who Florence Nightingale was, the changes she made and why this is important today</li> <li>Know who Mary Seacole was and why she is less famous.</li> </ul>		
<b>Summer 1: What was Portishead like 60-70 years ago? How has Portishead changed?</b>			
Skills	<ul style="list-style-type: none"> <li>Confidently use words and phrases that describe the passing of time</li> <li>Ask questions and find their own answers</li> <li>Use stories from residents and other sources to answer questions about the local area.</li> <li>Talk about information from a given source.</li> <li>Be able to discuss reliability of sources</li> </ul>		
Knowledge	<ul style="list-style-type: none"> <li>Explain similarities and differences between life today in Portishead and life many years ago</li> <li>Know what Portishead looked like and what key features it had</li> <li>Know what major changes have occurred in Portishead</li> <li>Know who Grace Darling was and why was she important.</li> </ul>		
<b>Summer 2: Who built the first castles and why? What was life like in Medieval times?</b>			
Skills	<ul style="list-style-type: none"> <li>Confidently use words and phrases that describe the passing of time</li> <li>Understand where the people and events fit within a chronological framework</li> <li>Ask questions and find their own answers</li> <li>Be able to collect information from a range of sources independently</li> <li>To group questions into areas of interest and present information clearly to others</li> </ul>		
Knowledge	<ul style="list-style-type: none"> <li>Know who built the first castles in the UK and why.</li> <li>Know about the people living in medieval castles and what jobs they did.</li> <li>Know what was life like in medieval times and recognise similarities and differences to life today.</li> <li>Know what a Monarch is and who Queen Elizabeth I and Queen Victoria were.</li> </ul>		

