

Emscote Infant School

History Skills Progression – Reception to the end of KS1

KS1 Areas of study:

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- 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.
- Significant historical events, people and places in their own locality.

	Reception	Year 1	Year 2	Vocabulary
Chronological Understanding	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW - PP)	<p style="color: red;">Autumn - Traditional Tales</p> <ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. (G.Fawkes/ Remembrance Day) • Order a set of events or objects. (Guy Fawkes/Remembrance Day) • Use a timeline to place important events. (Guy Fawkes/Remembrance Day) <p style="color: red;">Spring - Where's Wally in Warwick</p> <ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. • Order a set of events or objects. • Use a timeline to place important events. 	<p style="color: red;">Autumn - Healthy Living</p> <ul style="list-style-type: none"> • Understand and use the words past and present when telling others about an event. (G.F/R.D) • Use a timeline to place important events. (Guy Fawkes/Remembrance Day) <p style="color: red;">Spring - Space and light</p> <ul style="list-style-type: none"> • Understand and use the words past and present when telling others about an event. • Recount changes in my own life over time. • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. • Use a timeline to place important events. <p style="color: red;">Summer - Incredible People</p> <ul style="list-style-type: none"> • Understand and use the words past and present when telling others about an event. • Recount changes in my own life over time. • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. • Use a timeline to place important events. 	now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young, first, next, then, old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after.

		<p>Summer - Just imagine</p> <ul style="list-style-type: none"> Describe things that happened to themselves and other people in the past. Use a timeline to place important events. 		
<p>Knowledge and Understanding of Events, People and Changes in the past</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW-PP)</p>	<p>Autumn - Traditional Tales</p> <ul style="list-style-type: none"> Recall some facts about people/events before living memory (Guy Fawkes/ Remembrance Day) Say why people may have acted the way they did. (Guy Fawkes/Remembrance Day) <p>Spring - Where's Wally in Warwick</p> <ul style="list-style-type: none"> Recall some facts about people/events before living memory Say why people may have acted the way they did <p>Summer - Just imagine</p> <ul style="list-style-type: none"> Recall some facts about people/events before living memory Say why people may have acted the way they did 	<p>Autumn - Healthy Living</p> <ul style="list-style-type: none"> Use information to describe the past. (Guy Fawkes/ Remembrance Day) Describe the differences between then and now. (Guy Fawkes/Remembrance Day) Look at evidence to give and explain reasons why people in the past may have acted in the way they did. (Guy Fawkes/Remembrance Day) Recount the main events from a significant event in history. (Guy Fawkes/Remembrance Day) <p>Spring - Space and light</p> <ul style="list-style-type: none"> Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. <p>Summer - Incredible People</p> <ul style="list-style-type: none"> Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. 	

Historical enquiry - using evidence/communicating ideas

Talk about the lives of the people around them and their roles in society. (UW)
Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW- PP)

Autumn - Traditional Tales

- Identify different ways in which the past is represented. (Guy Fawkes/Remembrance Day)
- Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" (Guy Fawkes/Remembrance Day)
- Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. (St. John's museum- Victorian Christmas)

Spring - Where's Wally in Warwick

- Identify different ways in which the past is represented.
- Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"

Summer - Just imagine

- Identify different ways in which the past is represented.
- Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing

Autumn - Healthy Living

- Identify different ways in which the past is represented. (Guy Fawkes/Remembrance Day)
- Ask questions about the past. (Guy Fawkes/ Remembrance Day)

Spring - Space and light

- Ask questions about the past.
- Use a wide range of information to answer questions

Summer - Incredible People

- Identify different ways in which the past is represented.
- Ask questions about the past.
- Use a wide range of information to answer questions

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretations of history</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW- PP)</p>	<p>Autumn - Traditional Tales</p> <ul style="list-style-type: none"> • Look at books, videos, photographs, pictures and artefacts to find out about the past. (Guy Fawkes/Remembrance Day) (St. John's museum- Victorian Christmas) <p>Spring - Where's Wally in Warwick</p> <ul style="list-style-type: none"> • Look at books, videos, photographs, pictures and artefacts to find out about the past. 	<p>Spring - Space and light</p> <ul style="list-style-type: none"> • Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. <p>Summer - Incredible People</p> <ul style="list-style-type: none"> • Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Organising and Communicating</p>	<p>Talk about the lives of the people around them and their roles in society. (UW- PP)</p>	<p>Autumn - Traditional Tales</p> <ul style="list-style-type: none"> • Sort events or objects into groups (i.e. then and now.) (St. John's museum- Victorian Christmas) • Use timelines to order events or objects. (Guy Fawkes/ Remembrance Day) • Tell stories about the past. • Talk, write and draw about things from the past. <p>Spring - Where's Wally in Warwick</p> <ul style="list-style-type: none"> • Sort events or objects into groups (i.e. then and now.) • Use timelines to order events or objects. • Tell stories about the past. • Talk, write and draw about things from the past. <p>Summer - Just imagine</p> <ul style="list-style-type: none"> • Use timelines to order events or objects. • Tell stories about the past. • Talk, write and draw about things from the past. 	<p>Autumn - Healthy Living</p> <ul style="list-style-type: none"> • Describe objects, people or events in history. (Guy Fawkes/Remembrance Day) • Use timelines to order events or objects or place significant people. (Guy Fawkes/ Remembrance Day) • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. (Guy Fawkes/ Remembrance Day) <p>Spring - Space and light</p> <ul style="list-style-type: none"> • Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. <p>Summer - Incredible People</p> <ul style="list-style-type: none"> • Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 	