

# History Progression Document

## Year 1

### National curriculum requirement

History Key Stage 1:

- Know about 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.

### Substantive Knowledge

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Who, were and are the famous local and UK people?	What was my grandparents' childhood like?	Why do we have castles?
<ul style="list-style-type: none"><li>• Know about famous people from the past who are linked to the local area.</li><li>• Know about the impact these people have made on our lives today.</li><li>• Know about a famous person alive today who has a local connection.</li><li>• Explain why they are famous.</li></ul>	<ul style="list-style-type: none"><li>• Know how different our grandparents' toys were.</li><li>• Know what our grandparents' school days were like.</li><li>• Know how shopping habits have changed over the past 50 years.</li><li>• Know how birthday celebrations for children have changed over the past 50 years.</li><li>• Know how what we eat on a daily basis has changed over the past 50 years.</li></ul>	<ul style="list-style-type: none"><li>• Know that castles were built to keep people safe and secure.</li><li>• Know that there are many stories associated with castles.</li><li>• Know that there is probably a castle not very far away from where you live.</li><li>• Know the names of the different features of a castle.</li></ul>

## Disciplinary Knowledge

(to be revisited each term)

### Chronology and Causation

- Create a simple timeline to capture recent events.
- Remember parts of stories they have read or have had read to them which involve memories about the past.
- Begin to appreciate what a timeline is by looking at a timeline over the past 10 years.
- Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, newest, oldest, modern, before, after.
- To appreciate the difference between long ago and very long ago.
- Know that the toys their parents and grandparents played with were different to their own.
- Organise a number of artefacts by age.
- Recognise that familiar objects we have today would have been different in the past i.e. telephone.
- Know what a number of older objects were used for.

### Historical Enquiry

- Respond to simple questions about the past.
- Observe and handle artefacts and ask simple questions about the past.
- Offer an opinion as to why something may have happened in the past and why they know.

### Interpretation and Significance

- To identify similarities and difference between different times.
- Begin to identify and recount historic details from the past from sources e.g. pictures/stories.
- To be able to talk about some people and events that they have studied and give reasons for their actions.
- Consider the differences between 'long ago' and 'now'.
- Appreciate that stories passed down through time are prone to exaggeration and some inaccuracy.
- Begin to recognise that some of the events we talk about from the past are open to different interpretations according to who wrote about it.

# History Progression Document

## Year 2

### National curriculum requirement

History Key Stage 1:

- An awareness of the past, using common words and phrases relating to the passage 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.
- The lives of significant individuals in the past who have contributed to national and international achievements.

### Substantive Knowledge

Autumn Term	Spring Term	Summer Term
<p>Who are the famous black people that have contributed to improving our world?</p>	<p>How did the Victorians influence our life today?</p>	<p>What lessons have we learnt from the Great Fire of London?</p>
<ul style="list-style-type: none"> <li>• Know what we mean by the term 'discrimination'.</li> <li>• Know about some black people who stood up for their rights.</li> <li>• Know what is meant by the term 'slavery'.</li> <li>• Know that there is still discrimination around today.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what is meant by the term 'industrial revolution'.</li> <li>• Know about how the industrial revolution changed different towns and cities in Britain.</li> <li>• Know what life was like for most Victorian children.</li> <li>• Know what life at home was like for most Victoria people.</li> </ul>	<ul style="list-style-type: none"> <li>• Know where London is.</li> <li>• Know that a great fire engulfed London in the past.</li> <li>• Know that they found it difficult to control the fire.</li> <li>• Know that much of what we know about the fire comes from the diary of Samuel Pepys.</li> <li>• Know how firefighting equipment has changed over the years.</li> </ul>

## Disciplinary Knowledge

(to be revisited each term)

### Chronology and Causation

- Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past.
- Point out a few similarities and differences between ways of life at different times.
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after to show the passing of time.
- Begin to appreciate the difference between long ago and very long ago.
- Know where the people and events studied fit into a basic timeline.
- Able to point out a few similarities and differences between ways of life at different times.
- Able to order a few events and artefacts from the recent past.

### Historical Enquiry

- Look carefully at pictures and objects to find information.
- Find answers and respond to simple questions about the past.
- Choose and select evidence and say how it can be used to find out about the past.
- Recognise the importance of basing ideas on evidence.
- Develop the notion of presenting an idea and raising questions about the past.
- Understand some ways we find out about the past.
- Recognise the importance of basing ideas on evidence.
- Develop the idea of presenting an idea and raising questions about the past.

### Interpretation and Significance

- Know that information about past events that have been passed down by word of mouth can be unreliable.
- Know that written events about events from the past may not always be highly accurate.
- Start to recognise what is a reliable piece of information and what is not, e.g., photograph or word of mouth.
- Appreciate the people in the past who have contributed to national and international achievements.
- Recount historic details from eye-witness accounts, photos and artefacts.
- To begin to reflect on the significance of what has been learnt from the past.
- To develop an awareness of the past and comment on how they found out.