



Progression in HISTORY

Being an HISTORIAN

	F2	Key Stage 1	
SKILLS			
Chronology	Talks about past and present.	<p>Recounts changes in their own life over time.</p> <p>Understands and uses the words past and present when telling others about an event.</p> <p>Can order a set of events or objects.</p> <p>Understands how to put people, events and objects in order of when they happened, using a scale the teacher has given.</p>	<p>Understands the difference between things that happened in the past and the present.</p> <p>Describes things that happened to themselves and other people in the past.</p> <p>Uses words and phrases such as: 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.</p> <p>Uses a timeline to place important events.</p>
Events and People	<p>Remembers and talks about significant events in own experience.</p> <p>Talks about events in own life and the lives of family members.</p> <p>Knows about similarities and differences between self and others, and among families, communities and traditions.</p>	<p>Recalls some facts about people/events before living memory.</p> <p>Can say why people may have acted the way they did.</p>	<p>Recounts the main points from a significant event in history.</p> <p>Uses information to describe the past.</p> <p>Describes the differences between then and now.</p> <p>Looks at evidence to give and explain reasons why people in the past may have acted in the way they did.</p>
Interpreting Evidence	<p>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.</p> <p>Knows that other children don't always enjoy the same things as they do, and are sensitive to this.</p>	<p>Looks at books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>Looks 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>



Progression in HISTORY

<p>Historical Enquiry</p>	<p>Shows interest in the lives of familiar people. Shows interest in different occupations and ways of life.</p>	<p>Identifies different ways in which the past is represented. Can explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" Looks at objects from the past and ask questions i.e, "What were they used for?" and try to answer.</p>	<p>Identifies different ways in which the past is represented. Asks questions about the past. Uses a range of information sources to answer questions.</p>
<p>KEY KNOWLEDGE</p>	<p>Knows some ways they are similar to and different from others.</p>	<p>Changes within living memory. Significant events, people and places in own locality.</p>	<p>Understands the difference between then/now, past/present. Knows key points from events from beyond living memory that are significant nationally or globally. Knows about the lives of significant individuals from the past. Knows that evidence can be found from different sources.</p>
<p>Key Vocabulary</p>	<p>me, family, same, different, past, now, before, after</p>	<p>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</p>	<p>past, present, before, after, evidence, information, important, significant</p>
<p>Links with Learning Powers</p>	<p>Reciprocity – opportunities to work in pairs/groups, explain to others what I have found out Resourcefulness – use a range of sources to find out about events and people from the past, ask questions and suggest how they might find out, independently finding information/exploring resources outside of school Respect – an appreciation of important events and people in the past and the impact they had Reflective – recall key facts about events and people from the past. To reason and question why things happened, why people acted in the way they did and their importance Resilience – develop interest and a love of learning</p>		