

History Progression Grid – Key Stage 1



History Progression Map

Key Stage 1

		Year 1	Year 2
Chronological awareness	Progression of knowledge	<ul style="list-style-type: none"> -To know that a timeline shows the order events in the past happened. -To know that we start by looking at 'now' on a timeline then look back. -To know that 'the past' is events that have already happened. -To know that 'the present' is time happening now. -To know that within living memory is 100 years 	<ul style="list-style-type: none"> -To know a decade is ten years. -To know that beyond living memory is more than 100 years ago. -To know that events in history may last different amounts of time.
	Progression of skill	<ul style="list-style-type: none"> -Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1). -Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). -Sequencing three or four artefacts/photographs from different periods of time. -Placing events on a simple timeline. -Recording on a timeline a sequence of historical stories heard orally. 	<ul style="list-style-type: none"> -Sequencing six artefacts on a timeline. -Sequencing up to six photographs, focusing on the intervals between events. -Placing events on a timeline, building on times studied in Year 1. -Beginning to recognise how long each event lasted. -Knowing where people/events studied fit into a chronological framework

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Substantive concepts	Progression of knowledge		<ul style="list-style-type: none"> -To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) -To know some achievements and discoveries of significant individuals (e.g. explorers). 	<ul style="list-style-type: none"> -To know that a monarch in the UK is a king or queen. -To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. -To know that Britain was organised into kingdoms and these were governed by monarchs. -To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel). -To know the legacy and contribution of some inventions (e.g. flight). -To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).
Disciplinary concepts	Progression of skills and Knowledge	Change and continuity	<ul style="list-style-type: none"> -Beginning to look for similarities and differences over time in their own lives. -Describing simple changes and ideas/objects that remain the same. -Understanding that some things change while other items remain the same and some are new. -Identifying similarities and difference between ways of life at different times. -Identifying simple reasons for changes. -To know that people change as they grow older. -To know that throughout someone’s lifetime, some things will change and some things will stay the same. -To know that everyday objects have changed over time. 	<ul style="list-style-type: none"> -Identifying similarities and difference between ways of life at different times. -Identifying simple reasons for changes. -To know that daily life has changed over time but that there are some similarities to life today.

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		<p>Cause and consequence</p> <ul style="list-style-type: none"> -Asking why things happen and beginning to explain why with support. -To know that everyday objects have changed as new materials have been invented. 	<ul style="list-style-type: none"> -Asking questions about why people did things, why events happened and what happened as a result. -Recognising why people did things, why events happened and what happened as a result. -To know that changes may come about because of improvements in technology
		<p>Similarities and differences</p> <ul style="list-style-type: none"> -Being aware that some things have changed and some have stayed the same in their own lives. -To know that there are similarities and differences between their lives today and their lives in the past. -To know some similarities and differences between the past and their own lives. -To know that people celebrate special events in different ways. -To know that everyday objects have similarities and differences with those used for the same purpose in the past. 	<ul style="list-style-type: none"> -Knowing some things which have changed / stayed the same as the past. -Finding out about people, events and beliefs in society. -Making comparisons with their own lives. -To know that there are explanations for similarities and differences between children’s lives now and in the past
	<p>Progression of skills and Knowledge</p>	<p>Historical significance</p> <ul style="list-style-type: none"> -Recalling special events in their own lives. -Discussing who was important in a historical event. -To know that some people and events are considered more ‘special’ or significant than others. 	<ul style="list-style-type: none"> -To know that some events are more significant than others. -To know the impact of a historical event on society. -To know that ‘historically significant’ people are those who changed many people’s lives.
		<p>Sources of evidence</p> <ul style="list-style-type: none"> -Using artefacts, photographs and visits to museums to answer simple questions about the past. -Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now. 	<ul style="list-style-type: none"> Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact.

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			<p>-To know that photographs can tell us about the past.</p> <p>-To know that we can find out about the past by asking people who were there.</p> <p>To know that artefacts can tell us about the past.</p> <p>-To know that we remember some (but not all) of the events that we have lived through.</p>	<p>Using sources to show an understanding of historical concepts (see above).</p> <p>Identifying a primary source.</p> <p>To know that we can find out about how places have changed by looking at maps.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>
		Historical interpretations	<p>Beginning to identify different ways to represent the past (e.g. photos, stories).</p> <p>Developing their own interpretations from historical artefacts.</p> <p>To know that the past can be represented in photographs.</p>	<p>Recognising different ways in which the past is represented (including eye-witness accounts).</p> <p>Comparing pictures or photographs of people or events in the past.</p> <p>Developing their own interpretations from photographs and written sources</p> <p>To know that the past is represented in different ways.</p>
Historical Enquiry	Progression of skills	Posing historical questions	<p>Asking how and why questions based on stories, events and people.</p> <p>Asking questions about sources of evidence (e.g. artefacts).</p>	<p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically-valid questions</p>
		Gathering, organising and evaluating evidence	<p>Using sources of information, such as artefacts, to answer questions.</p> <p>Drawing out information from sources.</p> <p>Making simple observations about the past from a source.</p>	<p>Understanding how we use books and sources to find out about the past.</p> <p>Using a source to answer questions about the past.</p> <p>Evaluating the usefulness of sources to a historical enquiry.</p> <p>Selecting information from a source to answer a question.</p> <p>Identifying a primary source</p>
		Interpreting findings, analysing and making connections	<p>Interpreting evidence by making simple deductions .</p> <p>Making simple inferences and deductions from sources of evidence.</p>	<p>Making links and connections across a unit of study.</p> <p>Selecting and using sections of sources to illustrate and support answers</p>

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			Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).	
		Evaluating and drawing conclusions	Drawing simple conclusions to answer a question.	Making simple conclusions about a question using evidence to support
		Communicating findings	<p>Communicating findings through discussion and timelines with physical objects/ pictures.</p> <p>Using vocabulary such as - old, new, long time ago.</p> <p>Discussing and writing about past events or stories in narrative or dramatic forms.</p> <p>Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)</p>	<p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p>