

Skills Progression KS1	Chronology	Vocabulary	Events, people and changes	Interpretation, Enquiry and using sources	Communication	Knowledge
	<p>Yr 1 Recognise the distinction between past and present.</p> <p>Yr1 Order and sequence some familiar events and objects.</p> <p>Yr2 Recognise that their own lives are similar /different from lives of people in the past.</p> <p>Yr2 Order and sequence events and objects.</p>	<p>Yr 1 Know everyday terms such as 'long ago' and 'before'.</p> <p>Yr2 Use common words and phrases concerning the passage of time</p>	<p>Yr1 Describe some changes within their living memory</p> <p>Yr2 Describe some changes within their living memory (including aspects of national life)</p> <p>Yr1 Retell some events from beyond living memory which are significant nationally.</p> <p>Yr2 Retell events in more detail from beyond living memory which are significant nationally.</p> <p>Yr1 Demonstrate some awareness of the lives of significant individuals in the past who have contributed to national achievements.</p> <p>Yr 2 Demonstrate awareness of the lives of significant individuals in the past who have contributed to</p>	<p>Yr1 Make simple observations about different people, events, beliefs and communities. Identify some of the basic ways in which the past is identified.</p> <p>Yr1 Use sources to answer simple questions about the past.</p> <p>Yr2 Consider why things change over time.</p> <p>Yr2 Ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>Yr1 Choose parts of a story and other sources to show what they know about the past.</p> <p>Yr2 Use sources to answer simple questions about the past.</p> <p>Yr2 Choose parts of stories and other sources to show what they know about significant people and events.</p> <p>Recognise some basic reasons why people in the past acted as they did</p>	<p>Yr1 Use simple historical terms.</p> <p>Yr2 Use a variety of simple historical terms and concepts. Demonstrate simple historical concepts and events through role play, drawing and writing</p> <p>Yr1 Describe special or significant events.</p> <p>Yr2 Talk about what/who is significant in simple historical accounts. Demonstrate simple historical concepts and events through role play, drawing and writing</p>	<p>Yr1 Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.</p> <p>Yr 2 Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p> <p>Yr1 Identifying similarities and differences helps us to make comparisons between life now and in the past.</p> <p>Yr2 A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.</p> <p>Yr1 Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p>Yr2 A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p> <p>Yr1 Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p> <p>Yr2 Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is</p>

			<p>national and international achievements.</p> <p>Yr1 Develop some awareness of significant historical events, people and places in their own locality</p> <p>Yr2 Develop awareness of significant historical events, people and places in their own locality</p>			<p>commemorated every year on 11th November to remember the end of the First World War.</p> <p>. Yr2 Important individual achievements include great discoveries and actions that have helped many people.</p> <p>Yr2Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p>Yr1 Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p> <p>Yr2 A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.</p> <p>Yr1 Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.</p> <p>Yr2 Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.</p> <p>Yr2 A viewpoint is a person's own opinion or way of thinking about something</p> <p>Yr1 A monarch is a king or queen who rules a country</p> <p>Yr2Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.</p> <p>Yr1Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.</p> <p>Yr2</p>
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