

Year 1 Skills Progression for History

Year 2 Skills Progression for History

INTENT: For children to develop a well-rounded knowledge of and curiosity towards the past

Breadth of Study for History	<p><i>What is My History?</i></p> <p><i>Changes in me</i> <i>Changes in my life</i> <i>Timelines</i></p>	<p><i>How Have Toys Changed?</i></p> <p><i>Compare old and new toys</i> <i>Timelines</i> <i>Living museum</i> <i>Make links between the past and present day</i></p>	<p><i>What is Space Travel?</i></p> <p><i>Hot and cold climates of the world</i> <i>Mapping: aerial views</i> <i>Seasonal and daily weather</i></p>	<p><i>What happened during The Great Fire of London?</i></p> <p><i>Pose questions</i> <i>Explore through stories and drama</i> <i>Make links between the past and present day</i></p>	<p><i>Why do we remember Mary Seacole & Florence Nightingale?</i></p> <p><i>Pose questions</i> <i>Explore through stories and drama</i> <i>Make links between the past and present day</i> <i>Compare and contrast the lives of two different nurses</i></p>	<p><i>Who is Queen Elizabeth II & Who Was Queen Elizabeth I?</i></p> <p><i>Compare and contrast the lives of two queens</i> <i>Questioning</i> <i>Research</i> <i>Make links between the past and present day</i></p>
End Points / Cross-Curricular Links	<p>Autumn 1's Learning Focus:</p> <p>Down My Road: My Local Area</p> <p>READ: <i>Charlie & Lola Must Completely Go To London</i></p> <p>WRITE: <i>Non-chronological report about a London landmark</i></p> <p>Visits from children's family members and/or community elders</p>	<p>Spring 1's Learning Focus:</p> <p>Our Country</p> <p>READ: <i>Lost in the Toy Museum</i></p> <p>WRITE: <i>Postcard</i></p> <p>TRIP: <i>Toy Museum</i></p>	<p>Summer 2's Learning Focus:</p> <p>Space Explorers</p> <p>READ: <i>Bob & The Moon Tree Mystery; Space Dog; Man on the Moon</i></p> <p>WRITE: <i>Letter to Maggie Aderin-Pocock / Tim Peake(include questions)</i></p> <p>TRIP: <i>Science Museum</i></p>	<p>Autumn 2's Learning Focus:</p> <p>The Great Fire of London</p> <p>READ: <i>The Baker's Boy & the Great Fire of London</i></p> <p>WRITE: <i>Diary entry during the Great Fire of London</i></p> <p>TRIP: <i>London Bus ride to see various landmarks; visit Pudding Mill Lane</i></p>	<p>Spring 2's Learning Focus:</p> <p>Brave Nurses</p> <p>READ: <i>Hooray for Mary Seacole</i></p> <p>WRITE: <i>Non-chronological report about Mary Seacole</i></p> <p>TRIP: <i>Mary Seacole statue, Florence Nightingale Museum</i></p>	<p>Summer 2's Learning Focus:</p> <p>Kings & Queens</p> <p>READ: <i>Me, The Queen & Christopher</i></p> <p>WRITE: <i>Invitation to the Queen's Tea Party; Report on Queens of England</i></p> <p>TRIP: <i>Walk along The Strand to see Buckingham Palace and enjoy a royal picnic in St James' Park</i></p>
Language of time	<p>Develop an awareness of the past</p> <p>Use common words and phrases relating to the passing of time (before, after)</p> <p>Place themselves, other people and events on a simple timeline</p> <p>Use a wide variety of vocabulary of everyday historical terms</p> <p>Understand and use historical vocabulary (see KS1 Vocabulary Progression documents)</p>			<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Understand and use historical vocabulary (see KS1 Vocabulary Progression documents)</p>		

Enquiry	<p>Ask and answer questions</p> <p>Use parts of stories and other sources to show they know and understand key events</p> <p>Know how we find out about the past</p> <p>Identify different ways we can represent what is known about history</p> <p>Begin to name historical periods e.g. The Romans; The Vikings that will be studied in greater detail in later key stages</p>	<p>Use a range of sources to find out about the past</p> <p>Know how to navigate a non-fiction text independently</p>
Changes within living memory	<p>Identify aspects of life that have changed within own lifetime – personal, local, national and beyond</p>	<p>Identify seasonal and daily weather patterns in the UK</p>
Events beyond living memory	<p>Know that events that happen can be significant in the UK and across the world</p> <p>Know events that are celebrated and remembered through anniversaries and festivals by different people in the UK</p>	<p>Know and name a range of events that have happened that are significant nationally and globally</p>
The lives of significant individuals in the past	<p>Be introduced to authors of traditional tales and well-known stories e.g. Dr Seuss</p> <p>Be familiar with space experts and scientists including Neil Armstrong, Maggie- Aderin-Pocock, Tim Peakes, Mae Jemison, David Attenborough</p>	<p>Learn about the lives of significant historical figures</p> <p>Discuss similarities and differences between significant figures: Mary Seacole and Florence Nightingale; Elizabeth I and Elizabeth II</p>
Significant historical events, people and places	<p>Begin to learn about significant people from Leyton, Waltham Forest, London & the UK</p>	<p>Study a significant event in British history: The Great Fire of London; The Crimean War</p>
Mastery Achieved (date)		