

History Curriculum and Skills Progression Overview



Nursery			
Knowledge	To know words linked to time. E.g. yesterday, today, tomorrow.		
Skills	To talk about significant events in their own lives and family history Retell a simple past event. Question why things happen and give explanations. Ask eg. who, what, when, how?		
Reception			
Knowledge	To know that History is about events in the past. Comment on images of familiar situations in the past Know some of the similarities and differences between things in the past and now		
Skills	To look closely at similarities, differences, patterns and changes. To talk about past and present events in their own lives and in the lives of their family members. To sequence a simple past event. Compare and contrast characters from stories including figures from the past		
Year 1			
	Autumn	Spring	Summer
	Space	Time Travel	Castles
Unit Requirement Overview	<ul style="list-style-type: none"> -Learn about the lives of a significant individual from the past. (Neil Armstrong) -Ask and answer questions. -Understand some of the ways in which we find out about the past. -Use words and phrases relating to the passage of time. 	<ul style="list-style-type: none"> -Learn about events that are significant nationally. (Great fire of London) -Ask and answer questions -Identify similarities and differences between our lives now and lives in the past. -Understand key features of events. -Know where the events fit within a chronological framework. 	<ul style="list-style-type: none"> -Know where the events fit within a chronological framework. -Similarities and differences between ways of life in different periods. -To understand/use some of the ways in which we find out about the past.
Skills Taught	<p>Chronological Understanding</p> <ul style="list-style-type: none"> -To retell parts of history using beginning, middle and end. -To use words old, new, a long time ago, before. -To know that some objects belong to the past. -To order significant events from the past. <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> -To know some key events in a significant person's life. -To know the difference that significant people have made to the world. <p>Enquiry</p> <ul style="list-style-type: none"> -To ask questions about the past. 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> -To retell parts of history using beginning, middle and end. -To use words old, new, a long time ago, before. -To know that some objects belong to the past and suggest when it was from. -To use a simple timeline to sequence events. <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> -To identify differences between new and old objects. - To know the events of the Great Fire of London. <p>Enquiry</p> <ul style="list-style-type: none"> -To ask questions about the past. 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> -To use words old, new, a long time ago, before. -To use a simple timeline to sequence events. <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> -To know why we have castles. -To know some significant people from the past who have lived in castles. <p>Enquiry</p> <ul style="list-style-type: none"> -To ask questions about the past. -To use primary and secondary sources answer lines of enquiry (objects, books and paintings.) -To present the findings from a line of enquiry.

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		-To use secondary sources to find information (objects, books and paintings.)	
Year 2			
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	Autumn	Spring	Summer
	WW1	Victorians	Significant women
Unit Requirement Overview	<ul style="list-style-type: none"> -Learn about events that are significant nationally. (WW1) -Ask and answer questions. -Understand key features of events. -Know where the events fit within a chronological framework. -To understand/use some of the ways in which we find out about the past. -Use words and phrases relating to the passage of time. 	<ul style="list-style-type: none"> -Identify similarities and differences between our lives now and from lives in the past. -Understand some of the ways in which we find out about the past. -To understand/use some of the ways in which we find out about the past. -Ask and answer questions. 	<ul style="list-style-type: none"> -Learn about the lives of a significant individual from the past. -Know where events fit within a chronological framework. -Use words and phrases relating to the passage of time. -To understand/use some of the ways in which we find out about the past. -Ask and answer questions.
Skills Taught	<p>Chronological Understanding</p> <ul style="list-style-type: none"> -To use dates to describe events in time. -To use phrases: past, long ago, 100 years ago. <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> - To give clear explanations of key events that took place during WW1 and suggest reasons for why this took place. <p>Enquiry</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - To use dates to describe events in time. -To use phrases past, long ago, 100 years ago. <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> - To make deductions from artefacts about the past. -To describe how features of life today are different from those in the Victorian times. 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> -To use dates to describe events in time. -To use a timeline to sequence events in history. -To use phrases past, long ago, 100 years ago. <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> - To recount events in a significant person's life and explain why they acted the way they did. <p>Enquiry</p> <ul style="list-style-type: none"> -To use sources to answer questions.



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	<p>-To answer questions using sources e.g. the internet or an information book.</p>	<p>-To identify differences between new and old objects. -To know that not every Victorian had the same kind of life. Enquiry -To use sources to answer questions. -To present the findings from a line of enquiry.</p>	<p>-To know that not all sources can be trustworthy e.g. Wikipedia, eye witness accounts.</p>
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