

Skills, Knowledge and Progression for History

<p><b><u>Y1 Knowledge</u></b>  <b>Knights and Castles</b> (Link with Hector &amp; Big Bad Knight)          Lives of significant individuals contributing to nation/international achievements          Knights of Elizabeth 1<sup>st</sup> and Elizabeth 2<sup>nd</sup>          Knighthoods today  <b>Events beyond living memory that are significant nationally or globally</b>          Famous Antarctic missions –Scott/ Oates (Link with Woolly)</p>	<p><b><u>Y2 Knowledge</u></b>  <b>Queens:</b> Elizabeth 2<sup>nd</sup> &amp; Queen Victoria  <b>Local History:</b> Dambusters (revisit WW2 in Y3)          Changes in living memory          Significant historical events in own locality</p>
<p><b><u>Y1 Skills</u></b>          Sequence events or objects          Introduce concept of simple time lines          Use common words and phrases that relate to the passing of time          Recount events using drama, writing, drawing or speaking          Make simple comparisons between past and present          Make simple comparisons about past and present in own and others' lives          Find out answers to simple questions          Show knowledge and understanding about the past in different ways          Introduce different historical sources: objects; pictures; photographs; newspapers; film discuss which they prefer and why          Decide which source would help answer a given question</p> <p><b>Vocabulary:</b>          Past; present; knights; monarch; living memory; parliament; a long time ago; recently</p>	<p><b><u>Y2 Skills</u></b>          Revisit and look more in depth at time lines and chronology          Place events on time lines further practice sequencing events          Revisit and use a range of words relating to the passing of time independently through drama, writing, drawing or speaking          Explain differences in life in Tudor times with present day in own and others' lives and describe how we know          Begin to question the validity of data sources          Use different kinds of historical sources: objects; art; pictures; recounts; photographs; diaries; newspapers; film and discuss how they are helpful          Start to generate historical questions that could be answered through historical sources</p> <p><b>Vocabulary:</b>          Revisit Y1 vocabulary; Chronology; evidence; sources; differences; similarities; centuries; decades;</p>
<p><b><u>KS1 Concepts</u></b></p> <p>As Historians we know that life has changed over time and that there are differences and similarities between the past and present.          As Historians we know that there are different kinds of historical evidence that help us find out about the past.          As Historians we know that timelines can help us understand the passage of time and how long ago things happened.</p>	