

## Emscote Infant School

### History Skills Progression – Reception to the end of KS1

#### KS1 Areas of study:

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.

	Reception	Year 1	Year 2	Vocabulary
Chronological Understanding	<b>Spring- Changes</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW - PP)	<b>Autumn - Traditional Tales</b> <ul style="list-style-type: none"><li>• Understand the difference between things that happened in the past and the present.</li><li>• Describe things that happened to themselves and other people in the past. (G.Fawkes/ Remembrance Day)</li><li>• Order a set of events or objects. (Guy Fawkes/Remembrance Day)</li><li>• Use a timeline to place important events. (Guy Fawkes/Remembrance Day)</li></ul> <b>Spring - Where's Wally in Warwick</b> <ul style="list-style-type: none"><li>• Understand the difference between things that happened in the past and the present.</li><li>• Describe things that happened to themselves and other people in the past.</li><li>• Order a set of events or objects.</li><li>• Use a timeline to place important events.</li></ul>	<b>Autumn - Healthy Living</b> <ul style="list-style-type: none"><li>• Understand and use the words past and present when telling others about an event. (G.F/R.D)</li><li>• Use a timeline to place important events. (Guy Fawkes/Remembrance Day)</li></ul> <b>Spring - Space and light</b> <ul style="list-style-type: none"><li>• Understand and use the words past and present when telling others about an event.</li><li>• Recount changes in my own life over time.</li><li>• Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li><li>• Use a timeline to place important events.</li></ul> <b>Summer - Incredible People</b> <ul style="list-style-type: none"><li>• Understand and use the words past and present when telling others about an event.</li><li>• Recount changes in my own life over time.</li><li>• Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li><li>• Use a timeline to place important events.</li></ul>	now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young, first, next, then, old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after.

		<p>Summer - Just imagine</p> <ul style="list-style-type: none"> <li>Describe things that happened to themselves and other people in the past.</li> <li>Use a timeline to place important events.</li> </ul>		
<p>Knowledge and Understanding of Events, People and Changes in the past</p>	<p>Spring- Changes</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW-PP)</p>	<p>Autumn - Traditional Tales</p> <ul style="list-style-type: none"> <li>Recall some facts about people/events before living memory (Guy Fawkes/ Remembrance Day)</li> <li>Say why people may have acted the way they did. (Guy Fawkes/Remembrance Day)</li> </ul> <p>Spring - Where's Wally in Warwick</p> <ul style="list-style-type: none"> <li>Recall some facts about people/events before living memory</li> <li>Say why people may have acted the way they did</li> </ul> <p>Summer - Just imagine</p> <ul style="list-style-type: none"> <li>Recall some facts about people/events before living memory</li> <li>Say why people may have acted the way they did</li> </ul>	<p>Autumn - Healthy Living</p> <ul style="list-style-type: none"> <li>Use information to describe the past. (Guy Fawkes/ Remembrance Day)</li> <li>Describe the differences between then and now. (Guy Fawkes/Remembrance Day)</li> <li>Look at evidence to give and explain reasons why people in the past may have acted in the way they did. (Guy Fawkes/Remembrance Day)</li> <li>Recount the main events from a significant event in history. (Guy Fawkes/Remembrance Day)</li> </ul> <p>Spring - Space and light</p> <ul style="list-style-type: none"> <li>Use information to describe the past.</li> <li>Describe the differences between then and now.</li> <li>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li> <li>Recount the main events from a significant event in history.</li> </ul> <p>Summer - Incredible People</p> <ul style="list-style-type: none"> <li>Use information to describe the past.</li> <li>Describe the differences between then and now.</li> <li>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li> <li>Recount the main events from a significant event in history.</li> </ul>	

## Historical enquiry – using evidence/communicating ideas

### Autumn- Colour

Talk about the lives of the people around them and their roles in society. (UW)

### Spring- Changes

Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW- PP)

### Autumn - Traditional Tales

- Identify different ways in which the past is represented. (Guy Fawkes/Remembrance Day)
- Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" (Guy Fawkes/Remembrance Day)
- Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. (St. John's museum- Victorian Christmas)

### Spring - Where's Wally in Warwick

- Identify different ways in which the past is represented.
- Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"

### Summer - Just imagine

- Identify different ways in which the past is represented.
- Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing"

### Autumn - Healthy Living

- Identify different ways in which the past is represented. (Guy Fawkes/Remembrance Day)
- Ask questions about the past. (Guy Fawkes/ Remembrance Day)

### Spring - Space and light

- Ask questions about the past.
- Use a wide range of information to answer questions

### Summer - Incredible People

- Identify different ways in which the past is represented.
- Ask questions about the past.
- Use a wide range of information to answer questions

<b>Interpretations of history</b>	<p><b>Spring- Changes</b> Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW- PP)</p>	<p><b>Autumn - Traditional Tales</b></p> <ul style="list-style-type: none"> <li>Look at books, videos, photographs, pictures and artefacts to find out about the past. (Guy Fawkes/Remembrance Day) (St. John's museum- Victorian Christmas)</li> </ul> <p><b>Spring - Where's Wally in Warwick</b></p> <ul style="list-style-type: none"> <li>Look at books, videos, photographs, pictures and artefacts to find out about the past.</li> </ul>	<p><b>Spring - Space and light</b></p> <ul style="list-style-type: none"> <li>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> </ul> <p><b>Summer - Incredible People</b></p> <ul style="list-style-type: none"> <li>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> </ul>	
<b>Organising and Communicating</b>	<p><b>Autumn- Colours</b> Talk about the lives of the people around them and their roles in society. (UW- PP)</p>	<p><b>Autumn - Traditional Tales</b></p> <ul style="list-style-type: none"> <li>Sort events or objects into groups (i.e. then and now.) (St. John's museum- Victorian Christmas)</li> <li>Use timelines to order events or objects. (Guy Fawkes/ Remembrance Day)</li> <li>Tell stories about the past.</li> <li>Talk, write and draw about things from the past.</li> </ul> <p><b>Spring - Where's Wally in Warwick</b></p> <ul style="list-style-type: none"> <li>Sort events or objects into groups (i.e. then and now.)</li> <li>Use timelines to order events or objects.</li> <li>Tell stories about the past.</li> <li>Talk, write and draw about things from the past.</li> </ul> <p><b>Summer - Just imagine</b></p> <ul style="list-style-type: none"> <li>Use timelines to order events or objects.</li> <li>Tell stories about the past.</li> <li>Talk, write and draw about things from the past.</li> </ul>	<p><b>Autumn - Healthy Living</b></p> <ul style="list-style-type: none"> <li>Describe objects, people or events in history. (Guy Fawkes/Remembrance Day)</li> <li>Use timelines to order events or objects or place significant people. (Guy Fawkes/ Remembrance Day)</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. (Guy Fawkes/ Remembrance Day)</li> </ul> <p><b>Spring - Space and light</b></p> <ul style="list-style-type: none"> <li>Describe objects, people or events in history.</li> <li>Use timelines to order events or objects or place significant people.</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> </ul> <p><b>Summer - Incredible People</b></p> <ul style="list-style-type: none"> <li>Describe objects, people or events in history.</li> <li>Use timelines to order events or objects or place significant people.</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> </ul>	