

The National Curriculum

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Foundation Stage and Key Stage 1 History Progression Overview



Coverage of the National Curriculum Foundation Stage to Year Two

Year R	Year 1	Year 2
Why do we wear different clothes at different time of the year? See Early learning goals listed below What are our favourite celebrations each year? See Early learning goals listed below	Ourselfs – How have I changed? Changes within living memory Toys - How have toys changed since my grandparents were small? Changes within living memory – revealing aspects of changes in national life Castles - What would it be like to live in a castle? Significant historical places in their locality	The Great Fire of London - Why did the Great Fire of London cause so much damage and what happened as a result? Events beyond living memory that are significant nationally The lives of significant individuals in the past who have contributed to national achievements Neil Armstrong – Has anyone ever been to the moon? Events beyond living memory that are significant globally The lives of significant individuals in the past who have contributed to global achievements The Mary Rose – What was found on the Mary Rose? Events beyond living memory that are significant nationally The lives of significant individuals in the past who have contributed to national achievements Significant historical events, people and places in their locality

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Concept	Year R	Year 1	Year 2
Chronology sequencing events/ objects in time – using chronological vocabulary	- Show an interest in the lives of people who are familiar to them - Remember and talk about significant events in their own experiences - Recognise and describe special times or events for family or friends	- Creates simple timelines to sequence processes, events, objects within their own experience - Toys, Castles, Ourselves - Confidently use vocabulary associated with the past, e.g old and new, then and now – Toys, Castles, Ourselves	- Realises that historians use dates to describe – Man on the Moon, Great Fire of London, Mary Rose - Use phrases describing intervals of time, e.g before, after, at the same time etc – Mary Rose
Characteristic features of events studied/ person/ period	Know about similarities and differences between themselves and others, and among families, communities and traditions	- Recognises that buildings, clothing, transport or technology could be different in the past - Castles, Toys - Show awareness of significant features not seen today – Castles	- Recognises and describes in simple terms, some characteristic features of a person or period studied – Mary Rose - Increasingly uses period specific language in explanations – Mary Rose, Great Fire of London
Change/ continuity similarities and differences between ways of life at different times	Talk about past and present events in their own lives and in the lives of family members	- Match old objects to people or situations from the past – Toys, Ourselves - Describe how some aspects of life today differ from the past using simple historical vocabulary – Castles	Talk about similarities and differences not just between then and now but between then and another then – Great Fire of London, Mary Rose
Cause and consequence why people did things/ causes and results of events and changes	- Know about the similarities and differences between themselves and others, and among families, communities and traditions - Talk about why things happen and how things might work	Give simple explanations why a person from the past acted as they did and talk about the consequences of those actions – Castles, Ourselves	Describe in simple terms the causes and/ or consequences of an important historical event offering more than one example of its result. - Man on the Moon, Great Fire of London, Mary Rose
Significance impact of people's actions, or change was widespread, wide ranging and lasted for a long time	Know about the features of their immediate environment and how environments might vary from one another	Recognise and describe special times or events for family and friends – Ourselves	Recognise and talk about who was important, e.g in a simple historical account - Man on the Moon, Great Fire of London, Mary Rose

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Historical interpretation explore ways we find out about the past and how it is represented	Develop an understanding of growth, decay and changes over time	Identify and talk about different accounts of real historical situations - Toys	Identify and talk about differences in accounts relating to peoples or events both from the time (primary source) and from the present (secondary source) – Great Fire of London, Man on the Moon
Historical Enquiry asking/answering questions, using sources to find answers and show understanding	Ask questions and explore aspects of their familiar world	- Talk about similarities and differences between two or more historical sources using simple historical terms - Toys - Talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc -Castles, Ourselves	- Gather information from simple sources to ask and answer questions about the past – Great Fire of London, Man on the Moon, Mary Rose - Explain events and actions rather than just retell the story – Great Fire of London, Man on the Moon, Mary Rose

Early learning goals (People and communities, The World)