

History Topic and Skills Progression Overview (2023-2024)

Year R							
Curriculum requirements	ELG: Past and Present - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.						
Skills and Topics	How have I changed? Chinese New Year and Victorian Seaside, also Child Led Learning opportunities e.g. transport, holidays, teddy bears <ul style="list-style-type: none"> Place a few events and objects in order and use everyday words about the passing of time, e.g. before, after Can distinguish between the present and past in their own and other people's lives – how I grow up, when my birthday is (months of the year/days of the week) Know and recount episodes and stories about the past – family members lives, when they were little, Can find answers to simple questions about the past from observing and handling sources of information – e.g. what are old toys/new toys made of Can communicate and organise their ideas about matters of immediate interest and experience 						
Year 1							
	Autumn (1)			Spring (1)		Summer (1)	
	The Enchanted Forest			Around the World		Animals	
Curriculum topic ideas	Toys Changes within living memory			Local Study – Our School A significant place		Mary Anning Significant Individual	
Curriculum requirements	These should be used to reveal aspects of change in national life.			Significant historical events, people and places in their own locality		The lives of significant individuals in the past who have contributed to national and international achievements	
Disciplinary Knowledge	Chronology: sequencing events/objects in time, using chronological vocabulary Change and Continuity: similarities & differences between ways of life at different times Characteristic Features: of events, people or periods studied			Change and Continuity: similarities & differences between ways of life at different times Significance: develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasting for some considerable time (possibly into the present)		Significance: develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasting for some considerable time (possibly into the present) Characteristic Features: of events, people or periods studied Enquiry: use of historical skills and communicating what they have learnt	
Assessment Focus/Activity	Chronology	Characteristic Features	Continuity & Change	Cause and Consequence	Historical Significance	Historical Interpretation	Historical Enquiry
WT	I can sequence a few items on a timeline	I can recognise one thing that could be different in the past	I can describe how one aspect of life today is different from the past using simple historical vocabulary	With support I can talk about why a person from the past acted as they did	I can talk about a special time or event related to myself	I can identify about different accounts of real historical situations	I can talk about 2 different historical sources
ARE	I can create a simple timeline to sequence things within own experience	I can recognise that things could be different in the past (technology, transport, clothing, buildings etc.)	I can match old objects to people or situations from the past I can describe how some aspects of life today are different from the past	I can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions	I can recognise and describe special times or events	I can identify and talk about different accounts of real historical situations	I can talk about similarities and differences between 2 historical sources using simple historical terms

	I can use vocabulary associated with the past: old, new, then, now...	I am aware some significant features are not seen today	using simple historical vocabulary				I can talk about past events and use annotations or captions (can be scribed) to identify important features of sources and artefacts
GD	I can create a more detailed timeline to sequence things within my own experience	I can talk about how things could be different in the past.	I can describe in detail how some aspects of life today are different from the past using simple historical vocabulary	I can give detailed explanations why a person from the past acted as they did and talk about the consequences of those actions	I can recognise and describe special times or events in detail	I can identify and talk in detail about different accounts of real historical situations	I can talk in detail about past events and use annotations or captions (can be scribed) to identify important features of sources and artefacts

Year 2

	Autumn (1)			Spring (2)		Summer (2)	
	Snap! Crackle! Bang!			Adventures far and wide		People, Places and Plants	
Curriculum topic ideas	Great Fire of London Significant event beyond living memory			Titanic Significant event in own locality & Significant event beyond living memory		Florence Nightingale & Mary Seacole Significant Individuals	
Curriculum requirements	Events beyond living memory that are significant nationally or globally			Significant historical events, people and places in their own locality		The lives of significant individuals in the past who have contributed to national and international achievements	
Disciplinary Knowledge	Chronology: sequencing events/objects in time, using chronological vocabulary Characteristic Features: of events, people or periods studied Cause and Consequence: changes in the past usually resulted from several factors and that the consequences of those changes affected people differently			Interpretation: Looking at the type and range of evidence available about a person, period or event. Thinking about how reliable these sources are: why/why not Enquiry: use of historical skills and communicating what they have learnt Cause and Consequence: changes in the past usually resulted from several factors and that the consequences of those changes affected people differently		Significance: develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasting for some considerable time (possibly into the present) Interpretation: Looking at the type and range of evidence available about a person, period or event. Thinking about how reliable these sources are: why/why not Characteristic Features: of events, people or periods studied Change and Continuity: similarities & differences between ways of life at different times	
Assessment Focus/Activity	Chronology	Characteristic Features	Continuity & Change	Cause and Consequence	Historical Significance	Historical Interpretation	Historical Enquiry
WT	I can create a simple timeline to sequence the event I am learning about	I am able to talk about one of the characteristic features of a person or period	I can talk about simple similarities and differences between then and another then (2 periods of History)	I can describe in simple terms one example of the cause and/or consequence of an important historical event	I can talk about why someone is important	I know there may be different accounts relating to people or events	I can use information provided to answer questions about the past
ARE	I know that historians use dates to describe events I can use phrases describing intervals of time: before, after, at the same time...	I can recognise and describe, in simple terms, some characteristic features of a person or period	I can talk about similarities and differences between then and another then (2 periods of History)	I can describe in simple terms more than one example of the causes and/or consequences of an important historical event	I can recognise and talk about who was important	I can identify and talk about differences in accounts relating to people or events both from the time and from the present	I can gather information from simple sources to ask and answer questions about the past I can explain events and actions

		I am starting to use period specific language in my explanations					
GD	I can start to use some dates to describe the time periods.	I can recognise and describe, in detail, some characteristic features of a person or period	I can talk in detail about similarities and differences between then and another then (2 periods of History)	I can describe in more detailed terms more than one example of the causes and/or consequences of an important historical event	I can recognise and talk about who was important and why	I can identify and talk in detail about differences in accounts relating to people or events both from the time and from the present	I can compare different sources to ask and answer questions about the past