



# History Progression of Skills KS1 – Year 2

Love Seeking life in all its fullness

Respect, Courage, Compassion, Friendship, Trust, Perseverance

Children will be taught to:	
<p><b>KS1 Area of Study:</b></p> <ul style="list-style-type: none"> <li>Study the lives of significant individuals in the past who have contributed to national and international achievements - <b>Florence Nightingale and Mary Seacole</b> Key Question: <i>How did these inspirational women change nursing and hospitals?</i></li> <li>Studying the lives of people from the past who have contributed to national and international achievements - <b>Christopher Columbus and Emilia Earhart</b> Key Question: <i>What is an explorer?</i></li> <li>Significant historical events, people and places in their own locality – <b>Titanic</b> Key Question: <i>Why did the Titanic sink?</i></li> </ul>	<p><b>Chronological Understanding:</b></p> <ul style="list-style-type: none"> <li>Order and sequence events and objects.</li> <li>Recognise that their own lives are similar and / or different from the lives of people in the past.</li> <li>Use a timeline to place important events.</li> <li>Use past and present when telling others about an event.</li> <li>Use common words and phrases concerned with the passing of time such as now, today, yesterday, last week, when I was younger, a long time ago, _____ years ago, before I was born. When my parents/carers were young, recently, before, after, now, later.</li> </ul>
<p><b>Knowledge and understanding of events, people and changes in the past:</b></p> <ul style="list-style-type: none"> <li>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Use information to describe the past and differences between then and now</li> <li>Recount main events from a significant period in history.</li> <li>Use basic evidence to explain reasons why people in the past acted as they did.</li> </ul>	<p><b>Historical Interpretation:</b></p> <ul style="list-style-type: none"> <li>Choose parts of stories and other sources to show what they know about significant people and events.</li> <li>Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet) to understand why some people in the past did things.</li> <li>Suggest reasons why people in the past acted as they did.</li> </ul>
<p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"> <li>Ask and answer simple questions about the past through observing and handling a range of sources.</li> <li>Consider why things may change over time.</li> <li>Look carefully at pictures or objects to find information about the past.</li> <li>Ask and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</li> </ul>	<p><b>Organisation and Communication:</b></p> <ul style="list-style-type: none"> <li>Demonstrate simple historical concepts and events through role-play, drawing and writing. Use a variety of simple historical terms and concepts.</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>