

**Rakegate Primary**  
**History – Progression and Knowledge Skills**  
**Key Stage 1**



<p><b>National Curriculum Objectives</b></p>	<p>Pupils should be taught about:</p> <p>Knowledge/ understanding of British History</p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul> <p>Knowledge/ understanding of wider world history</p> <ul style="list-style-type: none"> <li>• Events from beyond living memory that are significant nationally or globally</li> <li>• 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</li> </ul> <p>Local History</p> <ul style="list-style-type: none"> <li>• Significant historical events, people, and places in their own locality</li> </ul>	
<p><b>Chronological Understanding</b></p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Develop a simple awareness of the past, using common words and phrases relating to the passing of time. (Dinosaurs)</li> <li>• Sequence 3 or 4 artefacts from distinctly different periods.</li> <li>• Match objects to people of different ages.</li> <li>• Sequence three events in chronological order ( recent history).</li> <li>• Sequence events in their life.</li> <li>• Explain how they changed since they were born.</li> <li>• Uses words and phrases: old, new, young, days, months, long time ago.</li> <li>• Remember parts of stories and memories about the past.</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>• Begin to use dates.</li> <li>• Recount changes in their own life over time.</li> <li>• Puts events or objects in order using a given scale</li> <li>• Uses words and phrases such as recently, before, after, no, later, when mummy and daddy were little, before I was born, when I was younger.</li> <li>• Uses past and present when telling others about an event</li> <li>• Sequence artefacts closer together in time.</li> </ul>

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	<ul style="list-style-type: none"> <li>Place events on a simple timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence photographs from different periods of their life.</li> <li>Place events on a simple timeline, adding times previously studied.</li> </ul>
<b>Range and depth of Historical knowledge</b>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own life and the lives of others</li> <li>Know and recount episodes from stories about the past, knowing and understanding key events.</li> <li>Talk about simple similarities and differences between lives at different times.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result.</li> <li>Know and recount episodes from stories about the past, knowing and understanding key events.</li> <li>Identify differences between ways of life in different periods</li> </ul>
<b>Historical enquiry – Using evidence/ communicating ideas</b>	<ul style="list-style-type: none"> <li>Ask and begin to answer simple questions about events e.g When? What happened? What was it like..? Why? Who was involved?</li> <li>Understand some ways we find out about the past e.g using artefacts, pictures, stories and websites.</li> <li>Finds answers to simple questions about the past from sources of information e.g artefacts, pictures, stories.</li> <li>Choose and use parts of stories and other sources to show understanding of events.</li> <li>Communicate understanding of the past in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>Ask and begin to answer questions about events e.g When? What happened? What was it like...? Why? Who was involved? How long ago did... happen?</li> <li>Understand some ways we find out about the past e.g using artefacts, pictures, stories, and websites.</li> <li>Looks carefully at pictures or objects to find information about the past.</li> <li>Handle sources and evidence to ask and answer questions about the past based on simple observations.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Ask and answer appropriate historical questions, using their growing Historical knowledge.</li> <li>• Choose and use parts of stories and other sources to show understanding of events.</li> <li>• Communicate understanding of the past in a variety of ways.</li> </ul>
<p><b>Historical interpretation</b></p>	<ul style="list-style-type: none"> <li>• Identify different ways that the past is represented, e.g paintings, photos, artefacts, songs.</li> <li>• Begins to identify and recount some details from the past from sources, e.g pictures, stories</li> <li>• Give a plausible explanation about what an object was used for in the past.</li> <li>• Compare adults talking about their past – How reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different ways that the past is represented and discuss reliability of evidence, e.g paintings, photos, paintings, accounts, stories. Looks at books, pictures, eyewitness accounts, photos, buildings, visits, and internet.</li> <li>• Understand why some people in the past did things.</li> <li>• Research the life of a famous Briton from the past using different sources to help them.</li> <li>• Compare 2 versions of a past event</li> <li>• Compare pictures or photographs of people or events in the past</li> <li>• Use stories to encourage children to distinguish between fact and fiction and to help them remember key historical facts.</li> </ul>

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<b>Continuity and change</b>	<ul style="list-style-type: none"> <li>• Discuss change and continuity in an aspect of life. e.g holidays</li> </ul>
<b>Causes and consequences</b>	<ul style="list-style-type: none"> <li>• Recognise why people did things.</li> <li>• Recognise why some events happened.</li> <li>• Recognise what happened because of people’s actions or events.</li> </ul>
<b>Similarities/differences</b>	<ul style="list-style-type: none"> <li>• Identify similarities and differences between ways of life in different periods, including their own lives.</li> </ul>
<b>Significance of events/people</b>	<ul style="list-style-type: none"> <li>• Recognise and make simple observations about who was important in an historical event/account e.g talk about.</li> <li>• important places and who was important and why.</li> </ul>
<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>• Communicate their knowledge through discussion, drawing, drama, role-play, making models, writing and using ICT.</li> <li>• Use simple terms to talk about the passing of time.</li> </ul>