

## History Progression

<b>Statutory content</b>	<b>Pupils should be taught about:</b> <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> <li>• 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]</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 [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]</li> <li>• significant historical events, people and places in their own locality.</li> </ul>	
<b>Chronological understanding</b>	<b>Year 1</b> <ul style="list-style-type: none"> <li>• Can they put up to three objects in chronological order (recent history)?</li> <li>• Can they use words and phrases like: old, new and a long time ago?</li> <li>• Can they recognise that a story that is read to them may have happened a long time ago?</li> <li>• Do they know that some objects belonged to the past?</li> <li>• Can they explain how they have changed since they were born?</li> </ul>	<b>Year 2</b> <ul style="list-style-type: none"> <li>• Can they use words and phrases like: before I was born, when I was younger?</li> <li>• Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</li> <li>• Can they use the words 'past' and 'present' accurately?</li> <li>• Can they use a range of appropriate words and phrases to describe the past?</li> <li>• Can they sequence a set of events in chronological order and give reasons for their order?</li> </ul>
<b>Knowledge and interpretation</b>	<ul style="list-style-type: none"> <li>• Can they explain how their local area was different in the past?</li> <li>• Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</li> <li>• Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</li> <li>• Can they begin to identify the main differences between old and new objects?</li> <li>• Can they identify objects from the past, such as vinyl records?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they recount the life of someone famous from Britain who lived in the past?</li> <li>• Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?</li> <li>• Can they give examples of things that are different in their life from that of their grandparents when they were young?</li> <li>• Can they explain why Britain has a special history by naming some famous events and some famous people?</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>• Can they ask and answer questions about old and new objects?</li> <li>• Can they spot old and new things in a picture?</li> <li>• Can they answer questions using an artefact/ photograph provided?</li> <li>• Can they give a plausible explanation about what an object was used for in the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they find out something about the past by talking to an older person?</li> <li>• Can they research the life of a famous Briton from the past using different resources to help them?</li> <li>• Can they research about a famous event that happens in Britain and why it has been happening for some time?</li> <li>• Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</li> </ul>