



KS1 History Progression of Knowledge & Skills



National Curriculum	KS1 Progression of Knowledge and Skills
<p>Hit/1.1 Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Cycle A</p> <ul style="list-style-type: none"> • I can use a timeline to place important events. • I can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. • I can understand the difference between things that happened in the past and the present. • I can describe things that happened to myself and other people in the past. • I can use books, videos, photographs, pictures and artefacts to find out about the past. • I know Mersham school and village has changed and can name some similarities and differences (last year/20 years ago). • I can explain what it would be like in London in 1666. • I can compare houses today and in the past by discussing their materials. • I can recount changes in my own life over time • <i>I can plot recent historical events on a timeline (Platinum Jubilee, Olympic Games)</i> <p>Cycle B</p> <ul style="list-style-type: none"> • I can use a timeline to place important events. • I can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. • I can understand the difference between things that happened in the past and the present. • I can describe things that happened to myself and other people in the past. • I can use books, videos, photographs, pictures and artefacts to find out about the past. • I can compare toys in the past and present by discussing their materials. • I can explain what it would have been like to live in a castle. • I can compare toys today and toys in the past by discussing their materials). • I can explain what it would be like on a seaside in the past (entertainment, travel, clothes). <p>Cycle A Vocabulary: ancestors, generations, The Great Fire of London, capital city, beehive oven, Pudding Lane, River Thames, wattle and daub, fire hook, fire squirt, firebreak, Samuel Pepys, King Charles I, Thomas Farriner, Sir Christopher Wren, Mayor of London, fire service</p> <p>Cycle B Vocabulary hoop and stick, doll's house, tin soldiers, dolls, teddy bears, building bricks, footballs, marbles, batteries, electronic toys, computer games Queen Victoria, steam trains, bathing machines, Punch and Judy, knitted swimming, promenade, bandstands, donkey rides, costumes, stone castles. Motte and Bailey, moat, keep, battlements, drawbridge, portcullis, arrow slits/loops, knights, chapel, livery, coat of arms, turret</p>

Hi1/1.2 Events beyond living memory that are significant nationally or globally	<p>Cycle A</p> <ul style="list-style-type: none"> • I can use a timeline to place important events. • I can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. • I can understand the difference between things that happened in the past and the present. • Say why people may have acted the way they did. • I can ask questions about the past. • I understand where the Great Fire of London 'fits' into history and plot the key events of the Great Fire of London on a timeline. • I can recount the main events from a significant event in history (the Great Fire of London) • I can describe the differences between then and now • I can identify similarities and differences between ways of life now and in the 17th century. • I can imagine what it would have been like to be in London in 1666. • I can compare fire-fighting today and the 17th Century. • I can explain what it would have been like to be a pirate in the 1600s. • I can use different sources of evidence to find out about the past (books, stories, eye witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet). • I can use timelines to order events or objects or place significant people. <p>Cycle B</p> <ul style="list-style-type: none"> • I can use a timeline to place important events. • I can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. • I can understand the difference between things that happened in the past and the present. • I know some of the jobs they had in a castle. • I can compare seaside holidays now and in the past using the correct vocabulary. • I can name some parts of a castle and their purpose. • I can explain what it would have been like to live in a castle. • I can identify objects and artefacts from castles and discuss their purpose. • I know people dressed differently on seashores in the past (Victorian). • I know entertainment on seashores in the past was different to today. • I know people changed in bathing machines. • I can sort toys into a Venn diagram from past/present. • Say why people may have acted the way they did. • I know toys in the past were often made from wood or metal and would have been hand made. • I can use primary and secondary sources to compare toys in the past to present day. • I can ask questions about the past. • I can compare toys in the past and present by discussing their materials. • I can compare toys today and toys in the past by discussing their materials). • I can explain what it would be like on a seaside in the past (entertainment, travel, clothes). • I can use different sources of evidence to find out about the past (books, stories, eye witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet). • I can use timelines to order events or objects or place significant people.
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	<p>Cycle A Vocabulary: London, capital city, beehive oven, Pudding Lane, River Thames, wattle and daub, wooden houses, fire hook, fire squirt, firebreak, Samuel Pepys, King Charles I, Thomas Farriner, Sir Christopher Wren, Mayor of London, Henry VIII, six wives, the golden age of piracy, Jolly Roger, stern, bow, portholes, mast, rigging, crow's nest, compass, cutlass, booty</p> <p>Cycle B Vocabulary: material, natural, man-made, factory made, wooden, fabric, metal, plastic, wealthy, poor, bathing machines, Punch and Judy, bandstand, donkey rides, knitted swimming costumes, stone castles. Motte and Bailey, moat, keep, battlements, drawbridge, portcullis, arrow slits/loops, knights, squire, servants, jousting, feasts, chapel, livery, coat of arms, turret.</p>
<p>Hi1/1.3 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.</p>	<p>Cycle A</p> <ul style="list-style-type: none"> • I can use a timeline to place important events. • I can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. • Recall some facts about people/events before living memory • I understand where the Great Fire of London 'fits' into history and plot the key events of the Great Fire of London on a timeline. • I can recount the main events from a significant event in history (the Great Fire of London) • I can describe the differences between then and now • I can identify similarities and differences between ways of life now and in the 17th century. • I can imagine what it would have been like to be in London in 1666. • I can compare fire-fighting today and the 17th Century. • I can explain what it would have been like to be a pirate in the 1600s. • I can ask questions about the past. • I can describe the impact Florence Nightingale had. • I can compare the differences between hospitals now and those in Scutari in the past. • I know that Dame Kelly Holmes was an Olympic athlete • I know that Kelly Holmes was made a Dame in 2005 and is now an important role model to young people. <p>Cycle B</p> <ul style="list-style-type: none"> • I can use a timeline to place important events. • I can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. • Recall some facts about people/events before living memory • I know Neil Armstrong was an astronaut. • I know Neil Armstrong was the first man on the moon in 1969. • I can order key events in Neil Armstrong's life. • I know Buzz Aldrin and Michael Collins were also on the Apollo 11 mission • I know Christopher Columbus was a famous Explorer. He sailed to discover new countries on a ship called the Santa Maria. <p>Cycle A Vocabulary: Samuel Pepys, King Charles I, Thomas Farriner, Sir Christopher Wren, Mayor of London, Florence Nightingale, hygiene, nurse, training, Dame Kelly Holmes, athlete, Olympic champion, role model. The Golden Age of Piracy, Black Beard, Sir Francis Drake, Ann Bonny, The Golden Hind, The Spanish Armada, circumnavigate,</p> <p>Cycle B Vocabulary: Explorers, space, The Moon, Neil Armstrong, Buzz Aldrin, Michael Collins, American, Astronauts, Apollo 11, Space Race, Christopher Columbus, Italian, Caribbean, South America, indigenous people.</p>
<p>Hi1/1.3 Significant historical events, people and places in their own locality.</p>	<p>Cycle A</p> <ul style="list-style-type: none"> • I can use a timeline to place important events. • I know Mersham village has changed and can name some similarities and differences (last year/20 years ago) • I can ask questions about how my village has changed in the past 10/50/100 years. •

	Cycle B <ul style="list-style-type: none"> • I can use a timeline to place important events. • I can investigate ways my school has changed over the past 100 years. • I can compare my school today with how it was in the past. • I know Mersham school has changed and can name some similarities and differences (last year/20 years ago) • I know that Mersham school has changed and can explain some similarities and differences between Mersham now and at different times in the past (using aerial photographs) • I can ask questions about how my school has changed in the past 10/50/100 years.
	Cycle A Vocabulary: Cycle B Vocabulary:

Assessment End Points Year 1	
Knowledge	Skills
<ul style="list-style-type: none"> • I know about some features, events, people and themes from the past. • I know how to sequence events, objects or pieces of information on a timeline. 	<ul style="list-style-type: none"> • I can use a wider range of time terms, including 'recently', 'before', 'after', 'now' and 'later'. • I can compare aspects of my life and the life of people from the past. • I can use primary and secondary sources to find out more and ask questions about the past.

Assessment End Points Year 2	
Knowledge	Skills
<ul style="list-style-type: none"> • I know how to place events, objects, themes and people from my history on a timeline. • I know some people who are historically important. 	<ul style="list-style-type: none"> • I can explain some details when I talk or write about features, events and themes from the past. • I can compare primary and secondary sources of evidence about a person, object or event in history and identify some similarities and differences. • I can compare aspects of life at various different times in the past.