

History Progression in KUS

<p>Year One Remembrance Day Toys First Aeroplane Flight</p>	<p>Year Two The Great Fire of London The Beatles Seaside Holidays</p>		
<p>National Curriculum Content:</p> <ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally • 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 • Significant historical events, people and places in their own locality 			
<p>Chronological Understanding</p>	<table border="1"> <tr> <td data-bbox="551 858 1267 1241"> <ul style="list-style-type: none"> • I am developing an awareness of the past and present. • I can fit people/events (4) into a chronological framework – see progression of timelines. • I can identify similarities and differences between ways of life at different times. • I can use common words and phrases related to the passing of time – see progression in vocabulary. </td> <td data-bbox="1267 858 2056 1241"> <ul style="list-style-type: none"> • I understand and use the words past and present when telling others about an event. • I can fit people/events (6) into a chronological framework– see progression of timelines. • I can identify similarities and differences between ways of life at different times and understand why changes have been made. • I can use wide vocabulary of everyday historical terms– see progression in vocabulary. </td> </tr> </table>	<ul style="list-style-type: none"> • I am developing an awareness of the past and present. • I can fit people/events (4) into a chronological framework – see progression of timelines. • I can identify similarities and differences between ways of life at different times. • I can use common words and phrases related to the passing of time – see progression in vocabulary. 	<ul style="list-style-type: none"> • I understand and use the words past and present when telling others about an event. • I can fit people/events (6) into a chronological framework– see progression of timelines. • I can identify similarities and differences between ways of life at different times and understand why changes have been made. • I can use wide vocabulary of everyday historical terms– see progression in vocabulary.
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<p>Assessment by end of year two</p>	<ul style="list-style-type: none"> • To know where the people and events they have studied fit within a chronological framework. • To identify similarities and differences between ways of life in different periods • To use a wide vocabulary of everyday historical terms 		

Historical Enquiry	<ul style="list-style-type: none"> • I am beginning to ask and answer questions about the past. E.g. which things are old and which are new? • I understand some ways we find out about the past. • I can use given sources to learn about the past. 	<ul style="list-style-type: none"> • I can ask and answer questions about the past and explain my answer. E.g. I think these people are from the past because they are wearing different clothes to what we wear today. • I understand different ways we find out about the past. • I can use a range of sources to learn about the past.
Assessment by end of year two	<ul style="list-style-type: none"> • To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. 	
Historical Interpretation	<ul style="list-style-type: none"> • I can use books, videos, photographs, pictures and artefacts to find out about the past. 	<ul style="list-style-type: none"> • I can use a wide range of sources to find out about the past. E.g. eye witness accounts, diary entries, letters, books, internet etc.
Assessment by end of year two	<ul style="list-style-type: none"> • To understand some of the ways in which we find out about the past • To identify different ways in which it is represented. 	
Continuity and Change in and between periods	<ul style="list-style-type: none"> • I can identify some similarities/differences between ways of life at different times. E.g. changes in toys between grandparents and today. 	<ul style="list-style-type: none"> • I can identify similarities/differences between ways of life at different times and understand why changes have happened. E.g. I know why houses today are made from brick.
Assessment by end of year two	<ul style="list-style-type: none"> • I can identify similarities and differences between ways of life in different periods. • I can talk about changes within living memory 	
Cause and Consequence	<ul style="list-style-type: none"> • I am beginning to recognise why people did things, why events happened, and what happened as a result. 	<ul style="list-style-type: none"> • I recognise why people did things, why events happened, and what happened as a result.
Assessment by end of year two	<ul style="list-style-type: none"> • I can choose and use parts of stories and other sources to show knowledge and understanding of key features of events. • I can discuss the lives of significant individuals who have contributed to national and international achievements. 	

<p>Similarity/difference</p>	<ul style="list-style-type: none"> • I can make simple observations about different types of people, events and beliefs within society. • I can sort events/objects/people into groups e.g. then and now 	<ul style="list-style-type: none"> • I can make observations about different types of people, events and beliefs within society and make comparisons. • I can describe events/objects/people and make comparisons.
<p>Assessment by end of year two</p>	<ul style="list-style-type: none"> • To identify similarities and differences between ways of life in different periods. 	
<p>Significance of events and people</p>	<ul style="list-style-type: none"> • I can recall some facts about people/events before living memory • I can talk about why people may have acted in the way they did. • I appreciate that some famous people have made our lives better today. • I can talk about who was important e.g. oral account. 	<ul style="list-style-type: none"> • I can recount the main events from a significant event in history. • I can look at evidence to give reasons and explain why people in the past may have acted in the way they did. • I can talk about who was important e.g. in a simple historical account. • I appreciate that some famous people have made our lives better today and explain how using evidence from the past.
<p>Assessment by end of year two</p>	<ul style="list-style-type: none"> • I can communicate about the lives of significant individuals in the past who have contributed to national and international achievements. • I can compare aspects of life in different periods 	