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History Progression in KUS

Year One	Year Two
Remembrance Day Toys First Aeroplane Flight	The Great Fire of London The Beatles The Stone Age

National Curriculum Content:

- 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

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Chronological Understanding	• 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.	• 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.
Assessment by end of year two	• 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	□ 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. □	• 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	□ 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.	

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Historical Interpretation	□ I can use books, videos, photographs, pictures and artefacts to find out about the past.	□ 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	□ 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	□ I can identify some similarities/differences between ways of life at different times. E.g. changes in toys between grandparents and today.	□ 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	□ I can identify similarities and differences between ways of life in different periods. □ I can talk about changes within living memory	
Cause and Consequence	□ I am beginning to recognise why people did things, why events happened, and what happened as a result.	□ I recognise why people did things, why events happened, and what happened as a result.
Assessment by end of year two	□ 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.	

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Similarity/difference	□ 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	• 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.
Assessment by end of year two	□ To identify similarities and differences between ways of life in different periods.	
Significance of events and people	□ 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.	• 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.
Assessment by end of year two	□ 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	