

Progression of Key Skills: Year 1 History

Objectives	Skills	Term 1 Skin, Fur and Feathers	Term 2 What's the Weather Like Today?	Term 3 Building at Balfour Take One Picture	Term 4 On the Move	Term 5 How Does Your garden Grow?	Term 6 We are Detectives
<p><i>Chronological understanding</i></p> <p>Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<ul style="list-style-type: none"> • Sequence events, artefacts • Match objects to people of different age • Uses words and phrases: old, new, young, days, months • Remembers parts of stories and memories about the past 	Sequence events in their life	START project museum visit – use of artefacts		Transport time capsule		Seaside holidays
<p><i>Knowledge and understanding of events, people and changes in the past</i></p> <p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p>	<p>Tell the difference between past and present in own and other people's lives</p>	Sequence events in their life			Transport time capsule		Seaside holidays

<p>Interpretations of history 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>Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p>				<p>George Stephenson</p>		<p>Seaside holidays Charles Dickens</p>
<p>Historical enquiry Hi1/1.3 significant historical events, people and places in their own locality.</p>	<p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p>		<p>Timeline Guy Fawkes – The Gunpowder Plot START project museum visit</p>		<p>START project museum visit Shorts Brothers – significance of River Medway George Stephenson</p>		<p>Seaside holidays Charles Dickens</p>
<p>Organisation and communication Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models.... Writing. Using ICT</p>	<p>Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p>		<p>What have we learned about.... Pictures, drama, drawing, model making, writing, etc.</p>		<p>What have we learned about.... Pictures, drama, drawing, model making, writing, etc.</p>		<p>What have we learned about.... Pictures, drama, drawing, model making, writing, etc.</p>

Progression of Key Skills: 2017-2018 Year 2 History

Objectives	Skills	Term 1 Around the World	Term 2 Life in 1939	Term 3 Take One Picture	Term 4 Awesome authors	Term 5 Nocturnal Animals	Term 6 On Safari
<p><i>Chronological understanding</i></p> <p>Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Recount changes in own life over time</p> <p>Order people, events or objects using a given scale.</p> <p>Use time related vocabulary such as recently, before, after, now, later. Uses past and present when telling others about an event.</p>	<p>.</p> <p>Explorers – how did people know about the world?</p> <p>Discoveries about a healthy diet- how did this knowledge come about?</p>	<p>When have you been afraid/ lost-discuss feelings</p> <p>Order events- start of war, gas mask practise, dig for victory, rationing, evacuation, end of war</p>	<p>Activities related to take 1 picture</p>	<p>Julia Donaldson Biography. Compare knowing where she got her inspiration for writing.</p>		

<p>Knowledge and understanding of events, people and changes in the past</p> <p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p>	<p>Use information to describe the past.</p> <p>Uses information to describe differences between then and now.</p> <p>Recount main events from a significant in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p>	<p>Via Pirate Topic/cross curricular with science- use diary entries, internet research, books and photographs to learn about Dr. James Lind's contribution to understanding the importance of fruit and vegetables to our diet.</p>	<p>What was life like for children?</p> <p>Real accounts via interviews and diary entries, posters, news reels and stories to understand and appreciate evacuation and other aspects of life in 1939</p>				
<p>Interpretations of history</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>Discuss and study books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understand why some people in the past did things</p>	<p>Cross curricular with Geography- learn about the achievement of Sir Francis Drake</p> <p>British hero or Pirate?</p>	<p>Use evidence to appreciate the reasons why some children were evacuated and others were not.</p>		<p>Julia Donaldson- biography</p>		

<p>Historical enquiry Hi1/1.3 significant historical events, people and places in their own locality.</p>	<p>Study pictures, objects, artefacts to find information about the past.</p> <p>Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'</p> <p>Estimate the ages of people by studying and describing their features.</p>	<p>Pictures of Queen Elizabeth 1st / Sir Francis Drake- look for the clues. What information can you gather?</p>	<p>Museum visitor- study artefacts from life during WW2</p> <p>Teachers TV- real life accounts of life in 1939 Diary entries and news paper articles Posters</p>				
<p>Organisation and communication Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing. Using ICT</p>	<p>Discuss and Describe objects, people and events.</p> <p>Write simple stories and recounts about the past.</p> <p>Draw labelled diagrams and writes about them to tell others about</p>	<p>Diary entry as Cabin Boy Jim with scurvy</p> <p>Sir Francis Drake- Hero or Pirate? Weigh up the pros and cons</p>	<p>Magic Key adventure- back to 1939</p> <p>Recount of information after museum visit</p> <p>VE Day party- dance and songs</p>				

	<p>people, events and objects from the past</p> <p>Use drama to convey feelings and opinions</p> <p>Make models</p> <p>Use IT to convey ideas and knowledge</p>		<p>Decision alley- to evacuate or not</p> <p>DT- design and make Anderson shelters</p> <p>Cross curricular with Computing- produce PowerPoint of information learnt</p>				
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