

## Progression of skills: Subject History

Programme of study: Changes within living memory		
Year 1 – Communication		Progression for Greater Depth and Mastery
<ul style="list-style-type: none"> <li>• Creates simple timelines to sequence processes, events, objects within their own experience.</li> <li>• Confidently use vocabulary associated with the past e.g. ‘old and new, then and now’</li> <li>• Recognises that buildings, clothing, transport or technology could be different in the past.</li> <li>• Shows awareness of significant features not seen today.</li> <li>• Can describe how some aspects of life today differ from the past using simple historical vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>• Sequence events about own life</li> <li>• Give examples of things that are different in their life from that of a long time ago in a specific period of history</li> </ul>
<b>Vocabulary</b> Computer Sequence Chronological Power source Portability Music technology		
Awareness of EYFS links		
Development Matters Area	Development Matters Statement	
<ul style="list-style-type: none"> <li>• <b>People and Communities</b> - The different options available to us to communicate with people today: letter, email, text message, video call</li> <li>• <b>Understanding The World – Technology Different</b> technological equipment (iPads, telephones, mobile phones – present in year R role play corners)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ELG:</b> children talk about past and present events in their own lives and lives of family members</li> <li>• <b>ELG:</b> children recognise that a range of technology is used in places such as homes and schools</li> </ul>	

**Programme of study: Events beyond living memory (National or Global)**

Year 1 – Titanic	Year 2 – Great Fire of London	Progression for Greater Depth and Mastery
<p>Creates simple timelines to sequence processes, events, objects within their own experience.</p> <ul style="list-style-type: none"> <li>Confidently use vocabulary associated with the past e.g. ‘old and new, then and now’</li> </ul> <p>Can match old objects to people or situations from the past.</p> <ul style="list-style-type: none"> <li>Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.</li> <li>Can identify and talk about different accounts of real historical situations.</li> </ul> <p>Can talk about similarities and differences between two or more historical sources using simple historical terms.</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>Realises that historians use dates to describe events.</p> <p>Use phrases describing intervals of time e.g. <i>before, after, at the same time etc.</i></p> <p>Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.</p> <p>Can recognise and talk about who was important e.g. in a simple historical account.</p> <p>Can identify and talk about differences in accounts relating to people or events both from the time (Contemporary source) and from the present (interpretative source)</p> <p>Can gather information from simple sources to ask and answer questions about the past.</p> <p>Can explain events and actions rather than just retell the story.</p>	<ul style="list-style-type: none"> <li>Explain why eye-witness accounts may vary</li> <li>Explain why their locality (as wide as it needs to be) is associated with a special historical event</li> <li>Work out how long ago an event happened using evidence</li> <li>Develop their understanding that the past can be divided into different periods of time.</li> <li>Explore the different ways we can find out about the past and how to understand the evidence.</li> <li>Use dates and vocabulary relating to the passing of time and sequence events.</li> <li>Sequence several events or artefacts from differing periods in history.</li> </ul>
<p><b>Vocabulary</b></p> <p>Titanic            Captain Edward John Smith            Vessel            Ice berg            New York            Belfast            Unsinkable            Atlantic Ocean            Disaster</p>	<p><b>Vocabulary</b></p> <p>Diary            Bakery            Thatch            River Thames            Fire Hook            Fire squirt            Leather Bucket            Thomas Farrinor            Samuel Pepys</p>	

**Awareness of EYFS links**

Development Matters Area	Development Matters Statement
<b>Understanding the world - The World</b> Different modes of transport for travel across the world	<b>ELG:</b> children know about similarities and differences in relation to places, objects, materials and living things.

**Programme of study:** Nationally/internationally significant people including comparison of significant people to compare life at different times

Year 1 – Mary Anning	Year 2 – Florence Nightingale+ Mary Seacole comparison	Progression for Greater Depth and Mastery
<ul style="list-style-type: none"> <li>• Creates simple timelines to sequence events</li> <li>• Recognises that buildings, clothing, transport or technology could be different in the past.</li> <li>• Shows awareness of significant features not seen today.</li> <li>• Can match old objects to people or situations from the past.</li> <li>• Can describe how some aspects of life today differ from the past using simple historical vocabulary.</li> <li>• Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.</li> <li>• Can identify and talk about different accounts of real historical situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Realises that historians use dates to describe events.</li> <li>• Use phrases describing intervals of time e.g. <i>before, after, at the same time etc.</i></li> <li>• Recognises and describes in simple terms, some characteristic features of a person or period studied.</li> <li>• Can talk about similarities, differences not just between <i>then and now</i> but between <i>then and another then</i>.</li> <li>• Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results</li> <li>• Can recognise and talk about who was important e.g. in a simple historical account.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why someone in the past acted in the way they did</li> <li>• Sequence events about the life of a famous person</li> <li>• Recognise similarities and differences between people’s lives during different periods of time.</li> <li>• Use sources of information including ICT to find out about events, people and changes.</li> </ul>

<ul style="list-style-type: none"> <li>• Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Can gather information from simple sources to ask and answer questions about the past.</li> <li>• Can explain events and actions rather than just retell the story.</li> </ul>	
<b>Vocabulary</b> Fossil Discovery Mary Anning Lyme Regis Beach Coast	<b>Vocabulary</b> Nurse Soldier Hospital Scutari Turkey (THE PLACE!) Crimea Wounds Bandages Disinfectant	

**Awareness of EYFS links**

Development Matters Area	Development Matters Statement
<b>Understanding the World – The World</b> Learning about the past – dinosaurs feature in small world in Year R classrooms	<b>ELG:</b> Children know about similarities and differences in relation to places, objects, materials and living things

**Programme of study:** significant events, people or places from the school's locality

	Year 2 – Southampton	Progression for Greater Depth and Mastery
	<ul style="list-style-type: none"> <li>• Realises that historians use dates to describe events.</li> <li>• Use phrases describing intervals of time e.g. <i>before, after, at the same time etc.</i></li> <li>• Recognises and describes in simple terms, some characteristic features of a person or period studied.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>• Increasingly uses period specific language in explanations.</li> <li>• Can talk about similarities, differences not just between <i>then and now</i> but between <i>then</i> and <i>another then</i>.</li> <li>• Can gather information from simple sources to ask and answer questions about the past.</li> </ul>	
	<b>Vocabulary</b> Walls Enemies Bargate Defence	<b>Vocabulary</b>
<b>Awareness of EYFS links</b>		
<b>Development Matters Area</b>		<b>Development Matters Statement</b>
<b>Understanding the world: The World</b> Children have talked about where they live and started to look at maps as well as drawing their own maps		<b>ELG:</b> children know about similarities and differences in relation to other places. They talk about features of their own immediate environment.