

KS1 History Skills Overview

	Historical knowledge - Constructing the past 1.1.1 - Sequencing the past 1.2.1, 1.2.2 History concepts - Change and development/Similarity and Difference 1.3.1 - Cause and effect 1.4.1 - Significance and interpretations 1.5.1 Historical enquiry - Planning and carrying out an historical enquiry 1.6.1 - Using sources as evidence 1.7.1			
2020-2021 2022-2023	Term 2	Term 3	Term 5	
KS1	Bonfire Night/Great Fire of London 1.1.1 study knowledge of and can recall key information and characteristic features of historical periods Yr 1 - In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, can demonstrate some understanding of the characteristic features of the period studied Yr 2 - can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London. Descriptions of the above demonstrate an understanding of the characteristic features of the period studied 1.2.2 develop awareness of the past using common words and phrases relating to the passing of time	Explorers 1.2.1 know where people and events fit within a chronological framework Yr 1 – can depict on a timeline the sequence of information related to a topic Yr 2 – can sequence on an annotated timeline independently and with some confidence a number of events related to a topic, can begin to explain why they have placed the items in this sequence 1.5.1 understand some of the ways in which they can find out about the past and identify different ways it is represented Yr 1 – can consider one reason why a person might be significant, e.g. an explorer making a discovery, can demonstrate through examples and discussion an understanding of the term 'significance', will begin to make connections between significant events or people, e.g. the explorers studied. Yr 2 – can identify a range of significant aspects of a person and offer comments why selected	Where is good to go on holiday? Holidays in the past 1.2.1 know where people and events fit within a chronological framework Yr 1 – can depict on a timeline the sequence of a few objects related to a topic Yr 2 – can sequence on an annotated timeline independently and with some confidence a number of objects related to a topic, e.g. seaside holidays in the past in the correct order, can begin to explain why they have placed the items in this sequence 1.2.2 develop awareness of the past using common words and phrases relating to the passing of time Yr 1 – can begin to use words such as now, then, new, old, when, before, etc and demonstrating secure understanding and requiring little prompting when using them Yr 2 – can use a wider range of words such as nowadays, previously, in the past, last century, decade, etc, can demonstrate a	

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	Yr 1 – can begin to use words such as now, then, new, old, when, before, etc and demonstrating secure understanding and requiring little prompting when using them Yr 2 – can use a wider range of words such as nowadays, previously, in the past, last century, decade, etc, can demonstrate a secure understanding of them and independently use the terms appropriately 1.4.1 choose and use parts of stories to show they know/understand key features of events related to their cause and effect Yr 1 – can identify at least one relevant cause for, and effect of, several events covered Yr 2 – can identify several causes and effects of events covered. Will begin to understand that some causes and/or effects are of particular importance, e.g for The Great Fire of London taking place 1.5.1 understand some of the ways in which they can find out about the past and identify different ways it is represented Yr 1 – can demonstrate understanding of significant and give valid reasons why something is significant Yr 2 – can give a broad range of valid reasons and make connections and judgements between significant events	and give reasons, can demonstrate a secure understanding of the term ‘significance’ 1.6.1 ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms Yr 1 – can plan a small enquiry , can find relevant information to answer questions using at least one story and another type of source, e.g which are the most significant explorers?, can use appropriate historical vocabulary Yr 2 – can pose a range of valid questions independently, can find relevant information from more than one source to answers questions, can use a range of appropriate vocabulary in both their questions and answers 1.7.1 understand some of the ways in which they find out about the past and identify different ways in which it is represented Yr 1 – can extract information from several different types of source inc. written, visual, oral about the life of an explorer Yr 2 – can select key information independently and choose several different sources to select information about the key features of an explorer	secure understanding of them and independently use the terms appropriately 1.3.1 identify similarities and differences between ways of life in different periods/time Yr 1 – can identify independently a range of similarities, differences and changes within a specific time period Yr 2 – can identify and describe independently and accurately similarities, differences and changes both within and across time periods, e.g. between holidays at different times in the past and today, may begin to demonstrate an understanding of which are the most important differences and why
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2021-2022 2023-2024	Term 2	Term 4	Term 6
KS1	Florence Nightingale and Mary Seacole/Edith Cavell 1.2.1 know where people and events fit within a chronological framework, study significant historical people Yr 1 – can depict on a timeline the sequence of information related to a topic Yr 2 – Can sequence on an annotated timeline independently and with some confidence a number of events related to a topic, can begin to explain why they have placed the items in this sequence 1.2.2 develop awareness of the past using common words and phrases relating to the passing of time Yr 1 – can begin to use words such as now, then, new, old, when, before, etc and demonstrating secure understanding and requiring little prompting when using them Yr 2 – can use a wider range of words such as nowadays, previously, in the past, last century, decade, etc, can demonstrate a secure	Great inventions: Transport 1.2.2 develop awareness of the past using common words and phrases relating to the passing of time Yr 1 – can begin to use words such as now, then, new, old, when, before, etc and demonstrating secure understanding and requiring little prompting when using them Yr 2 – can use a wider range of words such as nowadays, previously, in the past, last century, decade, etc, can demonstrate a secure understanding of them and independently use the terms appropriately 1.3.1 identify similarities and differences between ways of life in different periods.	Our Local Heroes Study of Woodchester Mansion and Benjamin Bucknall 1.2.1 know where people and events fit within a chronological framework, study significant historical people and places in their own locality Yr 1 – can depict on a timeline the sequence of information related to a topic Yr 2 – Can sequence on an annotated timeline independently and with some confidence a number of events related to a topic, can begin to explain why they have placed the items in this sequence 1.2.2 develop awareness of the past using common words and phrases relating to the passing of time Yr 1 – can begin to use words such as now, then, new, old, when, before, etc and demonstrating secure understanding and requiring little prompting when using them

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	understanding of them and independently use the terms appropriately 1.3.1 identify similarities and differences between ways of life in different periods. Yr 1 – can identify independently a range of similarities, differences and changes within a specific time period Yr 2 – can identify and describe independently and accurately similarities, differences and changes both within and across time periods, may begin to demonstrate an understanding of which are the most important differences and why 1.5.1 understand some of the ways in which they can find out about the past and identify different ways it is represented Yr 1 – can demonstrate an understanding of the term ‘significance’ and give valid reasons why someone or something is significant, can begin to make connections between significant events or people Yr 2 – can give a broad range of valid reasons why someone is significant, can demonstrate a secure understanding of the term ‘significance’, can give some valid reasons why one aspect of a person’s life or event is of particular importance in making them significant, can make valid connections and judgements between significant events or people	Yr 1 – can identify independently a range of similarities, differences and changes within a specific time period Yr 2 – can identify and describe independently and accurately similarities, differences and changes both within and across time periods, may begin to demonstrate an understanding of which are the most important differences and why 1.4.1 choose and use parts of stories to show they know/understand key features of events related to their cause and effect Yr 1 – can identify at least one relevant cause for, and effect of, several events covered Yr 2 – can identify several causes and effects of events covered. Will begin to understand that some causes and/or effects are of particular importance 1.5.1 understand some of the ways in which they can find out about the past and identify different ways it is represented Yr 1 – can demonstrate an understanding of the term ‘significance’ and give valid reasons why something is significant Yr 2 – can give a broad range of valid reasons why something is significant, can demonstrate a secure understanding of the term ‘significance’, can give some valid reasons why one aspect of a person’s	Yr 2 – can use a wider range of words such as nowadays, previously, in the past, last century, decade, etc , can demonstrate a secure understanding of them and independently use the terms appropriately 1.5.1 understand some of the ways in which they find out about the past and identify different ways in which it is represented Yr 1 – can demonstrate through examples and discussion an understanding of the term ‘significance’ and can give some valid reasons why someone is significant, can begin to make connections between significant events or people Yr 2 - can give a broad range of valid reasons why someone is significant, can demonstrate a secure understanding of the term ‘significance’, can give some valid reasons why one aspect of a person’s life or event is of particular importance in making them significant, can make valid connections and judgements between significant people, e.g. why one of our local heroes is more worthy of study than another 1.6.1 ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms Yr 1 – can plan a small enquiry , can find relevant information to answer questions using at least one story and another type of source, can use appropriate historical vocabulary Yr 2 – can pose a range of valid questions independently, can find relevant information
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		life or event is of particular importance in making it significant, can make valid connections and judgements between significant events, can make connections and judgements between significant events 1.6.1 ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms Yr 1 – can plan a small enquiry , can find relevant information to answer questions using at least one story and another type of source, can use appropriate historical vocabulary Yr 2 – can pose a range of valid questions independently, can find relevant information from more than one source to answers questions, can use a range of appropriate vocabulary in both their questions and answers	from more than one source to answers questions - why should we remember a local hero?, can use a range of appropriate vocabulary in both their questions and answers 1.7.1 understand some of the ways in which they find out about the past and identify different ways in which it is represented Yr 1 - can extract some information from more than one type of source to find out about an aspect of the past. These sources could include written, visual, oral sources and artefacts including the environment Yr 2 - can select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions, e.g. about a local hero. Demonstrate an understanding that some sources are more useful than others in providing information to answer a historical question
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