

History knowledge and skills progression across PHIA

	Year R	Year 1	Year 2	Year 3
Changes within living memory	<p>Children will be able to talk about their own immediate family. (T1)</p> <p>Children will be able to talk about past and present events in his/her own life and in the lives of family members. (T2)</p> <p>Children will be taught that some things have already happened in the past and some things might be happening. (T2)</p>	<p>To understand how their own life and other people's fit into a chronological framework. (T2)</p> <p>Pupils will know and sequence significant events in their lives on a timeline of their life. (T2)</p>	<p>Chronological understanding - Plotting events chronologically onto a timeline. (T3)</p>	<p>Develop a secure understanding of chronology – extending to beyond living memory</p> <p>Understand local, British and world history</p>
Events beyond living memory that are significant nationally or globally	<p>Children will look at animals that have lived under the sea in the past but may not be there now. (T5)</p> <p>Children will look at pictures, stories and videos to help them see what a place looked like in the past and what this looks like now. (T6)</p>	<p>To understand the key events that happened to people before living memory and how they differ/ are the same to our lives now. (T1, 2, 4, 5)</p> <p>Pupils will know what the Internet is and how this has changed peoples' access to information and ability to communicate. (T4, 5)</p>	<p>How London has changed (T1)</p> <p>Great fire of London – how this began, why this is significant to London (T1)</p>	<p>Children taught about a specific period of history and the impact this has.</p> <ul style="list-style-type: none"> • Changes in Britain from Stone age to the Iron Age • The Roman Empire and its impact on Britain • Britains settlement by Vikings and Anglo Saxons

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<p>Lives of significant individuals in the past</p>		<p>History of air travel – Leonardo Da Vinci Montgolfier brothers The wright brothers Amelia Earhart Bessie Johnson (T1)</p> <p>First moon landing - Neil Armstong, Buzz Aldrin, Michael Collins(T2)</p> <p>Mae Jemison (T2)</p> <p>Communication – William Caxton, Alexander Graham Bell, Tim Berners – Lee (T4)</p>	<p>Samuel Pepys (T1)</p> <p>Shackleton (T3)</p> <p>Edith Borne (T3)</p> <p>Charles Darwin (T6)</p>	<p>Children taught about specific individuals that are significant in the key period of history being studied.</p>
<p>Significant historical events, people, places</p>	<p>Changing state of the ocean (T5)</p> <p>Deforestation (T6)</p>	<p>History of flight and air travel (T1)</p> <p>History of space travel (T2)</p> <p>How did certain significant inventions changed the lives of people through the years particularly with communication . different forms of communication including the telephone and the 'digital revolution' (then and now) (T4 and 5)</p>	<p>Significance of people Shackleton - Know the names of historians, who they were and discuss what motivated them to become an explorer. (Term 3)</p>	<p>Children complete a local historical study</p>

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<p>Historical Skills: Historical enquiry</p>	<p>Use photographs to talk about their family/selves/events (T1, T2, T4, T5, T6)</p>	<p>Using books, vidoes, photos to help find out information (T1, T2,T4)</p> <p>Using artefacts to handle and explore different artefacts of historical importance (T4)</p>	<p>Using analysis and comparison skills children will be able to compare 2 versions of a past event (T1, T2, T4)</p> <p>Compare pictures or photographs of people or events in the past. Use a range of sources to find out about a period. Pupils will use historical artifacts to lean about what London was like in 1666 – what were the buildings made of, living conditions etc (T1, T3, T6)</p> <p>Begin to use the library and internet for research (T1)</p> <p>Using historical artefacts to answer questions about life from the past. (T3)</p>	<p>Using different sources to further knowledge</p> <p>Comparing and contrasting differnet periods in history to now</p> <p>Researching using different technology</p>
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<p><u>Historical Skills:</u> Chronological understanding</p>	<p>The concept of time – where the children fit in family set up (T1, T2)</p>	<p>Using a timeline (T1) Putting events on to a timeline (T3)</p>	<p>Plotting events chronologically onto a timeline not all within living memory (T3)</p>	<p>Understanding why there was need for change and development. Understanding when different events happened Understanding where these events fit on a timeline Understanding how these events changed Britain and why this happened.</p>
<p><u>Key vocabulary</u></p>	<p>Now, before, after, older, younger, mum, dad, brother, sister, auntie cousin Unique, individual, the same, different, family tree, difference, the same, different, family tree, difference, when mummy/daddy etc were little, when I was little, then, now, photograph, picture, very old, change, pollution, new, deforestation</p>	<p>A long time ago, today, before, last week, yesterday, when I was little, timeline, event, old, new, baby, past, present, future, date Space, travel, astronaut, rocket, satellite, orbit Remember, long time ago, war, soldier, 11th November, remember Date, communication, telephone, telegraph, Morse Code</p>	<p>Artefact, record, chronological, time, investigate, opinion, fact, research, period, why, what, when, where, expert, compare, significant, national, global, source</p>	