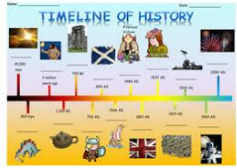




Nether Stowey Primary School History Skills Progression – KS1

	EYFS	KSI		End of Key Stage expectation
	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	
<p>Chronological understanding</p> 	<p>Can I talk about past and present events in my own life and in the lives of family members? (P&C ELG)</p> <p>Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p>	<p>Can I put up to three objects in chronological order (recent history) on a time line?</p> <p>Can I label timelines with pictures, words or phrases?</p> <p>Can I tell others about changes that have happened in my own life since I was born?</p> <p>Can I talk about how things have changed since my parents or grandparents were children?</p> <p>Can I use dates to talk about people or events from the past?</p> <p>Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children?</p>	<p>Can I place events or artefacts in order on a timeline?</p> <p>Can I label timelines with pictures, words or phrases and give reasons for their order?</p> <p>Can I make connections between long and short term time scales?</p> <p>Can I use dates to talk about people or events from the past?</p> <p>Can I connect my new learning of historical people or events to others that I have learnt about before?</p> <p>Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children?</p>	<p>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 e.g. the Great Fire of London.</p> <p>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 e.g. Ernest Shackleton and Ranulph Fiennes.</p> <p>Significant historical events, people and places in their own locality e.g. Coleridge Cottage</p>
<p>Historical knowledge and interpretation</p> 	<p>Can I make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG)</p> <p>Can I look closely at similarities, differences, patterns and change? (The World 40-60m)</p> <p>Can I understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain?</p>	<p>Can I answer questions using a range of artefacts/ photographs/pictures provided? Can I talk about the different ways that the past is represented?</p> <p>Can I recount some interesting facts from an historical event? Can I talk about some important people from the past?</p> <p>Can I talk about how their actions changed the way we do things today?</p> <p>Can I recognise that there are reasons why people in the past acted as they did?</p> <p>Can I tell you how I found out about people or events in the past?</p>	<p>Can I describe historical events? Can I describe significant people from the past and talk about what they did?</p> <p>Can I explain the causes of an historical event and what the consequences were?</p> <p>Can I explain what impact that significant events from the past have had on the way we live today?</p> <p>Can I talk about similarities and differences between two different time periods?</p> <p>Can I explain how local people or events in history have changed things nationally or internationally?</p> <p>Can I explain why someone in the past acted in the way they did?</p>	<p>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 e.g. the Great Fire of London.</p> <p>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 e.g. Ernest Shackleton and Ranulph Fiennes.</p> <p>Significant historical events, people and places in their own locality e.g. Coleridge Cottage</p>

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		<p>Can I find out more about a famous person from the past and carry out some research on him or her?</p> <p>Can I find out something about the past by talking to an older person?</p> <p>Can I recognise that some forms of evidence are more reliable than others when finding out about the past?</p> <p>Can I show an understanding of concepts such as monarchy when learning about historical events?</p> <p>Can I understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?</p>	<p>Can I choose and use parts of stories or other sources to show that I understand events or people from the past?</p> <p>Can I explain why Britain has a special history by naming some famous events and some famous people?</p> <p>Can I talk about what type of evidence is reliable when finding out about the past?</p> <p>Can I show an understanding of concepts such as monarchy and democracy when talking about historical people and events? Can I create my own accounts of historical people or events?</p> <p>Can I understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods?</p>	
<p>Historical enquiry</p> 	<p>Can I answer how and why questions about experiences and in response to stories or events? (CAL – ELG)</p> <p>Can I understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?</p>	<p>Can I show some understanding of how people find out about the past?</p> <p>Can I show some understanding of how evidence is collected and used to make historical facts?</p> <p>Can I ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Can I answer questions by using different sources, such as an information book or pictures? Can I understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate?</p>	<p>Can I understand and talk about how people find out about the past?</p> <p>Can I show understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Can I answer questions by using a specific source, such as an information book?</p> <p>Can I research the life of someone who used to live in my area using the Internet and other sources to find out about them?</p> <p>Can I research the life of a famous Briton from the past using different resources to help me?</p>	<p>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 e.g. the Great Fire of London.</p> <p>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 e.g. Ernest Shackleton and Ranulph Fiennes.</p> <p>Significant historical events, people and places in their own locality e.g. Coleridge Cottage</p>

Nether Stowey Primary School History Skills Progression – KS1

			Can I understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate?	
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