

Damers First school - History progression of knowledge					
	Foundation	Year 1	Year 2	Year 3	Year 4
	My Family	-Toys in the past -Grace Darling- Lifeboats -Life stories	Victorians, Inventors Great Fire of London Migration - The Windrush Generation	Stone Age to Iron Age Romans	World War Two
KEY CONCEPTS AND VOCABULARY	Old, new, story, photograph, yesterday, tomorrow, week, this morning, remember Memory, present, past, remembrance, now, then, birthdays, past tense, last, last year, at the weekend.	Past, present, now, today, tomorrow, yesterday, last week, before I was born, a long time ago, when I was younger, years, old, new, important person / time, now, then, calendar.	Change, a little while ago, a very long time ago, before, a long time ago, when I was younger, years, events, living memory, Achievements.	Decade, century, period, before Christ (BC), during, artefact, settlement sources, artefacts, historic buildings, rich, poor, compare, contrast, significant individual, civilisation, chronological, archaeologist, palaeontologists, contribution.	Invasion, influence, primary source, secondary source, Anno Domini (AD), conquest, diversity, war,
CHRONOLOGICAL UNDERSTANDING	Begin to describe a sequence of events, real or fictional, using words such as 'first, then...'	Show some awareness of the distinction between present and past in their own and other people's lives. Sequence artefacts from distinctly different periods of time. Sequence basic events in their own lives. Use everyday terms about the passing of time.	Use information about the past to describe the differences between then and now. Use basic key information to describe the past (e.g. simple dates). Describe memories of key events in their life. Use a time line to place events using language to describe basic chronological order.	Understand that a time line can be divided into BC (Before Christ and AD Anno Domini). Use dates and terms related to the study unit and passing of time. Use a time line to place key events / dates studied in approximately the right place.	Use terms related to the period and begin to date events including use of BC / AD. Begin to use centuries to describe the past. Name the date of several significant events from the past that have been studied and place them approximately in the right place on a time line.
HISTORICAL KNOWLEDGE AND UNDERSTANDING	Compare and contrast characters from stories including figures from the past.	Find out some facts about people long ago. Find some facts about events that happened long ago. Say why people may have acted as they did. Recognise the difference between past and present in their own and others' lives.	Use information to describe the past. Use information about the past to describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.	Uses evidence to find out about change during a time period. Describes similarities and differences between people, events and objects.	understand by describing features of past societies and periods. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect life today.
HISTORICAL INTERPRETATION	Comment on images of familiar situations in the past.	Begin to identify and recount some details from the past from sources (such as pictures, stories).	Identify different ways in which the past is represented; listen to stories and eye-witness accounts, look at pictures,	Look at and compare two versions of the same event in history and identify differences in the accounts.	Give reasons why there may be different accounts in history. Recognise primary and secondary sources.

			<p>photographs, artefacts, historic buildings, use the internet. Compare adults talking about the past – how reliable are their memories?</p>		
<p>HISTORICAL ENQUIRY</p>	<p>Begin to make sense of their own life-story and family's history.</p>	<p>Find answers to simple questions about the past from sources of information.</p>	<p>Answer questions about the past by making simple observations from historical sources. Asks and answers simple questions such as: 'what was it like for...?'</p>	<p>With help, use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Ask questions such as, "How did people...?" 'What did people do for...?' Begin to suggest sources of evidence to help answer questions.</p>	<p>Begin to select and combine information from different sources. Begin to use a range of sources to collect evidence about the past. Ask questions such as 'what was it like for.....during....?'</p>