

Progression of Skills & Knowledge History Overview (KS1)

	Year 1	Year 2
	<i>Objectives (pupils will...)</i>	
to develop an awareness of the past , using common words and phrases relating to the passing of time	Find out what life was like when Mary Anning and Louis Braille were growing up. Use words relating to the passing of time (in the context of learning about the 1960s).	Research facts about Isambard Kingdom Brunel's life. Find out some of the ways in which London has changed since 1666.
know where the people and events they study fit within a chronological framework	Look at a timeline of important events from the birth of Mary Anning to today. Compare aspects of life in the 1960s with today.	Order events of the SS Great Britain voyages. Look at the chronology of events from the Great Fire of London.
identify similarities and differences between ways of life in different periods	Use picture sources to ask make comparisons between the past (early 1800s/ 1960s with today). Understand how women's rights have changed over time. Compare aspects of life in the 1960s with today.	Compare transport today with transport in the Victorian times. Research the achievements of modern Bristolians. Compare modern-day art with Victorian art. Compare how we live today with how people lived in 1666.
use a wide vocabulary of everyday historical terms	<i>Examples of vocabulary used...</i> Victorian, 20 th century, 21 st century, fossil, decade	<i>Examples of vocabulary used...</i> Victorian, diary, steamship, century
ask and answer questions , choosing and using parts of stories and other sources to show that they know and understand key features of events	Use images of people (Mary Anning/ Louis Braille), places (Dorset/ Jurassic Coast) and objects (linked to the 1960s) to ask and answer questions.	Use an image of Isambard Kingdom Brunel to ask questions. Research facts about Isambard Kingdom Brunel's life.

	<p>Understand a story about a historical figure (Mary Anning/ Louis Braille); order events from their lives.</p>	<p>Order events of the SS Great Britain voyages.</p> <p>Find out about how the Great Fire started and spread across London.</p> <p>Understand how we know about the Great Fire of London.</p> <p>Find out how London was rebuilt after the Great Fire of London.</p> <p>Use knowledge of the Great Fire of London to write a diary entry.</p>
<p>understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<p>Use images of Mary Anning/ Louis Braille to ask and answer questions.</p> <p>Take part in the 'Big Dig' to gain an insight into the work of an palaeontologist.</p> <p>Use images/ artefacts from the 1960s to ask and answer questions.</p> <p>Listen to stories/ music from the 1960s.</p> <p>Understand how Mary Anning found out about the past.</p> <p>Find out what life was like when Mary Anning/ Louis Braille were growing up.</p>	<p>Use an image of Isambard Kingdom Brunel to ask questions.</p> <p>Examine different sources of evidence about the SS Great Britain.</p> <p>Read extracts from a diary of a passenger on the SS Great Britain.</p> <p>Read extracts from Samuel Pepys' diary.</p> <p>Observe and discuss images representing the Great Fire.</p>