

Frogmore Infant School History Progression of skills and knowledge

SUBSTANTIVE KNOWLEDGE

As a historian I will learn:

Year R	Year 1	Year 2
Talk about the lives of people around me Know some similarities and differences between things in the past and now Talk about the past through settings, characters and events encountered through books, drama and storytelling Use historical vocabulary: now, then, today, day, week, month, yesterday, before, after, old, new, long ago, memory, remember	Changes in living memory: know how toys have changed over time: • Some toys have remained unchanged • Introduction of electronic toys Significant national event beyond living memory: The Great Fire of London: • Causes of fire and its spread • Changes made when London was rebuilt Significant individual: Mary Anning: • Consequences of her discoveries • Attitudes to gender Know where people and events studied fit within a chronological framework Use historical vocabulary: year, decade, century, in the past, modern, timeline, artefact, photograph, evidence, significant	Significant nationally/internationally: Florence Nightingale and Mary Seacole: • Consequences of their achievements • Comparison of their lives, motivation and achievements Significant people and compare lives and different times: Queen Elizabeth I, Queen Victoria, Queen Elizabeth II: • Impact and contributions to national/international lives • How transport has changed Local/national/international event: Sinking of the Titanic: • Reasons for sinking • Changing safety regulations as a result of enquiry findings Local history: • Identification of changes over time Know where people and events studied fit within a chronological framework Use historical vocabulary: chronological order, era/period, investigate, Elizabethans, Victorians

**DISCIPLINARY
KNOWLEDGE**

I will learn to work historically by developing the following skills:

	Be the end of KS1 pupils will be able to:
Cause and consequence	• Ask and answer questions
Change and continuity	• Talk about why change happened as a result of an event or a person's actions
Similarity and difference	• Describe how features of today may be similar/different from features of a different time period • Recognise that not everyone in the past had the same experiences
Historical significance	• Talk about why we remember some events and people from the past
Sources and evidence	• Identify some ways in which we find out about the past • Choose and use parts of stories and other sources to show that they know and understand key features of events
Historical interpretations	• Identify different ways in which the past is represented