




Progression in History at KS1

N.B. Although the separate points do not represent precise linear development, they generally become more challenging as they go down the page


CHRONOLOGICAL AWARENESS

Progression in chronology

Beginning of Key Stage  End of Key Stage	Can describe differences between him or herself as a baby and as he or she is now.
	Sequences images of themselves as baby, toddler and infant.
	Can sort pictures and objects, matching them to babies, children and adults.
	Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (<i>eg: fairy tales</i>).
	Realises that images from nursery rhymes are not from nowadays by reference to some period detail, <i>eg: clothes, objects no longer used</i> .
	Grasps that simple stories have a beginning, a middle and an end by correctly sequencing three episodes of a simple fiction story/rhyme.
	Uses simple timelines to sequence processes, events and objects within their own experience, <i>e.g. stages of washday, something very old, old and new (NB: be careful of the age-old problem of children feeling that training shoes bought on Saturday, but scuffed by Tuesday, are old)</i> .
	More confident in use of terms 'old' and 'new'.
	Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'.
	Understands that the world was different in the olden days.
	Can follow logic of fiction titles such as 'Once there were giants'.
	Can sequence within clock and to some extent in calendar time <i>e.g. when in the year Bonfire Night occurs</i> .
	Can sequence parts of more complex story where action takes place over a long period of time, <i>eg: realises that Florence's life can be divided into phases – before she went into nursing, when she was at the Crimea, the long period afterwards</i> .
	Realises that we use dates to describe events in time, <i>eg: 1666 for the Great Fire of London</i> .
	Can use phrases such as 'over 300 years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time).
Can describe change over time using appropriate words and phrases to suggest the more distant past, <i>e.g. in Victorian times</i> .	
The more able can describe relative lengths of time <i>e.g. when Florence was at Crimea compared to after the war</i> .	


KNOWLEDGE AND UNDERSTANDING

Progression in differences between ways of life at different times (characteristic features) in KS1 history

Beginning of Key Stage	The early work here will revolve around pupils' own lives and those of adults around them, gradually looking through a wider angled lens at a more distant past as they progress through the key stage. Children can explain how life was different for them as a toddler.
	Children can see how life must have been different in the past because the nursery rhymes show kettles without plugs, wells for water, etc.
	Here the main concept is then and now. Children should spot significant differences, <i>eg: what classrooms and lessons were like, or grasp that Guy Fawkes would not fax or phone his conspirator friends.</i>
	Can confidently identify old and new toys, and can match pictures of people they think would have played with the toys in the past using old photographs.
	Can describe how features of life today, such as holidays, differ from those of Victorian times, referring to subject-specific detail, <i>e.g. in pictures, can describe and explain a mangle.</i>
	The key concept of Year 2 is change. Whenever pupils study a theme, <i>e.g. schools, homes, seaside holidays, they should be comparing not just 'then' and 'now' but 'then' with another 'then', e.g. Victorian seaside scene with 1930s or 1950s scene and then today so that they see the similarities and differences.</i>
	Can offer reasons why simple changes occur, <i>e.g. why holidays today might be considered more enjoyable than those 100 years ago and vice versa.</i>
	Another major feature is the depth of period detail children include in their answers. We are looking for widespread use of precise terms.
	Can also see that not everyone in the past had the same experience, <i>e.g. when studying Victorian Christmas, children grasp that the poor had very little food to eat and very modest presents, whereas the rich had a very different experience. Accommodation on board the Titanic provides another striking context.</i>
End of Key Stage	


HISTORICAL CONTEXTS

Progression in why people did things, why events happened, and what happened as a result (cause and consequence) in KS1 history

 <p>Beginning of Key Stage</p> <p style="text-align: center;">↓</p> <p>End of Key Stage</p>	Can explain why one character in a simple story took the action he or she did. This may be a nursery rhyme, but children should be able to offer a valid reason possibly using the word 'because'.
	Can explain why they took the action they did when discussing 'myself'
	Can give a simple reason why a real person acted as they did in a historical situation, e.g. why Grace Darling acted as she did in rescuing the crew of the Forfarshire. (Care must be taken to select an event or a personal action that has a modern parallel so that children can give reasons for similar events today before moving into past situations.) Many children will be able to give more than one reason if the context is simple enough, e.g. <i>'the Great Fire spread because the houses were made of wood and because they were close together'</i> .
	Can give simple consequences of somebody's actions, e.g. <i>'because of the things Florence Nightingale did, soldiers got better and hospitals were cleaner'</i> .
	Can give clear explanation of an important event, offering two or three reasons why an event took place, eg: <i>why the Great Fire spread so quickly or why the unsinkable Titanic sank. The more-able pupils will look at more indirect reasons e.g. weak firefighting as well as wooden buildings, close houses, and be able to explain why the causes combined in such a way as to cause the Fire. The number of reasons given is less important than pupils explaining rather than simply listing. Children may know more reasons than they give in their explanations, preferring to concentrate on what they believe to be important.</i>
	Can give a few reasons for more complex human actions, e.g. <i>why someone might want to do something unusual or for the first time or where there is no modern equivalent</i>
	Children's understanding of consequence may lag a little behind that of cause but still expect them to give two main effects of the Great Fire (e.g. 'houses were built of stone or brick, the streets were wider and straighter') or of Florence's actions (e.g. <i>'she helped the soldiers to get better, she improved hospitals (making them more hygienic) and she developed the nursing profession'</i>).
	More-able pupils certainly should be able to give a few consequences of events/people's actions, e.g. <i>giving a convincing explanation of 'why we remember Florence Nightingale'</i> . It is important that pupils are given appropriate contexts to explore causes and motives. It might strain many adults to give three reasons for complex events!


HISTORICAL CONTEXTS

Progression in different ways in which the past is represented in KS1

Beginning of Key Stage  End of Key Stage	<p>This concept is harder for children to understand so their progress may well lag behind that of the other key elements.</p> <p>Know that a familiar event, like a birthday, can be represented in different ways, <i>e.g. a photograph, a video and memories. Children know that a video of a popular story may give a different version of events from the story they have just heard, simply by noting differences in how a character is shown.</i></p>
	<p>Begin to understand that we have different views of familiar events, <i>e.g. first day at school. We cannot always remember what happened in the past.</i></p>
	<p>Can see that there are several versions of a nursery rhyme by comparing pictures, <i>e.g. of Wee Willie Winkie, and spotting the differences between them.</i></p>
	<p>Can see that there are different versions of real historical situations, <i>e.g. different written, spoken and pictorial versions of Grace Darling's rescue.</i></p>
	<p>Can spot differences between versions, <i>e.g. they see that pictures in books vary in how they depict details. For example: what Florence Nightingale's lamp looked like – 'it's different from the one on the Magic Grandad video, Miss'. Realises that there may be more than one way of looking at a significant historical person, e.g. soldiers loved Florence Nightingale, whereas many of the nurses were critical of her.</i></p>
	<p>Realises that not all sources of information answer the same questions, <i>e.g. by comparing what Pepys' diary tells us about people escaping from the fire with a contemporary painting.</i></p>
	<p>Understands that grandparents' recollections of their childhood seaside holidays might vary</p>
	<p>Can see that not all written accounts in the library books give exactly the same reasons for something, <i>e.g. why the Great Fire spread so quickly.</i></p>
	<p>Understand that people can disagree about what happened in the past without one of them being wrong. This is an important idea.</p>
	<p>Understands that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events <i>e.g. the sinking of the Titanic.</i></p>

HISTORICAL CONTEXTS


Progression in finding out about the past using a range of sources and asking and answering questions in KS1 history

Beginning of Key Stage  End of Key Stage	<p>Can find an answer to a question by looking at a simple picture, <i>e.g. of a nursery rhyme – which of these lights did Wee Willie Winkie carry?</i></p>
	<p>Can say whether a picture is of a baby or a toddler and explain why.</p>
	<p>Can point to familiar images in pictures of themselves and their own family.</p>
	<p>Can describe the main features of an artefact.</p>
	<p>Can explain how we know what we were like when we were younger, <i>e.g. photographs, video, parents or grandparents telling stories.</i></p>
	<p>Can make deductions about artefacts, spotting clues to function and use and can talk about, for example: how obvious domestic items connected with washday would have been used, possibly through simple role play.</p>
	<p>Can consult and use information from two simple sources to find information, <i>e.g. 'how can we tell this teddy is old? Because it looks like the one in the book'.</i></p>
	<p>Can find answers to questions about objects by looking in books.</p>
	<p>Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books.</p>
	<p>Can ask simple, but relevant, questions of the teacher in the role of, for example, Florence Nightingale or the Wright brothers.</p>
<p>Can draw simple conclusions about their own lives and others around them by reference to clues in evidence, <i>e.g. 'I know this is a picture of me when I was three because there are three candles on the cake', 'I don't play with that toy now' or 'my baby brother was just born'.</i></p>	

End of Key Stage	Children are able to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly.
	Children spot the differences between sources and come to a conclusion as to the most common view.
	Able pupils make deductions from photographs, going beyond the literal and what can be see
	Able pupils will realise that there are potential weaknesses in eyewitness accounts such as Pepys'.

ORGANISE, EVALUATE AND COMMUNICATE INFORMATION

Progression in organisation and communication in KS1 history

Beginning of Key Stage  End of Key Stage	Can talk about pictures of themselves using appropriate vocabulary, <i>e.g. 'when I was a baby ... '</i> .
	Will write simple captions – some will write elementary sentences to describe, <i>e.g. an old teddy. Can label/annotate simple drawings of washday artefacts and items in a typical Victorian laundry, possibly using a key.</i>
	Can write four or five captions, possibly using connectives, to show the sequence of washday activities.
	Can write simple sentences describing an event, <i>e.g. Grace Darling's rescue.</i>
	Can orally retell the main episodes of famous past events e.g. the Gunpowder Plot, in the correct sequence and write captions to accompany sequenced pictures.
	Can write simple sentences containing period-specific detail about a day at the seaside 100 years ago.
	Label and annotate a Victorian seaside picture, showing awareness of significant features not seen today, e.g. dark heavy clothing, bathing machines.
	Make increasing use of period specific vocabulary, <i>e.g. bathing machine, pier.</i>
	Retell a complicated story in a simple, structured way, using temporal markers e.g. after the war, when she was a young girl
	Can explain why the Great Fire spread so quickly using phrases such as 'another reason was' and 'also' which connect the various ideas
	More use of time conventions when writing in history, <i>e.g. 'hundreds of years ago', 'in 1666', 'in Victorian times', 'when my Grandad was a boy'.</i>
	Make increasing use of subject-specific precise vocabulary, <i>e.g. timberframed buildings, thatch during the Great Fire.</i>