



Year 1



History Skills Progression

	Year Group	1	Class		Teacher	
UNIT	TERM 1		TERM 2		TERM 3	
TOPIC						

History Programme of Study

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Skills Progression

Throughout the year, pupils are expected to learn, apply and understand the following skills and processes in age appropriate tasks and activities.

They should be taught to:

Chronological Understanding

- place known events and objects in chronological order
- sequence events and recount changes within living memory
- use common words and phrases relating to the passing of time

History Enquiry

- find answers to some simple questions about the past from simple sources of information
- describe some simple similarities and differences between artefacts
- sort artefacts from 'then' and 'now'
- ask and answer relevant basic questions about the past

Historical Interpretations

- relate their own account of an event and understand that others may give a different version

Organisation and Communication

- talk, draw or write about aspects of the past

Understanding of Events, People and Changes

- understand key features of events
- identify some similarities and differences between ways of life in different periods
- discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods



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UNIT	TERM 1	TERM 2	TERM 3
TOPIC			
Knowledge & Skills			
Pupils who are working above expectations			
Total number of pupils in class			
Pupils who have not yet reached expectations			
Teacher Comments			
Subject Leader Action			