

## History

### Ashleworth C of E and Churcham Primary Schools Concepts and Skills Progression

#### Key Stage 1

#### Year A

	Chronology	Evidence and Interpretation	Cause and Consequences	Change and Continuity	Similarity and Difference	Historical Significance
<p><u>Autumn Term</u></p> <p>Toys</p> <p>How have children's toys changed since our older relatives were little?</p>	<p>I can label timelines with words such as: past, present, older and newer.</p> <p>I can recount changes that have occurred in my own life.</p>	<p>I can look at sources and ask "What was it like for people?"</p> <p>"What happened?"</p> <p>"What was this used for?"</p> <p>"How long ago?"</p>	<p>I can discuss causes that lead to toys changing.</p>	<p>I can say which toys have stayed the same and which toys have changed overtime.</p>	<p>I can compare toys using pictures from the past and present.</p>	<p>I can name a significant toy from the past.</p>
<p><u>Spring Term</u></p> <p>Hospitals and Healthcare</p> <p>How did Florence Nightingale and Edith Cavell help to improve hospitals?</p>	<p>I can place events, artefacts and people on a timeline.</p> <p>I can begin to use some dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p>	<p>I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p>	<p>I can describe changes over a period of time.</p>	<p>I can use pictures, stories and film footage to find out about the past.</p>	<p>I can describe significant people and events from the past and explain why they are important</p>

## Year B

	Chronology	Evidence and Interpretation	Cause and Consequences	Change and Continuity	Similarity and Difference	Historical Significance
<u>Autumn Term</u>  The Great Fire of London  How did the Great Fire change London?	I can place events, artefacts and historical figures on a timeline.  I can use dates where appropriate.	I can observe or handle evidence to ask questions and find answers about the past.  I can begin to explain why evidence can be trusted (such as Samuel Pepys diary).	I can explain the causes of the Great Fire of London and what the consequences were.	I can describe what changed after the Great Fire of London and how these changes have continued through to the 21 <sup>st</sup> century.	I can use artefacts and diary entries to compare similarities and differences.  I can identify some of the different ways the past has been represented.	I can describe significant people from the past and explain why they are important.  I can name a monarch.
<u>Summer Term</u>  Famous Explorers  Where have humans explored?	I can place explorative events on a timeline.	I can use evidence of explorers lives to ask questions about the past.	I can discuss the causes of exploring and what we found out from exploration.	I can describe changes over a period of time.	I can use pictures and stories to find out about the past and compare different explorations.	I can name significant explorers from the past.

## EYFS

### Understanding the world

- Talk about the lives of people around them and their role in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books and storytelling.