

KEY SKILLS / KNOWLEDGE IN HISTORY



	CUBS (22-36m)	BEARS (30-50m)	RECEPTION (40-60m)	YEAR 1	YEAR 2
AUT 1	<ul style="list-style-type: none"> Has a sense of own immediate family and relations 	<ul style="list-style-type: none"> Recognise and describe special times Describe themselves Talk in the 1st person 	<ul style="list-style-type: none"> Describe how they have changed since birth Describe immediate family and relations 	<ul style="list-style-type: none"> Develop an awareness of the past, using common words and phrases Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> Pupils should develop an awareness of the past They should know where the people and events they study fit within a chronological framework Ask and answer questions to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
AUT 2	<ul style="list-style-type: none"> Respond to a photo – say ‘mum’ may name a family member. 	<ul style="list-style-type: none"> Recognise differences between adults and children. Begin to talk in the first person. 	<ul style="list-style-type: none"> Talk about past events in their own and families lives. Christmas story – talk about the past, ‘along long time ago’ – refer to time line. Say how peoples clothes were different to today. 	<ul style="list-style-type: none"> to use a wide vocabulary of everyday historical terms to understand some of the ways in which we find out about the past and identify different ways in which it is represented significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. To recognise changes within and beyond living memory To understand the lives of significant individuals in the past To understand significant historical events, people and places in their own locality.
SPR 3	<ul style="list-style-type: none"> Being able to understand who is in their family – begin to say names – siblings Begin to build relationships with their peers. 	<ul style="list-style-type: none"> Recounts events confidently for them and their families – talk about what they did at Christmas. 	<ul style="list-style-type: none"> Talk about past events in their own and families lives. Pirates– talk about the past, ‘along long time ago’ – refer to time line. Say how peoples lives were different on the ships a long time ago. Order ships from new to old. 	<ul style="list-style-type: none"> To develop an awareness of the past, using common words and phrases To know where the people and events they study fit within a chronological framework To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events 	<ul style="list-style-type: none"> To find out about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods To develop an awareness of the past, using common words and phrases relating to the passing of time
SPR 4	<ul style="list-style-type: none"> Playing more purposely in the role play-beginning to imitate what they’ve seen at home, eg pretend to make a drink. Be able to say what they have had for breakfast. 	<ul style="list-style-type: none"> Sequence the life of a chick. Vocabulary: before, baby, grow, change’ Begin to recognise some things are from the past: dinosaurs. Vocabulary: ‘long time ago’ 	<ul style="list-style-type: none"> Explain how toys have changed over time and why. Sort old and new toys. Explain some differences between present day and a long time ago. 	<ul style="list-style-type: none"> To identify events beyond living memory that are significant nationally or globally To identify the lives of significant individuals in the past who have contributed to national and international achievements. To talk about significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. To understand the lives of significant individuals in the past To understand significant historical events, people and places in their own locality.
SUM 5	<ul style="list-style-type: none"> Beginning to be able to retell more important events in their lives. Developing friendship groups. Talk more about who is in their family. (–Dad is at work, mum is at home.) 	<ul style="list-style-type: none"> Recognise and identify which toys are old and new. Vocabulary: old, new, broken, shiny Begin to sort old and new toys with adult support. 	<ul style="list-style-type: none"> Talk about change over time – how creatures grow and change, decay. 	<ul style="list-style-type: none"> To identify changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life To identify and discuss significant historical people in their own locality 	<ul style="list-style-type: none"> To develop an awareness of the past, using common words and phrases relating to the passing of time. To know where the people and events they study fit within a chronological framework and identify similarities and differences To use a wide vocabulary of everyday historical terms. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To find out about the lives of significant individuals in the past who have contributed to national and international achievements.

SUM 6

- Retell important events- eg birthday, fair.
- Imitate appropriately in role play extending to include others in play.
- Have special friends.

- Describe past event for themselves and their families in a sentence. Discuss starting school: changing, growing up, taller.
- Pirates – talk about ‘old’ ships – ‘a long time ago, in the past’

- Explain how toys have changed over time and why.
- Sort old and new toys.
- Explain some differences between present day and a long time ago.
- Talk about holidays and how they’ve changed over time.

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- To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
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- To identify changes within living memory
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