

Eveline Day School

Developing Young Historians

Knowledge, Skills and Vocabulary

Key Stage 1

Strands	Year 1 and Year 2		Year 2	
	2019-2020	2020-2021	2019-2020	2020-2021
KS1 Areas of Study	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change within and beyond the memory of children. • Events beyond living memory that are significant nationally and globally. • The lives of significant individuals in the past who have contributed to national and international achievements. • Significant historical events, people and places in their own locality. 			
Chronological Understanding	<ul style="list-style-type: none"> • Understand the difference between things that have happened in the past and the present • Sequence events in their life and photographs from different time periods in their life • Describe key memories and things that have happened to themselves and other people in the past • Identify objects old and new • Describe differences between old and new objects/artefacts • Begin to use a timeline to place important events and people • Begin sequencing photographs of key events studied 		<ul style="list-style-type: none"> • Understand and use the words past and present when telling others about an event. • Recount changes in my own life over time. • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. • Use a timeline to place important events. • Sequence photographs and key facts about events studied. • Describe significant memories linked to national life. • Understand the difference between things that have happened in the past and the present. • Describe key memories and things that have happened to themselves and other people in the past • Use a timeline to place important events, people and photographs of key events. 	

<p style="text-align: center;">Historical Knowledge</p>	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own and others' lives • Talk about and recall some facts about the events that link to the lives of significant people e.g. <i>Guy Fawkes, Thomas Farriner, Samuel Pepys, Christopher Columbus, David Attenborough, Rosa Parks, Anne Frank, Mary Quant, Amelia Earhart, Steve Irwin, Robert Falcon Scott, Robert Burns, Thomas Edison etc. Florence Nightingale, Mary Curie, Edith Cavell, Mary Seacole, Neil Armstrong, Buzz Aldrin, Tim Peake, Walter Tull, Winston Churchill.</i> • Identify and discuss key events linked to the significant people studied • Know and recount stories about the past (link to significant people above) • Discuss why people may have acted the way they did 	<ul style="list-style-type: none"> • Talk about and recall key information about significant people from the past, e.g. <i>Guy Fawkes, Thomas Farriner, Samuel Pepys, Christopher Columbus, David Attenborough, Rosa Parks, Anne Frank, Mary Quant, Amelia Earhart, Steve Irwin, Robert Falcon Scott, Robert Burns, Thomas Edison etc. Florence Nightingale, Mary Curie, Edith Cavell, Mary Seacole, Neil Armstrong, Buzz Aldrin, Tim Peake, Walter Tull, Winston Churchill.</i> • Recognise, explain and give evidence as to why people did things, why events happened and what happened as a result. • Identify differences between ways of life at different times. • Use information to describe the past and the differences between then and now. • Recount the main events from a significant even in history.
<p style="text-align: center;">Historical Interpretation</p>	<ul style="list-style-type: none"> • Look at books, videos, photographs, artefacts to discover and find out about the past • Using stories to encourage children to distinguish between fact and fiction 	<ul style="list-style-type: none"> • Compare two or more versions of a past event. • Compare pictures, photographs and artefacts from events in the past (see vocab) • Discuss reliable sources of information about events and people from the past and discuss what makes a source reliable.
<p style="text-align: center;">Historical Enquiry</p>	<ul style="list-style-type: none"> • Begin to sort artefacts into groups - 'old' and 'new' • Identify different ways in which the past is represented • Explores events, look at pictures/artefacts/objects from the past and ask and find the answers to simple questions about the past from sources of information e.g. artefacts, books etc. 	<ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past based on simple observations. • Identify the different ways in which the past is represented. • Explores events, look at pictures/artefacts/objects from the past and ask questions about the past using a wide range of information and sources, e.g. artefacts, books etc.

Organisation and communication	<ul style="list-style-type: none"> • Children to communicate their knowledge through discussion, art, drama and role play, music, models, writing and ICT. • Sort events and objects into groups (then and now) • Begin to use timelines to order events and objects • Tell stories about the past • Talk, write and draw about the past 		<ul style="list-style-type: none"> • Children to communicate their knowledge through discussion, art, drama and role play, music, models, writing and ICT. • Describe objects, people and events in history. • Use timelines to order events and objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, listening, art, role-play, storytelling and using ICT. 	
Key Vocabulary	Year 1		Year 2	
	<i>now</i> <i>yesterday</i> <i>last week</i> <i>when I was younger</i> <i>a long time ago</i> <i>chronological order</i> <i>similarities</i> <i>differences</i> <i>present</i> <i>past</i> <i>traditions</i> <i>century</i>	<i>before I was born</i> <i>when my parents, carers, grandparents were young</i> <i>timeline</i> <i>living memory</i> <i>remember</i> <i>memories</i> <i>fact</i> <i>research</i> <i>recent</i> <i>significant</i> <i>gunpowder</i>	<i>now</i> <i>yesterday</i> <i>last week</i> <i>when I was younger</i> <i>a very long time ago</i> <i>a long time ago</i> <i>chronological order</i> <i>similarities</i> <i>differences</i> <i>present</i> <i>past</i> <i>traditions</i> <i>century</i> <i>interpret</i> <i>significant</i> <i>gunpowder</i> <i>plot</i>	<i>before I was born</i> <i>when my parents, carers, grandparents were young</i> <i>timeline</i> <i>living memory</i> <i>remember</i> <i>memories</i> <i>opinion</i> <i>fact</i> <i>research</i> <i>evidence</i> <i>experts</i> <i>recent</i> <i>enquire</i> <i>enquiry</i> <i>secret</i> <i>interpret</i>

