



History Progression Of Skills @ SVPS

	Nursery		Reception	Year 1		Year 2	
	2 year olds ongoing throughout the year.	3-4 year olds ongoing throughout the year	Across the year the children will explore:	Holidays—How are holidays different between then and now?	Toys—How were my teachers toys different (and the same) to mine?	Agatha Christie—Who was Agatha Christie and is she so famous?	Titanic—Was the 'unsinkable ship' really unsinkable?
Substantive Knowledge Key Knowledge	Important people—family members.	Family members Differences between family life in the past and now.	Important people—to learn facts about the past life and experience of significant people in their lives. (ELG) Understand the role of significant people in our community—doctor/vet/police/builder etc Compare and contrast characters from stories including figures from the past. (ELG)	In living memory (100 Years) lots has changed about how people holiday. (Destinations, Fashion, Entertainment, Travel)	In living memory (100 Years) lots has changed about the toys people play with. (Materials, Simplicity, Durability, Power Supply)	Agatha Christie is one of the most successful authors in history. Agatha lived in Torquay. Agatha wrote mystery novels.	The Titanic was one of the greatest disaster stories of the 20th Century. The Titanic was travelling to New York when it hit and iceberg and sank.
Key Vocabulary and Vocabulary progression	Yesterday, today, past, present, before, after, then, now, important, in order		past, previously, earlier, before, after, urgently, now, immediately, straight away, significant, important sequence, chronological—in order	then, now, long ago, past, present	then, now, long ago, past, present	Past (2), present (2), order, sequence,	Class,
Disciplinary Knowledge Chronology	Visual timetables—daily routines	Visual timetables—daily routines Timeline of growing plants/lifecycles	Visual timetables—daily routines Morning routine—yesterday was Sequence of mealtimes Sharing holiday news Chronological timeline of growing a plant. How children have change from birth to now.	1) Understand the differences between things that happened in the past and the present. 2) Order a set of events or objects. 3) Describe things that happened to themselves and others in the past.	1) Order a set of events or objects. 2) Describe things that happened to themselves and others in the past.	1) To understand and use the words 'past' and present' when talking about people and events. 2) To use a timeline to sequence significant people and events.	1) To understand and use the words 'past' and present' when talking about people and events. 2) To use a timeline to sequence significant people and events.
Disciplinary Knowledge Historical Knowledge and Understanding	Know who their important people are—family members.	Begin to make sense of their own life story and family's history. Begin to understand different and familiarities between families.	Children will know some similarities and different between things in the past and now. (ELG) Understand how their own behaviours can have an effect on others.	Tell the difference between past and present in their own lives and other people lives. Listen to eye-witness accounts of events.	Begin to suggest why something might be different. Listen to eye-witness accounts of events.	Use a range of sources to describe differences between then and now. Recount main events from a significant time/event in history.	Recount main events from a significant time/event in history. Use evidence to explain reasons why people acted the past as they did.
Disciplinary Knowledge Historical Enquiry and Interpretation	Explore objects—small world toys	<ul style="list-style-type: none"> Family photos Photos Story books Non fiction books small world toys 	ELG—children will explore a variety of primary and secondary sources and be able to respond and recall information. Explore: <ul style="list-style-type: none"> Family photos Photos—old and new Videos Non-fiction books Picture books link to history e.g once there were giants and my great grandpa. 	Begin to identify and recount some details from the past from pictures and stories.	Find answers to simple questions about the past by using source material.	Look carefully at pictures, eyewitness accounts or objects to find information about the past.	Look carefully at pictures, eyewitness accounts or objects to find information about the past. Ask questions about the source material.
SVPS Curriculum Concepts							
Diversity and Adversity							
Change and Continuity							
Locality and Context							

