



Gosford Park Primary School

History Curriculum

KS1 History Learning Objectives and Skill Progression

1. Chronology

LI: To Place information in chronological order (place it)

LI To create a chronological narrative (talk it)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know and use phases of passing of time. E.g. yesterday / today (talk it)	To use knowledge of the past and present to place objects / people / facts or events in sequential order. (3-5 things)	Know how to read and say dates of years (1066 – would be 10,66 not 1 thousand and 66)	To communicate the passing of time using accurate vocabulary (centuries, decades, over 1000 years)	To accurately reflect the length of time between events on a time line	Create a chronological narrative bridging historical themes (rich / poor / beliefs)
Use time language such as: a long time ago; before I was born (talk it)	Place given information (dates and events) accurately on a timeline.	Summarise information to capture key events and dates. Place these on a time line in the correct order.	Define events by using eras or significant moments in history (During the Roman Era, Shortly after the Lindisfarne invasion)	To represent given information as a layered timeline	Research evidence to create a layered timeline
Use words and phrases in context to compare objects / events or people. (talk it)		To know and apply the terms AD and BC	Retrieve information from a time line	Narrate comparisons within the same period of time studied	
To place two objects / images into time order using now and then		To know that the historical timeline doesn't have 0.	Deduce information from a time line	Narrate comparison across 2 periods of time	
			Place periods of time accurately on a time line		
			Narrate forwards and backwards over time to present information		



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Sources

LI To use sources to learn about the past

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieve information from a given source	Identify if a source can answer a question	Name and select a source to provide specific information	Combine sources to represent historical information	Recognise that some sources are more appropriate than others when representing particular information	Question the reliability of a source
Name different sources	Explain why a source can / cannot answer a question	Know what different sources can teach us about the same event / person	Know that a secondary source (painting, newspaper report) is an interpretation after an event.	Explain why the same resource could have different representations	Know how bias can change the way history is recorded
	Compare facts that can be retrieved from different sources (2)	Understand the term primary source	Identify ways an event / person has been recorded differently		To know how beliefs change the way an event is recorded
	To know black and white photos do not always mean it is old	Understand the term secondary source			



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Similarities / difference LI: To identify similarities and differences			Cause and Consequence LI: To identify the cause and consequence of an action or event		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To say what is the same	To identify similarities and differences within a theme of the same period of time (wealth - rich and poor)	To identify similarities and differences in the ways of life between then and then (Celts vs Roman army)	Explain what caused an event or action from a person	To identify continuity and change within a period	Identify trends within a period
To say what is different	To identify similarities and differences within a theme of the same period of time (wealth - rich and poor)		Explain the immediate consequences	Give reasons for aspects of life to change or continue	Identify trends across a whole period of time
(within living memory)	Explain a reason for the similarities and differences		Apply their wider knowledge of the time / event to inform their comparison / explanation		Analyse trends
To identify changes between now and then					Make inferences from trends identified



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Significant people and events

LI: To know and explain significant events in history

LI: To know explain the actions / choices of people in history

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify key features that make an event significant		Explain the impact / effect of a significant event	Explain the sustained impact of an individual event (same era of time)	To know how significant events can impact the world	To debate achievement of Mankind
Identify key actions that make a person significant		Explain the impact / effect of the significant person's action	Explain the sustained impact of a person's actions (same era of time)	To know how actions / decisions of a significant person can impact the world	To debate follies of Mankind
Explain what caused the significant event / action				To know how the decisions of a person can change the course of history	



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Questions

LI: To ask historical questions

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To ask what questions find out historical information	To ask did and do questions to seek new information	To use known facts to ask linked questions e.g. I know Caesar invaded England, so... How did Caesar travel here?		To ask historical questions to seek information on change	To ask probing questions to seek challenging answers
To ask when questions find out historical information	To ask how and where questions to seek new information	Ask questions about specific historical categories Such as: Life, beliefs, language, actions (these should then be a basis for enquiry)		To ask historical questions to seek information on cause	To question the reliability of information
To ask why questions to find out historical information	To ask questions to identify similarities and differences			To ask historical questions to seek information on significance	To question the reliability of information due to personal bias



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Presenting learning

LI: To construct informed responses by selecting and organising historical information

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To retell key events	To use parts of a <i>story</i> to retrieve and represent historical information	Select key facts to create their own historical account of an event (reduced choice given)	Select relevant historical information from independent research	Effectively organise historical facts to ensure information is cohesive	
To capture keywords	Repeat above for other sources such as <i>trips / visitors / texts / film / photos</i>	Select key facts to create their own historical account of an action (reduced choice given)	To represent historical information through : 1. Images – paint / draw 2. Writing opportunities 3. re-enactments 4. photography / film (teacher directed)	To choose an effective method to communicate historical information drawing on knowledge of sources	
To write simple factual sentences	Use retell events in correct sequence			To reflect knowledge via an array of appropriate sources	

Action plan

Vocab ob: To use historical terms

Knowledge progression

Mark off on the grid which LO have been covered in Autumn 1/2

Ensure expectations are set for the staff regarding knowledge needed and plans for spring

Ensure you have received all plans by October ½ term. Ensure you have original copies of the history planning sheets.