



# Widmer End Community Combined School and Pre-School

## History - Progression of Skills - Early Years and KS1

The Wider World Technology Sustainability Equality & Diversity

### Chronology

<u>Pre-School</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
<p><b>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 read in class and storytelling.</b></p>		<ul style="list-style-type: none"> <li>Changes in living memory linking to aspects of change in national life <b>Toys and how they have changed; Travel and Transport; Seaside Now and Then</b></li> <li>Lives of significant individuals – <b>They Made a Difference; Kings and Queens</b></li> <li>Events beyond living memory significant nationally or globally – <b>The Great Fire of London</b></li> </ul>	
<p>Begin to make sense of their own life-story and family's history.</p>	<p>Talk about members of their immediate family and community.</p>	<p><b>As a historian:</b></p> <p>To distinguish between old and new.</p> <p>To put up to three objects in chronological order (recent history) on a time line.</p> <p>To label timelines with pictures, words or phrases.</p> <p>To tell others about changes that</p>	<p><b>As a historian:</b></p> <p>To place events or artefacts in order on a timeline.</p> <p>To label timelines with pictures, words or phrases and give reasons for their order.</p> <p>To make connections between long and short term time scales.</p>



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		<p>have happened in my own life since I was born.</p> <p>To use dates to talk about people or events from the past (when appropriate)</p> <p>To think about how transport might change and what it could look like in the future</p>	<p>Use dates to talk about people or events from the past? (when appropriate)</p> <p>To connect my new learning of historical people or events to others that I have learnt about before.</p> <p>To know the key events of the Great Fire of London</p>
<b>Enquiry and Interpretation</b>			
	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the</p>	<p>To talk about how toys have changed since my parents or grandparents were children.</p> <p>To understand how materials of toys</p>	<p>To compare who was more powerful King Henry VIII or Queen Elizabeth I</p> <p>To understand how we know about the Great Fire – the diaries of Samuel</p>



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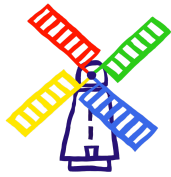
	<p>past.</p>	<p>can tell us how old they are.</p> <p>To investigate how toys have changed due to technology - mechanical versus battery powered.</p> <p>To compare and contrast old modes of transportation with how we travel today</p> <p>To have an understanding of how technology has changed transport, focusing on different modes of transportation in land, sea and air</p> <p>To identify how Britain's beaches and seaside are used for recreation and Tourism</p> <p>To explore the difference between seaside destinations now and in the Victoria era</p> <p>To explore how the invention of the passenger locomotives made it easy for everyone to travel to the seaside.</p>	<p>Pepys and John Evelyn</p> <p>To explore why the fire spread so quickly</p> <p>To understand the damage the fire caused</p> <p>To explore how London changed after the fire</p>
<b>World History</b>			



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		<p>To know how people used to travel in the past</p> <p>To explore significant events and people, such as the Wright brothers and the first space flight in 1961</p> <p>To explore the difference between seaside destinations now and in the Victoria era</p>	<p>To know why King William is known as 'William the Conqueror'</p> <p>To know Why King John is known as 'Bad King John'</p> <p>To know how the Stuarts battled for power</p> <p>To know how the Hanovians and the Windsors share power with the Government.</p> <p>To know what London was like in 1666</p> <p>To explore a variation of historic and current world figures who have made a difference to society today</p>
<b>Historical Terms</b>			
		<p>To understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the ..... times.</p>	<p>To understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term,</p>



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			<p>short term, timeline, time scale, in the ..... period, in ..... times?</p> <p>To know what a monarch is.</p>
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