

Pentland's Progression of History Skills

Area of Study	Reception	Year 1	Year 2
<p>Chronological Understanding</p>	<p>New beginnings – ‘Me and my family’ Sharing a story</p> <p>Understanding of changes in their own lifetime personal timeline.</p> <p>Orders and sequences familiar events (visual timetable)</p> <p>Own birthday</p> <p>Days, months, seasons.</p> <p>Covid 19 Pandemic</p> <p>Pentland School (Opened in 1980)</p>	<p>Understanding of changes in their own lifetime personal timeline.</p> <p>Pentland School (Opened in 1980)</p> <p>Covid 19 Pandemic</p> <p>Sequence events and recount changes within living memory and aspects of change in national life</p> <p>Events beyond living memory that are significant nationally and globally (eg Great Fire of London 1666, the first aeroplane flight)</p>	<p>Understanding of changes in their own lifetime personal timeline.</p> <p>Pentland School (Opened in 1980)</p> <p>Covid 19 Pandemic</p> <p>Sequence events and recount changes within living memory and aspects of change in national life</p> <p>Events beyond living memory that are significant nationally and globally (eg Great Fire of London 1666, the first aeroplane flight)</p> <p>Describing where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</p>
<p>Historical Enquiry</p>	<p>Talk about similarities, differences, patterns and change</p> <p>Understand the past through settings, characters and events encountered in books / storytelling</p> <p>They answer ‘how’ and ‘why’ questions about their experiences and in response to stories and events.</p> <p>Sort artefacts ‘old’ and ‘new’</p>	<p>Find answers to some simple questions about the past from simple sources of information</p> <p>Describe some simple similarities and differences between artefacts.</p> <p>History mystery objects</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p> <p>History mystery objects</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>

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<p>Historical Interpretations</p>	<p>Understand the past through settings, characters and events in stories</p> <p>Recount an event, verbally and written.</p> <p>Children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories.</p>	<p>Ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.</p> <p>Write their own structured accounts, written narratives and analyses.</p> <p>Relate his/her own account of an event and understand that others may give a different version.</p>	<p>Ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.</p> <p>Write their own structured accounts, written narratives and analyses.</p> <p>Relate his/her own account of an event and understand that others may give a different version.</p>
<p>Organisation and Communication</p>	<p>Develop a historical vocabulary (Reception vocab list)</p> <p>Talk about things they did at the weekend, yesterday, this morning...</p>	<p>Develop a historical vocabulary (Year 1 vocab list)</p> <p>Talk, draw or write about aspects of the past.</p>	<p>Develop a historical vocabulary (Year 2 vocab list)</p> <p>Speak about how he/she has found out about the past.</p> <p>Record what he/she has learned about the past by drawing, writing and role play.</p>
<p>Understanding of Events, people and changes</p>	<p>Current issues – local</p> <p>Talk about the lives of people around them and their roles in society</p> <p>Meeting 'police officers, nurses and firefighters'</p> <p>Class authors – (2021 – 2022)</p> <p>Captain Sir Tom Moore Jo Cox</p> <p>Marcus Rashford Mary Anning (fossils / dinosaurs)</p>	<p>Current issues – local and national</p> <p>Understand the connections between local, regional, national and international history.</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</p> <p>Betty Boothroyd (Dewsbury born – MP and speaker in the house of</p>	<p>Current issues – local and national</p> <p>Understand the connections between local, regional, national and international history.</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</p> <p>Betty Boothroyd (Dewsbury born – MP and speaker in the house of</p>

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	<p>Firework Night Remembrance Day</p>	<p>commons) Eileen Fenton (Thornhill Lees cross channel swimmer) Wallace Hartley (Lived in Dewsbury, bandmaster on the Titanic) David Hockney (Bradford born artist)</p> <p>Dewsbury Swimming baths Train station Canal Minster Market Textile Mills (Shoddy and Mungo) Town Hall</p> <p>Skipton Castle</p> <p>Remembrance Day (local soldiers) Memorial at Crow Nest Park</p> <p>Captain Sir Tom Moore Jo Cox</p> <p>Rosa Parks Malala Yousafzai Nelson Mandela Amelia Earhart Amy Johnson Ernest Shackleton Neil Armstrong Helen Sharman Tim Peake Edith Cavell Florence Nightingale Mary Seacole Guy Fawkes Samuel Pepys Grace Darling</p>	<p>commons) Eileen Fenton (Thornhill Lees cross channel swimmer) Wallace Hartley (Lived in Dewsbury, bandmaster on the Titanic) David Hockney (Bradford born artist)</p> <p>Dewsbury Swimming baths Train station Canal Minster Market Textile Mills (Shoddy and Mungo) Town Hall</p> <p>Skipton Castle</p> <p>Remembrance Day (local soldiers) Memorial at Crow Nest Park</p> <p>Captain Sir Tom Moore Jo Cox</p> <p>Rosa Parks Malala Yousafzai Nelson Mandela Amelia Earhart Amy Johnson Ernest Shackleton Neil Armstrong Helen Sharman Tim Peake Edith Cavell Florence Nightingale Mary Seacole Guy Fawkes Samuel Pepys Grace Darling</p>
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