

KS1 - Progression of History skills

| Year A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Historical Topic National Curriculum Subject Content Enrichment opportunities | Busy Bodies Florence Nightingale Events beyond living memory. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare different periods. Significant historical people in their own locality. Comparing Edith Cavill. Mary Seacole. <i>Text: Non-Fiction Florence Nightingale</i> <i>Florence Nightingale Day Drama, Art, DT</i> | Weather around the World | Towers, Tunnels and Turrets Significant historical places in their own locality. <i>Text: Fiction - Traditional Tales</i> <i>Non-Fiction Knights and Castles</i> <i>A visit to Duffield Castle – Historian to discuss</i> <i>Trip to Tutbury Castle</i> | Toys Events beyond living memory. <i>Text: Fiction: Major Glad, Major Dizzy</i> <i>The Naughty Bus</i> <i>Western Park Museum Sheffield</i> | Who lives here? (Study of an area of the UK) | Enchanted Wood (Study of an area of the UK) |
| Global Goals | Global Goal 3 Good Health and Wellbeing - Make sure everyone has the right to health care. End some disease. Educate people about mental health. Prevent deaths of babies and young children. Global Goal 5 Gender Equality - Change laws to give equality for women in all areas of their lives. Stop violence against girls and women. Encourage girls and women to be heard in all areas of public life. Global Goal 6 Clean water and sanitation - Everyone has safe water and sanitation. Improve healthy hygiene habits. | | Global Goal 11 Sustainable Cities and communities - Provide safe housing and basic services for all. Protect the world's cultural and natural heritage. Tackle climate change. Provide safe transport that doesn't harm the environment. | Global Goal 1 No poverty - By 2023 extreme poverty will be a thing of the past. <i>Some people are living on less than £1 a day.</i> | | |
| SIAMS | Strand 2a: Wisdom, Knowledge and Skills Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy 3b: understand disadvantage and ask big questions. | | Strand 2a: Wisdom, Knowledge and Skills Strand 3a: People making positive choices – recycling, looking after our local environment Strand 4: Community and Living Well Together 4b: Celebrating and embracing differences in your community | Strand 2: Wisdom, Knowledge and Skills | | |
| Chronology | <ul style="list-style-type: none"> • Develop then demonstrate an awareness of the past. • Begin to use dates • Sequencing artefacts and pictures from different periods of their life • Sequence artefacts closer together – check with reference book • Sequence historical events in their life. • Develop time line linked to previous learning. Describe memories of key events in lives | | | | • | • |
| Historical Terms | A long time ago In the olden days Past century decade younger older year | | Castle, turret, tower, gatehouse, moat, motte and bailey, drawbridge, ruins, coat of arms, banquet, jousting, sword, bow and arrow, canon trebuchet, catapult, battering ram. | Spinning top, marbles, jacks, hopscotch, five stones (historical toy names) | | |

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| Historical Enquiry | Handle artefacts Comparing photographs/ artefact Beginning to ask questions. Understand how to find out information asking what, where, why, when, how? Choose and use parts of stories and other sources to show understanding of events. | | Ask and begin to answer questions about events eg: When, What happened, What was it like? Why? Who was involved? Communicate understanding of the past in a variety of ways. Choose and use parts of stories and other sources to show understanding of events. | Chn bring toys in and discuss. Invite visitors and compare. Enrichment opportunity to handle toys. Sheffield museum. Comparing photographs/ artefact Beginning to ask questions. Understand how to find out information asking what, where, why, when, how? Choose and use parts of stories and other sources to show understanding of events. | | |
| Interpreting History | <ul style="list-style-type: none"> Identify different ways the past is represented. Fictional accounts, diary entries, letters, newspaper article, films, songs, museums. | | | | • | • |
| Continuity and Change | Discuss change and continuity in an aspect of like. Compare how hospitals have changed. | | Identify differences between ways of life at different times. | Compare life styles of rich and poor families. Eg: rag dolls / porcelain dolls. Discuss change in technology. | | |
| Causes and Consequences | Recognise why Florence Nightingale did what she did. Why was there a war (Crimean). What happened as a result? | | Recognise why people did things Recognise why some events happened. Recognise what happened as a result of people's actions or events. | Recognise why people did things Recognise why some events happened. Recognise what happened as a result of people's actions or events. | | |
| Similarities / Differences | Comparing their experiences of a hospital to those in the past. Roles of the doctors and nurses. Explore equality in gender. | | Identify similarities and differences between ways of life in different periods, including their own lives. | Comparison of toys in the past and present. How technology has evolved over time. | | |
| Significance | Discuss the impact Florence Nightingale had and the changes that happened as a result of her work. | | Identify and begin to describe historically significant people and events in situations. | Identify and begin to describe historically significant people and events in situations. | | |