

KS1 - Progression of History skills

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Historical Topic National Curriculum Subject Content</p> <p>Enrichment opportunities</p>	<p>Ourselves Events beyond living memory.</p>	<p>Hot as Fire The Great Fire of London Events beyond living memory that are significant nationally or globally.</p> <p>Great Fire of London day Drama, baking bread, DT</p>	<p>Cold as Ice</p>	<p>Journeys Great Explorers in History Significant historical events, people and places in their own</p> <p>Events beyond living memory that are significant nationally or globally. Explorer Dome Space Centre? Visit to areo park?</p>	<p>On the Farm</p>	<p>Rio de Janeiro Brazil (Study of an area in a non-European country)</p>
<p>Global Goals</p>	<p>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.</p> <p>Global Goal 4 Quality Education - Free and equal education for everyone. More training opportunities to get better jobs. Increase number of trained teachers around the world.</p>	<p>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.</p> <p>Global Goal 16 Peace and Justice - Everyone has equal access to justice in their country. Stop violence and crime.</p>		<p>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.</p>		
<p>SIAMS</p>	<p>Strand 2: Wisdom, Knowledge and Skills Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy Strand 4: Community and Living Well Together Strand 5: Dignity and Respect</p>					
<p>Chronology</p>	<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 			<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. <p>Describe memories of key events in lives</p>		<ul style="list-style-type: none"> •

Historical Terms	Baby, toddler, child, teenager, adult. A long time ago In the olden days Past century decade younger older year Equipment at home in the past eg: dolly tub. Equipment used in schools from schools in the past eg: blackboard.	Thomas Farynor, Pudding Lane, 1666, Samuel Pepys, Lord Mayor, Squirts, Fire hooks, leather bucket, axe, horse and cart, The Stuarts, King Charles II,		Different types of transport Steam engine, car, wagon, tractor, tram. Horse and cart, van, penny farthing, titanic		
Historical Enquiry	Invite grandparents for chn to ask questions about their life when they were a child. Handle artefacts Comparing photographs/ artefact Beginning to ask questions. Understand how to find out information asking what, where, why, when, how?	Find answers to simple questions about the past from sources or information such as artefacts, photographs, books, and internet. Observe or handle sources to answer questions about the past on the basis of simple observations.		Find answers to simple questions about the past from sources or information such as artefacts, photographs, books, and internet. Observe or handle sources to answer questions about the past on the basis of simple observations.		
Interpreting History	<ul style="list-style-type: none"> Look at videos, text, artefacts, visits (Sudbury Hall) Identify different ways the past is represented. Fictional accounts, diary entries, letters, newspaper article, films, songs, museums. 			<ul style="list-style-type: none"> Look at videos, text, artefacts, visits Identify different ways the past is represented. Fictional accounts, diary entries, letters, newspaper article, films, songs, museums. 		
Continuity and Change	Discuss change in life. Discuss technology and how it has changed.	Discuss change and continuity in an aspect of life.				
Causes and Consequences	Recognise why people did things Recognise why some events happened Recognise what happened as a result of people's actions or events.					
Similarities / Differences	Identify similarities and differences between ways of life, including their own life.			Identify similarities and differences between ways of life, including their own life.		
Significance	Identify and begin to describe historically significant people and events in situations. Who invented the TV? The telephone?	Identify and begin to describe historically significant people and events in situations. Talk about important places and who was important and why eg:	Identify and begin to describe historically significant people and events in situations.	Identify and begin to describe historically significant people and events in situations. Talk about important places and who was important and why? Titantic		

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