



Progressions of Skills - History - KS1

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	How did the Great Fire change London? (History)	Are all pictures art? (Art/)	Why don't tigers and polar bears live in Long Eaton? (Science/Geography)	Could we live on the Moon? (Moon landing) (History)	How are our toys different from those in the past? (DT)	What do we know about Long Eaton? (History)
Global Goals	9. Industry, Innovation and infrastructure	1.No Poverty	13. Climate Action	11 Sustainable Cities and Communities	3. Good Health and Well-Being 4. Quality Education	8. Decent Work and Economic Growth.
British Values	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Democracy	Rule of Law
Enrichment opportunities	Great Fire of London day Drama, baking bread, DT	A visit to Duffield Castle - Trip to Tutbury Castle or Warwick Castle?		Trip to The National Space Centre in Leicester	Trip to Sudbury Hall and the National Museum of Childhood	
Area of Study	Events beyond living memory that are significant nationally or globally.			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.	Events beyond living memory	A local history study

Knowledge



<p>Chronology</p>	<ul style="list-style-type: none"> • Develop then demonstrate an awareness of the past. • Begin to use dates • Show where places, people and events fit into a broad chronological framework • Sequence artefacts closer together - check with reference book • Develop time line linked to previous learning. Describe memories of key events in lives • To place the medieval period on a timeline. 			<p>Develop then demonstrate an awareness of the past. Begin to use dates Show where places, people and events fit into a broad chronological framework</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 	
<p>Historical Terms</p>	<p>Thomas Farynor, Pudding Lane, 1666, Samuel Pepys, Lord Mayor, Squirts, Fire hooks, leather bucket, axe, horse and cart, The Stuarts, King Charles II,</p>	<p>Castle, turret, tower, gatehouse, moat, motte and bailey, drawbridge, ruins, coat of arms, banquet, jousting, sword, bow and arrow, canon trebuchet, catapult, battering ram.</p>		<p>Saturn V, Michael Collins, Buzz Aldrin, Neil Armstrong, Moon, astronauts, spacesuit, Apollo 11, gravity, space shuttle</p>	<p>Spinning top, marbles, jacks, hopscotch, five stones (historical toy names)</p>	<p>Use words and phrases such as: a long time ago, recently, when my parents were children.</p> <p>Talk about years, decades, centuries. Baby, toddler, child, teenager, adult. A long time ago In the olden days Past century decade younger older year</p>



<p>Historical Enquiry</p>	<p>Find answers to simple questions about the past from sources or information such as artefacts, photographs, books, and the internet. Observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>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.</p>		<p>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.</p>	<p>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</p>	<p>Discuss change and continuity in Long Eaton e.g.transport, jobs, shops and family life.</p>
<p>Interpreting History</p>	<p>Find answers to simple questions about the past from sources or information such as artefacts, paintings, photographs, books, and the internet. Observe or handle sources to answer questions about the past on the basis of simple observations.</p>		<p>Look at videos, text, artefacts, visits (Space Centre) Identify different ways the past is represented. Fictional accounts, diary entries, letters, newspaper article, films, songs, museums.</p>	<p>Identify different ways the past is represented. Fictional accounts, diary entries, letters, newspaper articles, films, songs, museums.</p>	<p>Sequence photographs etc. from different periods Describe memories of key events in their lives.</p>	
<p>Continuity and Change</p>	<p>Discuss change and continuity in an aspect of life</p>	<p>Discuss change and continuity in an aspect of life</p>		<p>Discuss change and continuity in an aspect of life.</p>	<p>Compare life styles of rich and poor families. Eg: rag dolls / porcelain dolls.</p>	<p>Compare key events in Long Eaton today with events in the past e.g. Carnival and Christmas</p>



					Discuss change in technology.	
Causes and Consequences	<ul style="list-style-type: none"> 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 and Difference	Identify similarities and differences between ways of life in different periods, including their own lives.			To compare aspects of life in different times. 1600s, 1960s and today	Comparison of toys in the past and present. How technology has evolved over time.	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. Talk about important places and who was important and why eg: Samuel Pepys			Discuss the impact of the moon landing had, and the changes that happened as a result..	Identify and begin to describe historically significant people and events in situations.	Identify significant changes in Long Eaton e.g. trade, town centre, transport etc
Skills						
	Ask and begin to answer questions about the Great Fire of London. e.g. When? What happened? What was	Identify differences between different periods by comparing life in medieval castles to their own lives.				†Discuss change and continuity in Long Eaton e.g.transport, jobs, shops and family life.



	<p>it like? Why? Who was involved?</p> <p>Compare ways we find out about the past e.g. How do we know about the <i>Great Fire</i>? Are there any photographs? Why not?</p> <p>Recognise what happened as a result of people's actions or events. How did the <i>Great Fire</i> start? How did they put out the fire?</p>	<p>Find answers to simple questions about the past from sources of information e.g. stories, artefacts and websites.</p> <p>To use words that are related to the past.</p> <p>"A long, long time ago "</p> <p>Talk about years, centuries.</p>				<p>Begin to use dates with greater confidence. Sequence artefacts closer together in time.</p> <p>Sequence photographs etc. from different periods</p> <p>Describe memories of key events in lives.</p> <p>Compare key events in Long Eaton today with events in the past e.g. Carnival and Christmas</p> <p>Use words and phrases such as: a long time ago, recently, when my parents were children.</p> <p>Talk about years, decades, centuries.</p>
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