

History Curriculum Map and Progression of skills

Purpose of study: Through a high-quality history education, pupils will gain coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. This will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Pupils will understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

In key stage 1: Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year 1

<u>Historical concepts</u>	Topic	Topic	Topic	History National Curriculum Key Stage 1 Subject content Pupils will be taught about: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great
	Toys (changes within living memory)	<u>Queen Elizabeth II</u> (Significant individuals and individuals in the past)	<u>Castles –Windsor Castle</u> (Historical events in own locality)	
	Vocabulary: history, old, new, modern, artefact, decade, source, young, period, time, sequence	Vocabulary: Ruler, monarch, reign, succession, treason, abdicate, King, Queen, Royal family, Jubilee, coronation, anniversary, Palace, fact, fiction	Vocabulary: Windsor, town, castle, tower, moat, medieval, modern, gatehouse, drawbridge, turrets, catapults, arrows, bow, knight, shield, sword, ambush	
	Generic vocabulary: Primary source, secondary source, chronological, timeline, past, present, change, national, local			
Chronological knowledge and understanding	- I can sequence events in my life. - I can use common words and phrases from the passing of time. - I can sequence 3 or 4 artefacts from distinctly different periods of time.	- I can match objects to people of different age and from different periods of time. - I know here Queen Elizabeth II fits into a chronological framework.	- I can identify similarities and differences between periods with a focus on buildings. - I can sequence different pictures and put them onto a historical timeline and explain my reasoning.	

Range and depth of historical knowledge including significance	- I can identify and explain similarities and differences between toys from different periods using my Historical vocabulary. - I can explain why something might be different. - I can use a wide vocabulary for everyday historical terms.	- I can recognise the difference between past and present in my own and others' lives. - I understand the world today is connected to the past and I can use my historical vocabulary to help me explain this. - I can recognise why people did things, why events happened and what happened as a result.	- I can listen to eye-witness accounts. - I can remember part of stories and memories from the past. - I can recognise why people did things, why events happened and what happened as a result.	Fire of London and events commemorated through festivals or anniversaries] - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth II, Guy Fawkes and Florence Nightingale] - Significant historical events, people and places in their own locality.
Interpretations of History	I can use different ways to identify ways in which the past is represented.	- I can tell the difference between a fact and fiction. - I can talk about who was important, for example in a simple historical drawing	I can use different ways to identify ways in which the past is represented.	
Historical enquiry (including organisation and communication)	- I can draw pictures to represent the past and the present - I can ask questions and find answers to simple questions about the past from sources of information e.g. artefacts.	- I can identify similarities and differences between ways of life at different times. - I can make simple observations about different types of people, events and beliefs within a society. - I can show the past in different ways. Such as pictures, writing and role-play.	- I can choose and use parts of stories and other sources to show my understanding of the past. - I can make simple observations about different types of people, events and beliefs within a society.	

Enrichments and enhancements:

- Toy museum - Museum of childhood - Toy workshop Bring own toy to school (invite a parent)	Trip to Buckingham palace (links to locational knowledge)	- Trip to Windsor (possible workshop) can compare to Buckingham palace. - Links to Geography unit.
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