



History Curriculum: Year 1 – Progression of Skills

What are the aims and intentions of this curriculum?

That children:

- Will become increasingly critical and analytical thinkers.
- Will possess a secure understanding of the chronology of the British Isles and other important periods of History.
- Will discover links and connections to the History they learn and the wider community and locality.
- Will further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs.
- Differentiate between source types and explain how interpretations in History may differ.
- Draw on similarities and differences within given time frames and across previously taught History.
- Enquire historically-themed questions and form their own opinions and interpretation of the past.

Term	Topic	Knowledge	History Skills – Chronology, Vocabulary, Enquiry, Interpretation, Continuity and Change, Causes and Consequences, Similarities and Differences, and Significance.	Assessment
Autumn	Me and My Home <i>Changes Within Living Memory – I'm Making History.</i> <i>How do I found out about me?</i>	Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time. Show where places, people and events fit into a broad chronological framework. Begin to use dates.	Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries. Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites. Choose and use parts of stories and other sources to show understanding of events. Communicate understanding of the past in a variety of ways. Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays. Identify similarities and differences between ways of life in different periods, including their own lives.	
Spring	People and Places <i>KSI History Detectives – Spot the Differences</i>	Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time. Show where places, people and events fit into a broad chronological framework. Begin to use dates. To research and investigate.	Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries. Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites. Communicate understanding of the past in a variety of ways. Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays.	



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	<i>(Using the local historic environment)</i>		<p>Discuss change and continuity in an aspect of life, e.g. holidays.</p> <p>Recognise why people did things.</p> <p>Recognise why some events happened.</p> <p>Recognise what happened as a result of people's actions or events.</p> <p>Identify similarities and differences between ways of life in different periods, including their own lives.</p>	
Summer	<p>Journeys</p> <p><i>Who has helped make history?</i></p> <p><i>Focus on an individual.</i></p>	<p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Show where places, people and events fit into a broad chronological framework.</p> <p>Begin to use dates.</p> <p>To research and investigate.</p>	<p>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries.</p> <p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.</p> <p>Choose and use parts of stories and other sources to show understanding of events.</p> <p>Communicate understanding of the past in a variety of ways.</p> <p>Recognise why people did things.</p> <p>Recognise why some events happened.</p> <p>Recognise what happened as a result of people's actions or events.</p> <p>Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why.</p>	