

# History coverage and progression overview for Key Stage 1: Cycle B

Year Group	Year 1 Term 1	Year 1 Term 2	Year 1 Term 3	Year 2 Term 1	Year 2 Term 2	Year 2 Term 3
<b>Topic Matters, skills, processes</b>	Florence Nightingale-significant person	Queens- comparison of Queen Victoria and Queen Elizabeth II	Toys- Change within living memory	Remembrance Day/ World War 1-significant event	Mary Anning- significant person	Our School- local history
<b>History Box/ Pack/ Trip/ Visitor?</b>	Pack History box Visit by modern nurse	Pack History Box Trip to Windsor Castle or Westminster Abbey	Pack History Box Visit to Gosport Search centre	WW1 History box	Pack History Box-Mary Anning Trip to Haslemere museum (fossils)	Victorian School history box visitor
<b>Chronology</b> sequencing events/ objects in time; using chronological vocabulary	Create a simple picture timeline of life events. Begin to realise that historians use dates to describe events. Use vocab old and new, then and now.	Begin to realise that historians use dates to describe events. Simple picture timeline of life events incl coronation. Use vocab old and new, then and now.	Sort real old toys/ pictures into chronological order. Use vocab old and new, then and now.	Put end of WW1 on timeline of other events studied at KS1. Make links to events/people on the timeline using before, after, at the same time etc...	Put Mary Anning's birthdate on timeline of other events studied at KS1. Make links to events/people on the timeline using before, after, at the same time etc...	Put key dates on timeline of other events studied at KS1. Make links to events/people on the timeline using before, after, at the same time etc...
<b>Characteristic features</b> of period/ person/ events studied	Recognise that clothing and technology (medicine etc..) could be different in the past. Show awareness that attitudes to gender restricted FN's recognition.		Recognise that toys were different in the past. Link to changes in technology. Pack explores how period is characterised by change from outdoor play to indoor/electronic toys. □	Recognise and simply describe what life was like for a soldier in WW1.	Recognise and describe how attitudes to gender/ class at the time, restricted recognition of MA's achievements.	Simply describe what life was like for a Victorian school child.
<b>Change/ continuity</b> Similarities & differences between ways of life at different times	Look at objects from FN's time to help predict the time and person to be studied. Match old objects to the person studied.	□Describe how some aspects of life today differ from the past e.g. communication, transport-how information was shared. (Queens enquiry pack and box) Match old objects to each queen.	Describe how and why there has been a change from outdoor play to indoor/electronic toys. Change in materials.□ Describe how some have remained largely unchanged over long periods e.g. Ludo, yoyos etc...			Describe simple similarities and differences between our school in Victorian times, our school within living memory of visitor interviewed about what school was like in the past, and now.
<b>Cause/ consequence-</b> why people did things/ causes and results of events and changes	Simply explain why FN acted as she did and talk about the consequences of those actions.		Simply explain how the change to mainly sedentary indoor play is detrimental to children's health.	Simply describe the consequences of WW1 in terms of Remembrance day. Describe how soldiers are remembered.	Explore and describe Mary's motivation, and the consequences of her discoveries (understanding of evolution)	
<b>Significance</b>		Describe the coronation ceremony and its importance.		Recognise and talk about the impact of Remembrance day.	Recognise and talk about who was important in the story of MA's life and the continued impact of her discoveries.	

<p><b>Interpretation</b> –explore ways we find out about the past and how it is represented</p>	<p>Identify and talk about different images of FN e.g. paintings, photos, statues</p>		<p>Identify and talk about different toys played with in the past. (Talk to parents and grandparents at home, look at photos and paintings of children playing in the past.)</p>	<p>Identify and talk about differences in accounts of soldiers in WW1 from the time-diaries, paintings, photos, poems and from the present.</p>	<p>Identify and talk about differences in accounts of MA's story from the time and now: books/ video/ websites/ Lyme Regis museum, Jurassic coast info boards etc.</p>	<p>Identify and talk about differences in descriptions of our school from the times-books, drawings, photographs, records and from present accounts of the history of the school.</p>
<p><b>Historical enquiry</b> –asking /answering questions; using sources to find answers and show understanding</p>	<p>Talk about similarities and differences between two or more historical sources using historical terms. 6 step enquiry pack</p>	<p>Talk about the coronations and use annotations or captions to identify important features of picture sources, artefacts etc... 6 step enquiry pack</p>	<p>Begin to gather basic information from simple sources to ask and answer questions about old toys. (interview adults) 6 step enquiry pack</p>	<p>Gather information from simple sources to ask and answer questions. Explain events and actions 6 step enquiry.</p>	<p>Gather information from simple sources to ask and answer questions. Explain events and actions 6 step enquiry pack</p>	<p>Gather information from simple sources to ask and answer questions- 6 step enquiry.</p>