

Froxfield Primary School Key stage 1 coverage and progression overview: HISTORY Cycle A

Year Group	Class 1 Term 1	Class 1 Term 2	Class 1 Term 3	Class 2 Term 1	Class 2 Term 2	Class 2 Term 3
Topic Matters, skills, processes	<p>Great Fire of London- significant event</p> <p><i>EYFS- Ongoing throughout each topic: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;</i></p>	<p>How I Have Changed- Change within living memory</p> <p><i>EYFS- Ongoing throughout each topic: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;</i></p>	<p>Titanic- significant event</p> <p><i>EYFS- Ongoing throughout each topic: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;</i></p>	<p>Remembrance Day/ World War 1-significant event</p>	<p>Christopher Columbus/ Neil Armstrong- significant people and comparison</p>	<p>Our School- local history</p>
History Box/ Pack/ Trip/ visitor?	<p>Pack GFoL History Box Visit by fire service</p>	<p>Pack Visit by mother with baby, toddler and pre-schooler</p>	<p>Pack Titanic History box Trip to Seacity museum</p>	<p>WW1 History Box</p>	<p>Pack (Neil Armstrong) Trip to Winchester Science Centre</p>	<p>Victorian school History Box visitor</p>
Chronology sequencing events/ objects in time; using chronological vocabulary	<p>Create a simple picture timeline to sequence events in the GF of London. Begin to realise that historians use dates to describe events. Use vocab old and new, then and now.</p>	<p>Create a simple photo timeline from birth to now. Begin to realise that historians use dates to describe events. Use vocab old and new, then and now.</p>	<p>Create a simple picture timeline to sequence events in the story of the Titanic. Begin to realise that historians use dates to describe events. Use vocab old and new, then and now.</p>	<p>Put WW1 start and finish on timeline of other events studied at KS1. Make links to events/people on the timeline using before, after, at the same time etc....</p>	<p>Put voyage of CC and moon landing on timeline of other events studied at KS1. Make links to events/people on the timeline using before, after, at the same time etc....</p>	<p>Put key dates relating to our school's history on timeline of other events studied at KS1. Make links to events/people on the timeline using before, after, at the same time etc....</p>
Characteristic features of period/ person/ events studied	<p><i>Talk about the lives of the people around them and their roles in society; Recognise that buildings were different at the time of the GF of London. Awareness that housing materials were different in the past.</i></p>			<p>Recognise and simply describe what life was like for a soldier in WW1.</p>	<p>Simply describe what life was like for one of the sailors on Columbus's voyage.</p>	<p>Simply describe what life was like for a Victorian school child.</p>
Change/ continuity Similarities & differences between ways of life at different times	<p>Describe how we now put out fires and compare to the past. (eg Fire engine visit)</p>	<p>Talk about and describe how they have changed.</p>	<p>Recognise that transport was different in the past. E.g. sailing not flying</p>		<p>Simply describe how people travelled/ communicated at the time of CC/NA Talk about similarities and differences between then (CC) another then (NA) and now.</p>	<p>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.</p>

Cause/ consequence- why people did things/ causes and results of events and changes	<i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</i> <i>Talk about the lives of the people around them and their roles in society;</i> Simply explain why the fire started and talk about the consequences – change in buildings and fire brigade.		<i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</i> Simple explain why the Titanic sunk and talk about the consequences.	Simply describe the consequences of WW1 in terms of Remembrance Day. Describe how soldiers are remembered.	Simply describe why CC/ NA set off on his voyage. Describe the consequences of the voyage. How did the understanding of the world change? How has space travel changed and shaped our lives?	
Significance	<i>Talk about the lives of the people around them and their roles in society;</i> Describe how and why the GfOL is remembered. e.g. fire service created	Recognise and describe birthdays and own birth as a special event.	Describe how and why the Titanic is remembered. e.g. safety changes on water transport	Recognise and talk about the impact of Remembrance Day.	Recognise and talk about why both events are still remembered so widely. Link to TV for NA.	
Interpretation – explore ways we find out about the past and how it is represented	Identify and talk about different accounts of the GF of London. e.g. Samuel Pepys (eye witness), paintings		Identify and talk about different accounts of the story of the Titanic. Sea City Museum	Identify and talk about differences in accounts of soldiers in WW1 from the time- diaries, paintings, photos, poems and from the present.		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 our school.
Historical enquiry –asking /answering questions; using sources to find answers and show understanding	Talk about similarities and differences between two or more historical sources using simple historical terms.6 step enquiry pack	Talk about similarities and differences in a child's life. Milestones etc....	Talk about similarities and differences between two or more historical sources using simple historical terms.6 step enquiry pack	Gather information from simple sources to ask and answer questions- 6 step enquiry.	Gather information from simple sources to ask and answer questions- 6 step enquiry.	Gather information from simple sources to ask and answer questions- 6 step enquiry.

* *Early Years Statutory Framework Sept 2021.*