

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



## Pre-School

- Experience a range of old and new resources within the environment
- Begin to talk about their own life story
- Have a basic understanding of their family history – parents, grandparents, siblings
- Know that they were once a baby
- Begin to understand the concept of past and present

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
<b>Topic Matters, skills, processes</b>	<p>Great Fire of London- significant event</p> <p>Learn to handle artefacts respectfully</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Demonstrate a growing understanding of the concepts past and present/now through story and characters encountered</p>	<p>How I Have Changed- Change within living memory</p> <p>Know some similarities and differences in their own past and present</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Demonstrate a growing understanding of the concepts past and present/now through story and characters encountered</p>	<p>Titanic- significant event</p> <p>Learn to handle artefacts respectfully</p> <p>Demonstrate a growing understanding of the concepts past and present/now through story and characters encountered</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>
<b>Historical Concepts</b>	<i>legacy, monarchy</i>		<i>legacy</i>	<i>legacy, empire</i>	<i>legacy, empire</i>	<i>monarchy</i>
<b>Vocabulary</b>	<i>legacy, monarchy, beyond living memory, material, cause, artefacts,</i>	<i>baby, toddler, pre-schooler, teenager, future, birth</i>	<i>legacy, significant event, sunk, liner, iceberg, lifeboat, steerage</i>	<i>legacy, empire, Remembrance, Armistice, allies, trenches, truce</i>	<i>legacy, empire, explorer, astronaut, launch, orbit, mission</i>	<i>monarchy, charity, artefact, interview, Victorian</i>

				<i>memorial</i>		
<b>History Box/ Pack/ Trip/ visitor?</b>	Pack GFoL History Box Visit by fire service	Pack Visit by mother with baby, toddler and pre-schooler	Pack Titanic History box Trip to Seacity museum	WW1 History Box	Pack (Neil Armstrong) Trip to Winchester Science Centre	Victorian school History Box Visitor from museum/trip to museum
<b>Chronology</b> sequencing events/ objects in time; using chronological vocabulary	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.	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.	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.	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....	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....	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....
<b>Characteristic features</b> of period/ person/ events studied	Recognise that buildings were different at the time of the GF of London. Awareness that housing materials were different in the past.			Recognise and simply describe what life was like for a soldier in WW1.	Simply describe what life was like for one of the sailors on Columbus's voyage.	Simply describe what life was like for a Victorian school child.
<b>Change/ continuity</b> Similarities & differences between ways of life at different times	Describe how we <b>now</b> put out fires and compare to the past. (eg Fire engine visit)	Talk about and describe how they have changed.	Recognise that transport was different in the past. E.g. sailing not flying		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.	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 the fire started and talk about the consequences – change in buildings and fire brigade.		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. Why did soldiers from other countries fight? (Empire)	Simply describe why CC/ NA set off on his voyage (CC- expansion of Spanish empire) Describe the consequences of the voyage. How did the understanding of the world change? How has space travel changed and shaped our lives?	
<b>Significance</b>	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.	
<b>Interpretation –</b> 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.
<b>Historical enquiry</b> –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.

\* *Year R Curriculum Outcomes*