# Froxfield Primary School Year R and Key stage 1 coverage and progression overview

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

| | Cycle A- Yr R and KS1 | | | Cycle B- Yr R and KS1 | | | Cycle C- Yr R and KS1 | | |
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| Year Group | **Autumn 2**<br>**Remembrance Day** | **Spring 2**<br>**To Infinity and Beyond** | **Summer 2**<br>**Froxfield Fun!** | **Autumn 1**<br>**London's Burning** | **Spring 2**<br>**All Change Please!** | **Summer 1**<br>**Anchors Away!** | **Autumn 2**<br>**Nurturing Nurses** | **Spring 1**<br>**Great Queens** | **Summer 2**<br>**Let's Play** |
| **Topic Matters, skills, processes** | **Remembrance Day/ World War 1-significant event**<br><br>Talk about the lives of the people around them and their roles in society<br>Demonstrate a growing understanding of the concepts past and present/now through story and characters encountered | **Christopher Columbus/ Neil Armstrong- significant people and comparison**<br><br>Demonstrate a growing understanding of the concepts past and present/now through story and characters encountered | **Our School- local history**<br><br>Learn to handle artefacts respectfully<br>Talk about the lives of the people around them and their roles in society | **Great Fire of London- significant event**<br><br>Learn to handle artefacts respectfully<br>Talk about the lives of the people around them and their roles in society<br>Demonstrate a growing understanding of the concepts past and present/now through story and characters encountered | **How I Have Changed- Change within living memory**<br><br>Know some similarities and differences in their own past and present<br>Talk about the lives of the people around them and their roles in society<br>Demonstrate a growing understanding of the concepts past and present/now through story and characters encountered | **Titanic- significant event**<br><br>Learn to handle artefacts respectfully<br>Demonstrate a growing understanding of the concepts past and present/now through story and characters encountered | **Florence Nightingale- significant person**<br><br>Learn to handle artefacts respectfully<br>Talk about the lives of the people around them and their roles in society<br>Demonstrate a growing understanding of the concepts past and present/now through story and characters encountered | **Queens- comparison of Queen Victoria and Queen Elizabeth II**<br><br>Learn to handle artefacts respectfully<br>Talk about the lives of the people around them and their roles in society<br>Demonstrate a growing understanding of the concepts past and present/now through story and characters encountered | **Toys- Change within living memory**<br><br>Learn to handle artefacts respectfully<br>Know some similarities and differences in their own past and present |

| Historical Concepts | legacy, empire | legacy, empire | monarchy | legacy, monarchy | | legacy | legacy | empire monarchy | |
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| **Vocabulary** | legacy, empire Remembrance, Armistice, allies, trenches, truce memorial | legacy, empire, explorer, astronaut, launch, orbit, mission | monarchy, charity, artefact, interview, Victorian | legacy, monarchy, beyond living memory, material, cause, artefacts, | baby, toddler, pre-schooler, teenager, future, birth | legacy, significant event, sunk, liner, iceberg, lifeboat, steerage | legacy, Crimean war, cleanliness, disease, hygiene, | monarchy, empire, coronation, royal, reign, | living memory, material, continuity, familiar, artefacts, |
| **History Box/ Pack/ Trip/ visitor?** | WW1 History Box | Pack (Neil Armstrong) Trip to Winchester Science Centre | Victorian school History Box Visitor from museum/trip to museum | 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 | 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 |
| **Chronology** sequencing events/ objects in time; using chronological vocabulary | Put WW1 start and finish on timeline of other events studied at KS1. (Yr 2) Make links to events/people on the timeline using before, after, at the same time etc….(Yr 2) Use vocab old and new, then and now. (Yr 1) | Put voyage of CC and moon landing on appropriate timeline-picture or other events studied at KS1. Make links to events/people on the timeline using before, after, at the same time etc….(Yr 2) Use vocab old and new, then and now. (Yr 1) | Put key dates relating to our school's history on timeline of other events studied at KS1 (Yr 2) Make links to events/people on the timeline using before, after, at the same time etc….(Yr 2) Use vocab old and new, then and now. (Yr 1) | Create a simple picture timeline to sequence events in the GF of London. Add to timeline of other events studied at KS1. (Yr 2) Begin to realise that historians use dates to describe events. Use vocab old and new, then and now. (Yr 1) | Create a simple photo timeline from birth to now Add birth to timeline of other events studied at KS1. (Yr 2) Begin to realise that historians use dates to describe events. using before, after, at the same time etc….(Yr 2) Use vocab old and new, then and now. (Yr 1) | Create a simple picture timeline to sequence events in the story of the Titanic. Add to timeline of other events studied at KS1. (Yr 2) Begin to realise that historians use dates to describe events. using before, after, at the same time etc….(Yr 2) Use vocab old and new, then and now. (Yr 1) | Create a simple picture timeline of life events. Add to timeline of other events studied at KS1. (Yr 2) Begin to realise that historians use dates to describe events. using before, after, at the same time etc….(Yr 2) Use vocab old and new, then and now. (Yr 1) | Simple picture timeline of life events incl coronation Add to timeline of other events studied at KS1. (Yr 2) Begin to realise that historians use dates to describe events. using before, after, at the same time etc…(Yr 2) Use vocab old and new, then and now. (Yr 1) | Sort real old toys/ pictures into chronological order . using before, after, at the same time etc .(Yr 2) Use vocab old and new, then and now.(Yr 1) |
| **Characteristic features** of period/ person/ events studied | 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. | Recognise that buildings were different at the time of the GF of London. Awareness that housing materials were different in the past. | | | 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. |
| **Change/ continuity** Similarities & differences between ways of life at different | | Simply describe how people travelled/ communicated at the time of CC/NA Talk about similarities and differences between then (CC) | Describe simple similarities and differences between our school in Victorian times, our school within living memory of visitor interviewed about what | Describe how we **now** 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 | 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 | Describe how and why there has been a change from outdoor play to indoor/electronic toys. Change in materials. Describe how some |

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| times | | another then (NA) and now. | school was like in the past and now. | | | | | and box)<br>Match old objects to each queen. | have remained largely unchanged over long periods e.g. Ludo, yoyos etc… |
| **Cause/ consequence**- why people did things/ causes and results of events and changes | Simply describe the consequences of WW1in 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? | | Simply explain why the fire started and talk about the consequences – change in buildings and fire brigade. | | Simply explain why the Titanic sunk and talk about the consequences. | 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. |
| **Significance** | 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. | | 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 | | Describe the coronation ceremony and its importance. | |
| **Interpretation** –explore ways we find out about the past and how it is represented | 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 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 different images of FN e.g. paintings, photos, statues | | 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.) |
| **Historical enquiry** –asking /answering questions; using sources to find answers and show understanding | 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. | | 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 | Talk about similarities and differences between two or more historical sources using historical terms. 6 step enquiry pack | Talk about the coronations and use annotations or captions to identify important features of picture sources, artefacts etc… 6 step enquiry pack | Begin to gather basic information from simple sources to ask and answer questions about old toys. (interview adults) 6 step enquiry pack |

* *Year R Curriculum Outcomes*