



**HISTORY PROGRESSION IN SKILLS AND KNOWLEDGE
YEAR 1 STATUTORY REQUIREMENTS**

<p><u>HISTORY SKILLS CHILDREN WILL DEVELOP THROUGHOUT THEIR LEARNING</u></p> <p>Interpretation Investigation Chronological understanding Knowledge and understanding of events Knowledge of people and changes in the past Presenting, organising and communicating information and ideas</p>	<p><u>DISCIPLINARY CONCEPTS CHILDREN WILL DEVELOP THROUGHOUT THEIR LEARNING</u></p> <p>Cause and consequence Change and continuity Similarity and difference Historical significance Sources and evidence Historical interpretations</p>	
<p>Whole School Strands: 1.Monarchs and Rulers 2.Chronology 3.Cause and Consequence</p>		
AUTUMN	SPRING	SUMMER
<p>AUTUMN 1 <u>N.C. CHANGES WITHIN LIVING MEMORY</u> <i>Life in the past for family members</i> <i>(Invite grandparents in to speak and order old toy artefacts)</i> -Know the main differences between their school days and that of their grandparents. -Know that the toys their grandparents played with were different to their own -Organise a number of artefacts by age - timeline <u>HISTORY SKILLS</u> <u>DISCIPLINARY CONCEPTS</u> <u>Chronological understanding:</u> When were these toys used in the past? Who was the Monarch? Add to timeline. Strands: Monarchs and Rulers; Chronology <u>Knowledge of people and changes in the past:</u> How were toys different in the past? How are they different to toys we have now? Change and continuity/ Similarity and difference.</p>	<p>SPRING 1 <u>LIVES OF SIGNIFICANT PEOPLE:</u> <u>N.C. THE LIVES OF SIGNIFICANT INDIVIDUALS IN THE PAST WHO HAVE CONTRIBUTED TO NATIONAL AND INTERNATIONAL ACHIEVEMENTS. SOME SHOULD BE USED TO COMPARE ASPECTS OF LIFE IN DIFFERENT PERIODS</u> <i>Real Life Hero – Grace Darling</i> -Name a famous person from the past and explain why they are famous <u>HISTORY SKILLS</u> <u>DISCIPLINARY CONCEPTS</u> <u>Chronological understanding:</u> When was Grace Darling alive? Who was the Monarch? Add to timeline. Strands: Monarchs and Rulers; Chronology <u>Knowledge of people and changes in the past:</u> What was life like when Grace Darling was alive? What did Grace Darling do that was important? Why did she do it? What is her legacy? Historical Significance/ Cause</p>	<p>SUMMER 1: <u>LOCAL HISTORY:</u> <u>N.C KNOW ABOUT SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY.</u> -KNOW ABOUT A LOCAL FAMOUS FIGURE (<i>PUDSEY BEAR</i>) -KNOW WHERE THE PEOPLE AND EVENTS THEY STUDY FIT WITHIN A CHRONOLOGICAL FRAMEWORK -UNDERSTAND SOME OF THE WAYS IN WHICH WE FIND OUT ABOUT THE PAST - (videos, internet, photos, visit to Pudsey Park) <u>HISTORY SKILLS</u> <u>DISCIPLINARY CONCEPTS</u> <u>Chronological understanding:</u> When did Pudsey Bear first come into being? Who was our Monarch? Add to timeline. Historical Significance Strands: Monarchs and Rulers; Chronology <u>Knowledge and understanding of events:</u> Know</p>



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<p>Interpretation: using different sources to form our ideas and opinions (e.g. artefacts and pictures, listening to anecdotes). Historical Interpretations/ sources and evidence</p> <p>Investigating: handling and talking about artefacts, looking at and discussing pictures, listening to people’s experiences and asking questions. Sources and evidence</p> <p>Presenting, organising and communicating information and ideas: Creating a timeline of toys.</p>	<p>and consequence/ change and continuity Strands: Cause and Consequence</p> <p>Knowledge and understanding of events: Be able to retell the story of Grace Darling and explain why the events happened. Cause and consequence/ Historical Significance Strands: Cause and Consequence</p> <p>Interpretation: using different sources to form our ideas and opinions (e.g. pictures, listening to stories). Historical Interpretations/ sources and evidence</p> <p>Presenting, organising and communicating information and ideas: Record the story of Grace Darling in different ways.</p>	<p>about the legacy of Pudsey Bear - Children in need</p> <p>Cause and consequence Strands: Cause and Consequence</p> <p>Knowledge of people and changes in the past: How has Pudsey Bear changed over the years?</p> <p>Change and continuity / Similarity and difference.</p> <p>Investigation: Why is Pudsey Bear significant to our local area? (Link to local area walk – Geography).</p> <p>Sources and evidence/ Historical interpretations</p> <p>Interpretation: using different sources to form our ideas and opinions (e.g. artefacts, pictures, videos). Historical Interpretations/ sources and evidence</p>
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KEY SUBSTANTIVE KNOWLEDGE TO BE LEARNED BY THE END OF EACH UNIT (WHAT DO WE WANT THE CHILDREN TO KNOW AND REMEMBER?)

AUTUMN TERM	SPRING TERM	SUMMER TERM
<ul style="list-style-type: none"> -Name 2 differences between their school days and that of their grandparents after the grandparents visit. -Name 3 older toys- ‘cup and ball’, ‘Jacob’s ladder’, ‘spinning top’ -Name 2 ways their grandparent’s toys were different to their own -Organise 3 artefacts by age on a simple timeline. 	<ul style="list-style-type: none"> - Know the name Grace Darling and that she helped to look after a lighthouse. - Know that she rescued people from a ship wreck. - She was brave and won a medal for her bravery. - Legacy: she paved the way for women joining the RNLI. 	<ul style="list-style-type: none"> - Know the name Pudsey Bear and know he was named after the town of Pudsey. - Know that he is 37 years old. - Know that Pudsey Bear represents the charity Children in Need. - Legacy: Children in need still raises millions of pounds each year to this day.



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Children working at below Age-Related Expectations in HISTORY at the end of Year 1: