

Year 1 History Progression Map

	Autumn 2	
Topic	Toys From the Past	
Prior Learning	EYFS - Understanding the world -I can talk about the lives of people around me and their role in society. Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. Understand the past through settings, characters and events encountered in books and storytelling.	
Unit Aim	To know and understand how toys have changed from the past to the present day.	
Knowledge	<u>Historical Skills</u>	<u>Essential Knowledge</u>
	• Chronology • Evidence & Interpretation • Cause & Consequence • Similarity and Difference • Historical Significance • Change and Continuity	• I can label timelines with words such as: past, present, older and newer. • I can look at sources and ask “What was it like for people?” “What happened?” “What was this used for?” “How long ago?” • I can discuss causes that lead to toys changing. • I can say which toys have stayed the same and which toys have changed overtime. • I can compare toys using pictures from the past and present. • I can name a significant toy from the past.
Vocabulary	significant, before, after, past, present, same, different, change, then, now, evidence, modern-day, chronological order, timeline, old, new, today, similar, compare, decade, century, favourite.	
Future Learning	Year 2 – Children will have developed a solid basis for using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artifacts. They understand that there is a past within their living memory and beyond. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. Year 3 - Children will observe evidence to ask about the past and come to conclusions based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history. Y4 Children will explain the concept of change over time and represent this with evidence, and begin to discuss the reliability of sources. Year 5 - Children will discuss whether the evidence is reliable and explain why and will identify periods of rapid change in history. Year 6 - Children will use sources of information to form conclusions about the past.	
KS1 End Point	Children can sequence a set of events in chronological order and give reasons for their order.	

Year 1 History Long Term Plan

	Spring 2	
Topic	Kings, Queens and Castles	
Unit Aim	To know significant monarchs from the past and what their roles were.	
Prior Learning	EYFS - Understanding the world -I can talk about the lives of people around me and their role in society. Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. Understand the past through settings, characters and events encountered in books and storytelling.	
Knowledge	<u>Historical Skills</u>	<u>Essential Knowledge</u>
	• Chronology • Evidence & Interpretation • Cause & Consequence • Similarity and Difference • Historical Significance • Change and Continuity	• I can place events and some artefacts on a timeline. • With support, I can observe or handle some evidence to ask questions about the past. can look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?" • I can begin to explain why monarchs built castles and what the consequences of these actions were. • I can describe changes and historical events. • I can compare the similarities and differences between different castles. • I can begin to talk about key events of a significant king/queen or castle.
Vocabulary	king, queen, reign, monarch, coronation, moat, drawbridge, battlements, attack, defend, protect, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Elizabeth II, sceptre, regal, Battle of Hastings, William the Conqueror	
Future Learning	Year 2 – Children will have developed a solid basis for using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artifacts. They understand that there is a past within their living memory and beyond. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. Year 3 - Children will observe evidence to ask about the past and come to conclusions based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history. Y4 Children will explain the concept of change over time and represent this with evidence, and begin to discuss the reliability of sources. Year 5 - Children will discuss whether the evidence is reliable and explain why and will identify periods of rapid change in history. Year 6 - Children will use sources of information to form conclusions about the past.	
KS1 End Point	Children can explain the role of a monarch and name significant individuals.	

Year 1 History Long Term Plan

	Summer 2	
Topic	George Mottershead - Chester Zoo	
Prior Learning	EYFS - Understanding the world -I can talk about the lives of people around me and their role in society. Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. Understand the past through settings, characters and events encountered in books and storytelling.	
Unit Aim	To know who George Mottershead is and the impact he has had in zoology and conservation around the World.	
Knowledge	<u>Historical Skills</u>	<u>Essential Knowledge</u>
	• Chronology • Evidence & Interpretation • Cause & Consequence • Similarity and Difference • Historical Significance • Change and Continuity	• I can chronologically order the life of George Mottershead. • I can observe and use sources to ask questions about the past. can look at sources and ask "Who is he?" "What is he famous for?" "When was he alive?" "How long ago?" • I can begin to explain why George Mottershead is so significant. • I can describe how zoos have changed throughout the years. • I can compare the similarities and differences between different zoos. • I can begin to talk about key events of a significant individual.
Vocabulary	George Mottershead, family, Chester Zoo, soldier, past, present, old, new, change, remember, wildlife, zoo, habitat, cage, freedom, care, dream, brave, kindness, invention, teamwork.	
Future Learning	Year 2 – Children will have developed a solid basis for using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artifacts. They understand that there is a past within their living memory and beyond. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. Year 3 - Children will observe evidence to ask about the past and come to conclusions based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history. Y4 Children will explain the concept of change over time and represent this with evidence, and begin to discuss the reliability of sources. Year 5 - Children will discuss whether the evidence is reliable and explain why and will identify periods of rapid change in history. Year 6 - Children will use sources of information to form conclusions about the past.	
KS1 End Point	Children can explain who George Mottershead is and why he is important.	

