**History Curriculum Progression Key Stage 1**

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| **CYCLE A** | LCC Question | **How were Christopher Columbus and Neil Armstrong brave people?** | | **Who were the Wright brothers?** | | **Why did the Titanic sink?** | |
| Knowledge | **The lives of significant individuals – comparing the discovery of the Americas and the moon landing.**   * know words that describe the passing of time. * know when the individuals lived. * know what the individuals did. * know why these events were significant. * know what these individuals tell us about the past. | | **A significant event beyond living memory – the first aeroplane flight.**   * know words that describe the passing of time. * know when the events happened. * know what happened. * know why these events were significant. * know what these events tell us about the past. | | **A significant event beyond living memory – the tragedy of the Titanic.**   * know words that describe the passing of time. * know when the events happened. * know what happened. * know why these events were significant. * know what these events tell us about the past. | |
| Skills | **Year 1**   * I have an awareness of the past. * I can use words and phrases relating to the passing of time. * I know how life was similar and different in the past. * I answer questions about a period in history. * I can use stories and from other sources to show that I understand events. | | **Year 1**   * I have an awareness of the past. * I can use words and phrases relating to the passing of time. * I know how life was similar and different in the past. * I answer questions about a period in history. * I can use stories and from other sources to show that I understand events. | | **Year 1**   * I have an awareness of the past. * I can use words and phrases relating to the passing of time. * I know how life was similar and different in the past. * I answer questions about a period in history. * I can use stories and from other sources to show that I understand events. | |
| **Year 2**   * I can use everyday historical terms. * I can put people and events in order and on a timeline line. * I can make my own questions and answer them. * I know how life was similar and different in different periods in history in the past. * I can select parts of stories and from other sources to show that I understand key features of events. * I understand some of the ways in which we find out about the past. * I can identify different ways in which the past is represented. | | **Year 2**   * I can use everyday historical terms. * I can put people and events in order and on a timeline line. * I can make my own questions and answer them. * I know how life was similar and different in different periods in history in the past. * I can select parts of stories and from other sources to show that I understand key features of events. * I understand some of the ways in which we find out about the past. * I can identify different ways in which the past is represented. | | **Year 2**   * I can use everyday historical terms. * I can put people and events in order and on a timeline line. * I can make my own questions and answer them. * I know how life was similar and different in different periods in history in the past. * I can select parts of stories and from other sources to show that I understand key features of events. * I understand some of the ways in which we find out about the past. * I can identify different ways in which the past is represented. | |
| Vocabulary | **Year 1**  history  past  present  future  old  new  period | **Year 2**  history  past  present  future  timeline  old  new  compare  sources  cause  effect  era  period | **Year 1**  history  past  present  future  old  new  period | **Year 2**  history  past  present  future  timeline  old  new  compare  sources  cause  effect  era  period | **Year 1**  history  past  present  future  old  new  period | **Year 2**  history  past  present  future  timeline  old  new  compare  sources  cause  effect  era  period |

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| **CYCLE B** | LCC Question | **Who was to blame for the Great Fire of London?** | | **What would our grandparents have played with?** | | **What was it like when the Queen came to the throne?** | |
| Knowledge | **A significant event beyond living memory – The Great Fire of London.**   * know words that describe the passing of time. * know when the events happened. * know what happened. * know why these events were significant. * know what these events tell us about the past. | | **Changes within living memory – toys and games**   * know words that describe the passing of time. * know how life was different in the past. * know how to use artefacts to answer questions about the past. * know what artefacts tell us about the past. | | **Changes within living memory – life in Stockport the 1950s**   * know words that describe the passing of time. * know how life was different in the past. * know how to use artefacts to answer questions about the past. * know what artefacts tell us about the past. | |
| Skills | **Year 1**   * I have an awareness of the past. * I can use words and phrases relating to the passing of time. * I know how life was similar and different in the past. * I answer questions about a period in history. * I can use stories and from other sources to show that I understand events. | | **Year 1**   * I have an awareness of the past. * I can use words and phrases relating to the passing of time. * I know how life was similar and different in the past. * I answer questions about a period in history. * I can use stories and from other sources to show that I understand events. | | **Year 1**   * I have an awareness of the past. * I can use words and phrases relating to the passing of time. * I know how life was similar and different in the past. * I answer questions about a period in history. * I can use stories and from other sources to show that I understand events. | |
| **Year 2**   * I can use everyday historical terms. * I can put people and events in order and on a timeline line. * I can make my own questions and answer them. * I know how life was similar and different in different periods in history in the past. * I can select parts of stories and from other sources to show that I understand key features of events. * I understand some of the ways in which we find out about the past. * I can identify different ways in which the past is represented. | | **Year 2**   * I can use everyday historical terms. * I can put people and events in order and on a timeline line. * I can make my own questions and answer them. * I know how life was similar and different in different periods in history in the past. * I can select parts of stories and from other sources to show that I understand key features of events. * I understand some of the ways in which we find out about the past. * I can identify different ways in which the past is represented. | | **Year 2**   * I can use everyday historical terms. * I can put people and events in order and on a timeline line. * I can make my own questions and answer them. * I know how life was similar and different in different periods in history in the past. * I can select parts of stories and from other sources to show that I understand key features of events. * I understand some of the ways in which we find out about the past. * I can identify different ways in which the past is represented. | |
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