

Yearly Skills & Knowledge Progression
Subject: History
Year group: 1

		Half Term 1	Half Term 2
Autumn	Knowledge:	<ul style="list-style-type: none"> To learn common words and phrases relating to the passing of time. To learn technical vocabulary such as specific dates and decades as well as descriptive vocabulary e.g. a long time ago. 	<ul style="list-style-type: none"> To sequence and organise a collection of objects by placing the oldest on the left through to the newest object on the right. Task: Pupils are presented with a collection of four photographs of familiar objects such as toys, household objects or cars from distinct periods that are distant from each other.
	Skills:	<ul style="list-style-type: none"> Start to use stories or accounts to distinguish between fact and fiction. Observe and use pictures, photographs and artefacts to find out about the past. Represent centuries distinctly on the time line by colour coding. Place known events in order of when they happened. NC: Show an awareness of changes within living memory - where appropriate, these should be used to reveal aspects of change in national life. <p>(Current Topic: Events in children's lifetime to order and Black History Month)</p>	<ul style="list-style-type: none"> Relate his/her own account of an event and understand that others may give a different version. Describe similarities and differences between artefacts. Sort artefacts from 'then' and 'now'. Ask and answer relevant basic questions about the past. Find answers to some simple questions about the past from simple sources of information. Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
	British Values/SMSC:	<ul style="list-style-type: none"> Enable students to develop their self-knowledge, self-esteem and self-confidence; Promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; Encourage respect for other people. 	<ul style="list-style-type: none"> Enable students to develop their self-knowledge, self-esteem and self-confidence; Develop an understanding of how citizens can influence decision-making through the democratic process;
	What can make this personal to Dovers Green?	<p>Create a class time line to show a clear representation of the past - show how the topics taught in Reception and add their own life events.</p> <p>Visit Ladybirds to support retrieval of facts and memories about their time there.</p>	<p>Children can be taken on a walk around a safe locality and asked to locate objects that are old and objects that are new e.g. post boxes, telephone boxes, lampposts, houses etc.</p> <p>Hire artefacts: https://www.handsonhistory.co.uk/book-your-history-box/</p>

	Half Term 1	Half Term 2
Spring	<p>Knowledge:</p> <ul style="list-style-type: none"> NC: To learn about the lives of significant individuals in the past who have contributed to national and international achievements. To use topic specific vocabulary relating to the time period. To learn about events from the past <p>Skills:</p> <ul style="list-style-type: none"> NC: To show awareness of events beyond living memory that are significant nationally or globally. NC: Compare aspects of life in different periods (with reference to the lives of significant individuals in the past who have contributed to national and international achievements.) <p>(Current Topic: 'Let's Explore': Lives of Significant Individuals - Neil Armstrong)</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Place known events and objects in chronological order Sequence events and recount changes within living memory. Use common words and phrases relating to the passing of time. NC: To learn about changes within living memory - where appropriate, these should be used to reveal aspects of change in national life. <p>Skills:</p> <ul style="list-style-type: none"> NC: Compare aspects of life in different periods (with reference to the lives of significant individuals in the past who have contributed to international achievements.) To find and record answers to some simple questions about the past from simple sources of information. <p>(Current Topic: 'Let's Explore': Lives of Significant Individuals - Christopher Columbus)</p>
	<p>British Values/SMSC:</p> <ul style="list-style-type: none"> Develop the awareness of respect for significant individuals in the past who have contributed to national and international achievements. 	<p>British Values/SMSC:</p> <ul style="list-style-type: none"> Develop the awareness of respect for significant individuals in the past who have contributed to national and international achievements.
	<p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> Timelines in classrooms Space Workshop 'Wow Introduction' Visits from local people linked to historical events Using Rising Stars Year 1 Unit 2 The Greatest Explorer 	<p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> Using Rising Stars Year 1 Unit 2 The Greatest Explorer Contact the local Scouts group to find out what it is like to be an explorer - visit/visitor/workshop within forest school. <p>https://reigatescouts.org.uk/what-we-do/explorers-2/</p>

	Half Term 1	Half Term 2
	<p>Knowledge:</p> <ul style="list-style-type: none"> To use topic specific vocabulary relating to the time period (How castles have changed over time/labelling a castle) To learn about people from the past To learn about events from the past <p>Skills:</p> <ul style="list-style-type: none"> To understand some of the ways in which we find out about the past using different sources Place known events and objects in chronological order Sequence events and recount changes within living memory Use common words and phrases relating to the passing of time To compare life in a different time period to now Compare castles from different periods To ask and answer questions, choosing and using parts of stories and other sources To identify significant historical events, people and places in their own locality. <p>(Current Topic: 'Castles, Knights and Dragons')</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Understand that the past can be viewed in different ways (life in a castle different perspectives). Start to compare two versions of a past event; Through discussion it can be explained to the pupils that the chances of a person living through more than one, hundred year period is highly unlikely. Refer to the lines to show the passage of time makes it impossible for certain people to still be alive. <p>Skills:</p> <ul style="list-style-type: none"> To identify the similarities and differences between ways of life in different periods (castle life and modern day) To ask and answer relevant questions about the past <p>(Current Topic: 'Castles, Knights and Dragons')</p>
	<p>British Values/SMSC:</p> <ul style="list-style-type: none"> Respect for the lives of others Enable students to distinguish right from wrong and to respect the civil and criminal law of England - linked to castle punishments 	<p>British Values/SMSC:</p> <ul style="list-style-type: none"> On a school visit: Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
	<p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> Timelines in classrooms Visit a local historical area of interest e.g. Reigate Folly and Castle Grounds /Caves /tunnel/Reigate priory park - https://reigatecaves.org.uk/?page_id=47 	<p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> Workshops and visitors Visits from local people linked to historical events Compare Reigate castle to other castles: http://www.ecastles.co.uk/reigate.html