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| **CURRICULUM PROGRESSION GRID: HISTORY** | | | | |
| **KEY STAGE 1** | | | | |
| **Finding Out About the Past (Enquiry)** | **Finding Out About the Past (Chronology)** | **Historical Events** | **Lifestyles of People in the Past** | **Significant Historical People** |
| **NC Link**  -Use a wide vocabulary of everyday historical terms.  -Ask and answer questions  -Understand some significant people, places or events in our own locality. | **NC Link**  -Ask and answer questions  -Use a wide vocabulary of everyday historical terms.  -Know where the people and events they study fit within a chronological framework | **NC Link**  -Identify similarities and differences between ways of life in different periods through the events and people learnt about  -Describe events beyond living memory that are significant nationally or globally | **NC Link**  -Know where the people and events they study fit within a chronological framework  -Recount changes that have occurred in their own lifetime or the lifetime of their family. | **NC Link**  -Know where the people and events they study fit within a chronological framework  -Identify similarities and differences between ways of life in different periods through the events and people learnt about  -Describe significant people from the past who have contributed to national or international achievements.  -Describe some significant people, places or events in our own locality. |
| **Theme links**  Childhood Memories (Cycle A: Spr 1)  Great and Ghastly Events (Cycle B: Aut 2) | **Theme links**  Childhood Memories (Cycle A: Spr 1)  Great and Ghastly Events (Cycle B: Aut 2) | **Theme links**  Childhood Memories (Cycle A: Spr 1)  Great and Ghastly Events (Cycle B: Aut 2) | **Theme links**  Childhood Memories (Cycle A: Spr 1)  Great and Ghastly Events (Cycle B: Aut 2) | **Theme links**  What a wonderful world (Cycle A: Aut 2)  Great and Ghastly Events (Cycle B: Aut 2)  Pirates of the Caribbean (Cycle B: Aut 2)  Childhood Memories (Cycle A: Spr 1) |
| **Builds on ELG**  Children talk about the features of their own immediate environment. | **Builds on ELG**  Children talk about past and present events. | **Builds on ELG**  They know about similarities and differences between themselves and others. | **Builds on ELG**  Children talk about past and present events. | **Builds on ELG**  Children talk about past and present events of local people. |
| **Intent**  Compare aspects of the present with the past and describe simple similarities and differences.  Give reasons for and describe changes that have taken place within living memory. (linked to national life) | **Intent**  Talk about events, places and people beyond living memory. (National or Global)  Use historical terms to describe the passage of time.  Place objects, people and events beyond own experiences in time order. | **Intent**  Talk about events and the lives of people beyond living memory. (Own locality) | **Intent**  Talk about similarities and differences between my life and that of others.  Describe similarities and differences between the lives of people. | **Intent**  Talk about important people beyond living memory using a range of historical vocabulary. (National and International achievements) |
| **Vocabulary**  new and old, now and then, timeline, date, order, similar, different, older generation, what? Where? When? Detective, camera | **Vocabulary**  modern, recent, long ago, older, year, decade, century, ancient, artefact, opinion | **Vocabulary:**  Great fire of London  The Gunpowder Plot  The Stuarts | **Vocabulary:**  day to day life, things I do, my house, my family etc. | **Vocabulary:**  King, queen, prime minister, important, living memory, Christopher Columbus, Samuel Pepys, Guy Fawkes |