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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 LondonThe Gunpowder PlotThe 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 |