

Historical Concept		Key Stage 1	
		LEARNING PROGRESSION	
Overarching Themes — LEGACY	Chronological and Causation	I can begin to appreciate the difference between long ago and very long ago.	I can recognise that stories we have read help me to understand about the differences that exist between the place we live in and places in the past.
		I can create a simple timeline to capture recent events.	I can appreciate the difference between long ago and very long ago.
		I can remember parts of stories we have read which involve memories about the recent past.	I can identify where the people and events studied fit in to a basic timeline.
		I can recognise that familiar objects we have today would have been different in the past, i.e. a telephone.	I can point out a few similarities and differences between ways of life at different times.
		I can begin to appreciate what a timeline is by looking at a timeline over the past 10 years.	I can use words and phrases such as; old, new, earliest, latest, past, present, future, century, new newest, old, oldest, modern, before, after - to show the passing of time.
		I can use words to show the passing of time; old, new, earliest, latest, past, present, future, century, modern, before, after.	I can order a few events and artefacts from the recent past.
		I understand that the toys my parents and grandparents played with are different to my own.	
		I can organize a number of artefacts by age.	
		I can identify what a number of older objects were used for.	
EVERYDAY LIFE	Historical Enquiry	I can respond to simple questions about the past.	I can look carefully at pictures and objects to find information.
		I can observe and handle artefacts and ask simple questions about the past.	I can find answers and respond to questions about the past.
		I can offer an opinion as to why something may have happened in the past and why I know.	I can choose and select evidence and say how it can be used to find out about the past.
			I can understand some ways we find out about the past.
			I can recognise the importance of basing ideas on evidence.
TRANSPORT	Interpretation and Significance	I can begin to recognise that some of the events we talk about from the past are open to different interpretations according to who wrote about it.	I can identify the people in the past who have contributed to national and international achievements.
		I can begin to identify and recount historical details from the past from different sources e.g. pictures and stories.	I can recount historical details from eye-witness accounts, photos and artefacts.
		I can identify similarities and differences between the different times.	I can develop an awareness of the past and comment on how I found out.
		I can talk about some people and events that I have studied and give reasons for their actions.	I can be aware of how we know about events from the past and potential for evidence to be interpreted differently.
		I can consider the differences between 'long ago' and 'now'.	I can begin to reflect on the significance of what has been learnt from the past.
		I can appreciate that stories passed down through time are prone to exaggeration and some inaccuracy.	I can begin to recognise what is a reliable piece of information and what is not, e.g. photography or word of mouth.

KS1 - History Curriculum Overview

	Cycle A		
Unit Theme	Grandparents	Castles	Famous Stoke People
Unit Question	What was my grandparents' childhood like?	Why do we have castles?	Who were and are famous in Stoke and the UK?
Significant Person	Neil Armstrong	William the Conqueror	Reginald Mitchell
Overarching Themes	LEGACY	EVERYDAY LIFE	TRANSPORT
I know that/ how to...	<p>I know how different the toys were that our grandparents' played with.</p> <p>I know how different our grandparents' school days were.</p> <p>I know the games my grandparents played.</p> <p>I know the foods our grandparents would have eaten.</p> <p>I know how our grandparents would have enjoyed their holidays.</p>	<p>I know what a castle is.</p> <p>I know how castles were used to protect people and to give them security.</p> <p>I know why there is a castle not too far away from where I live.</p> <p>I know the special features of a castle.</p> <p>I know why castles feature in many of the our best loved stories.</p>	<p>I know what we mean by the term 'famous'.</p> <p>I know who the famous people are from the past who lived locally.</p> <p>I know the impact that was made on our lives today by a local famous person from the past.</p> <p>I know the famous people from the UK that have made a difference to our lives today.</p> <p>I know the famous people from our local area that are still alive today.</p>
Vocabulary	<p>Beatles</p> <p>hippie</p> <p>clangers</p> <p>crackerjack</p> <p>moon landing</p> <p>McDonalds</p>	<p>moat</p> <p>drawbridge</p> <p>knight</p> <p>turret</p> <p>keep</p> <p>portcullis</p>	<p>famous</p> <p>Robbie Williams - popstar</p> <p>Phil Taylor - darts player</p> <p>Sir Stanley Matthews - footballer/knighted</p> <p>Josiah Wedgwood - pottery</p> <p>Mary Prince - abolition of slavery</p> <p>Mary Seacole - war nurse</p> <p>JK Rowling - author</p> <p>Lou Macari - Stoke manager—homelessness</p> <p>Emily Pankhurst - fought for voting rights</p>

KS1 - History Curriculum Overview

	Cycle B		
Unit Theme	London's Burning!	Famous People and Events	Victorians
Unit Question	What lessons have we learnt from the great fire of London?	Who are the famous people that have made an impact on the world?	How did the Victorians influence our life today?
Significant Person	Samuel Pepys	Nelson Mandela/Rosa Parks	Queen Victoria
Overarching Themes	LEGACY	EVERYDAY LIFE	TRANSPORT
I know that/ how to...	<p>I know how the fire happened in the first place.</p> <p>I know why the fire spread so quickly and burned for so long.</p> <p>I know how the way we tackle fires has changed over the years.</p> <p>I know why we still have problems with different types of fires even today.</p> <p>I know how the Great Fire of London improved the capital.</p>	<p>I know who we associate with making a significant contribution to making the world a fairer place.</p> <p>I know which significant events helped us know more about our world and our universe.</p> <p>I know who made significant contributions to the rights of black people.</p> <p>I know who has made significant contributions to the rights of women.</p> <p>I know which international disaster is still considered a significant event today.</p>	<p>I know how we know what life was like for the Victorians.</p> <p>I know what we mean by the term 'industrial revolution'.</p> <p>I know what life was like for most children during the Victorian era.</p> <p>I know games children played during the Victorian era.</p> <p>I know what home life was like for most people who lived during the Victorian era.</p>
Vocabulary	Pudding Lane Thomas Farynor Samuel Pepys leather buckets plague Thames St Paul's Cathedral	famous impact Rosa Parks Nelson Mandela titanic Mother Teresa Leonardo da Vinci Walt Disney	workhouse farthing gramophone gruel industrial revolution chimney sweep