

YEAR 1 HISTORY CURRICULUM			
Changes within Living Memory – School Life	Rosa Parks	The First Aeroplane Flight	
NATIONAL CURRICULUM	• Pupils should be taught about: • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their own locality.		
CHRONOLOGICAL UNDERSTANDING PROGRESSION OF SKILLS	KNOWLEDGE AND UNDERSTANDING OF EVENTS IN THE PAST PROGRESSION OF SKILLS	HISTORICAL INTERPRETATION PROGRESSION OF SKILLS	HISTORICAL ENQUIRY PROGRESSION OF SKILLS
* Sequence events in their life. <i>(Chronology)</i> * Sequence three or four artefacts from different periods of time. <i>(Chronology)</i> * Match objects to people of different ages. <i>(Chronology)</i>	* Recognise the difference between past and present in their own and others’ lives. <i>(Everyday Life)</i> * Know and recount events from stories about the past. <i>(Significant Events/People)</i>	* Use stories to distinguish between fact and fiction. <i>(Report and Conclude)</i> * Find answers to simple questions about the past from sources of information. <i>(Report and Conclude)</i> * Compare two versions of a past event. <i>(Compare and Contrast)</i>	* Use directed books for research. <i>(Research, Interpretation and Analysis)</i> * Use a source – observe or handle a range of sources. <i>(Artefacts and Sources)</i>
ORGANISATION AND COMMUNICATION PROGRESSION OF SKILLS 		Communicate their knowledge through: * Discussion * Drawing pictures * Drama/role play	* Making models * Writing * Using ICT. <i>(Communication)</i>
CHRONOLOGY ASSESSMENT DESCRIPTOR	EVENTS PEOPLE AND CHANGES PROGRESSION OF SKILLS ASSESSMENT DESCRIPTOR	INTERPRETATION, ENQUIRY AND USING SOURCES ASSESSMENT DESCRIPTOR	COMMUNICATION PROGRESSION OF SKILLS ASSESSMENT DESCRIPTOR
✓ To be able to recognise the distinction between past and present; ✓ To be able to order and sequence some familiar events and objects; ✓ To be able to Identify some similarities and differences between ways of life at different times; ✓ To be able to use some everyday terms about the passing of time such as 'a long time ago' and 'before'.	✓ To be able to retell some events from beyond their living memory which are significant nationally or globally; ✓ To be able to describe some changes within their living memory (including aspects of national life where appropriate).	✓ To be able to make simple observations about different people, events, beliefs and communities; ✓ To be able to use sources to answer simple questions about the past; ✓ To be able to identify some of the basic ways in which the past can be represented; ✓ To be able to choose parts of stories and other sources to show what they know about the past.	✓ To be able to describe special or significant events; ✓ To be able to retell simple stories or events from the past; ✓ To be able to use simple historical terms.