

## WOODGRANGE INFANT SCHOOL KS1 History Curriculum Knowledge and skills progression

Our history curriculum aims to help children begin to understand that life was different for people such as their parents and grandparents. It aims to stimulate their curiosity and encourage them to ask questions. We start from the child's direct experience and work outwards. Our curriculum is enriched through visits to museums and the use of artefacts

We make meaningful links to other areas of the curriculum such as science and art.

### EYFS- Knowledge and understanding

- Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Journey to Forest Gate project with families - developing a sense of themselves and their family	Long ago... once upon a time- language from stories that are set in the past	Develop sense of the passage of time and things changing- life cycle Language of time	Develop curiosity about people and artefacts Ask and answer questions	Long ago... once upon a time- language from stories that are set in the past
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YEAR 1	Changes in national life- within living memory	Events beyond living memory that are nationally or internationally significant	Significant people	Local history - events/ people places
TERM 1 A Mouse called Julian	Personal timeline- growing older Describe changes as people age			
ENDPOINT	Can talk about people who are significant to them			
TERM 2 The last wolf			Significant people to us- parents/ grandparents/ teachers etc	
ENDPOINT	Personal Timeline			
TERM 3 Traction man	Compare Toys past and present- visit V&A children's museum BBC history-changes through time			
ENDPOINT	Labels for old toys / new toys- can describe them and identify similarities/ differences, identifying which are from the past and why			

TERM 4 Prince Cinders	Royal timeline		Significant people Queen Elizabeth/ King Charles	
ENDPOINT	Drawings of coins/ stamps with Queen Elizabeth/ King Charles			
TERM 5 Pattan's pumpkin				East London flood 1953 Compare different accounts of what happened/ look at pictures
ENDPOINT	Thames Flood barrier - recount of visit including reason for barrier Describe/ recount what happened in the flood of 1953			
TERM 6 Leila & the secret of the rain				Recall events of the school year
ENDPOINT	Recount of the year- memorable experiences (reports)			

YEAR 2	Changes in national life- within living memory	Events beyond living memory that are nationally or internationally significant	Significant people What does significant mean? Why are some people significant?	Local history - events/ people places
TERM 1 LEAF		Explorers Greenwich maritime museum	Arctic explorers Climate change campaigners	
ENDPOINT		Visit Maritime museum	Information leaflet	
TERM 2 Moth	Look at artefacts and pictures to find out about the past- make comparisons such as TVs/ telephones/ cars / washing clothes Visit Museum of the home How have homes changed? BBC history-changes through time	Through the story develop a sense of how life changes due to Industrial revolution		How has the high street changed in the last 100 years? use photos to compare (use Kiddle to search)
ENDPOINT	Labels and descriptions of artefacts- similarities and differences Describe how homes have changed over time )			

<p>TERM 3 &amp; 4</p> <p>Lights on Cotton Rock</p>	<p>Space travel</p> <p>Means of transport</p>	<p>First moon landing</p>	<p>Space travellers from different backgrounds</p>	
<p>ENDPOINT</p>	<p>Developing chronological knowledge (linked to maths) Time line</p> <p>Can say what significant (person) means and give examples</p>			
<p>TERM 5 &amp; 6</p> <p>The Secret of Black Rock</p>			<p>Grace Darling</p> <p>BBC History - heroes</p>	
<p>ENDPOINT</p>			<p>Recount of shipwreck and rescue</p> <p>Can say how GD was significant</p>	