

Key Stage 1

	Chronological Understanding	Range and Depth of Historical Knowledge	Historical concepts	Historical Enquiry	Organisation and Communication
<p>Changes within living memory: Seaside holidays</p> <p>To be able to identify key period features e.g. clothing, transport and entertainment.</p>		Y2 Identify differences between ways of life at different times.	Y2 Compare pictures or photographs of people or events in the past	<p>Y1 Can find an answer to a question by looking at a simple picture.</p> <p>Y1 Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Y1 Can describe the main features of an artefact.</p> <p>Y2 Can make deductions about artefacts, spotting clues to function and use.</p>	<p>Y1 Label and or annotate a range of images.</p> <p>Y1 Use words and phrases like 'old', 'new' and 'a long time ago'.</p> <p>Y2 To use subject-specific vocabulary and historical terms e.g. parasol, bathing machine and promenade</p> <p>Y1 Communicate through timelines (3-D with objects, sequential pictures), drawing, drama, role play, writing (e.g. reports, labelling, simple recount) and ICT.</p> <p>Y2 Use drama and role play to communicate their knowledge of the past.</p>
To know where were the key holiday destinations and compare them with today.		Y1 Recognise the difference between past and present in their own and others lives.		<p>Y1 Can consult and use information from two simple sources to find Information.</p> <p>Y1 Can find answers to questions about objects by looking in books, the internet and information sheets.</p> <p>Y1 To use a range of given sources, such as letters, as well as books to find out about a person's life.</p>	Y2 To use subject-specific vocabulary and historical terms e.g. steam train
To identify similarities and differences between seaside holidays in the Victorian period, the 1960s and now.	Y1 Sequence 3 or 4 artefacts from distinctly different periods of time.	Y2 Recognise why people did things, why events happened and what happened as a result.			Y2 To use subject-specific vocabulary and historical terms e.g. aeroplane, package holiday
To know that reasons for going on holiday today are different from 100 years ago.		Y2 Recognise why people did things, why events happened and what happened as a result.	Y1 Compare adults talking about the past – how reliable are their memories?		
To compare holidays now and then and say which one they would prefer giving reasons why.		Y2 Identify differences between ways of life at different times.			Y2 Use fiction or non-fiction writing to show their understanding of the period or person(s) studied.
<p>The lives of significant individuals: Florence Nightingale and Mary Seacole</p> <p>To know when Florence Nightingale and Mary Seacole lived and what they did.</p>		Y1 Recognise the difference between past and present in their own and others lives.		<p>Y1 Can find an answer to a question by looking at a simple picture.</p> <p>Y1 Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Y2 Can make deductions about artefacts, spotting clues to function and use.</p>	<p>Y1 Communicate through timelines (3-D with objects, sequential pictures), drawing, drama, role play, writing (e.g. reports, labelling, simple recount) and ICT.</p> <p>Y1 Use words and phrases like 'old', 'new' and 'a long time ago'.</p>
To know why Florence Nightingale and Mary Seacole are remembered today.			Y1 Can give a simple reason why a real person acted as they did in a historical situation.		

			Y2 Can give clear explanation of an important event, offering two or three reasons why an event took place.		
To know that they were both unusual for ladies at that time by wanting to be different.				Y1 Can ask simple questions in the role. Y2 Can ask relevant questions in the role. Y1 To use a range of given sources, such as letters, as well as books to find out about a person's life. Y2 Realise that we can find out about a person's life by using a range of sources, such as letters and books.	
To give reasons why they wanted to go to the Crimea.		Y1 To know and recount episodes from stories about the past.	Y1 Use stories to encourage children to distinguish between fact and fiction. Y1 Can give simple consequences of somebody's actions. Y2 To be able to give a few consequences of events/people's actions.		Y1 Can write simple sentences describing an event. Y2 Can recount an event and use conjunctions to explain why or to connect ideas. Y2 Use fiction or non-fiction writing to show their understanding of the period or person(s) studied. Y2 To use specific time adverbials.
To know that not everyone welcomed them and why.			Y2 Compare two versions of a past event.	Y1 Can consult and use information from two simple sources to find information.	
To evaluate which were their most important achievements.	Y1 Sequence simple events. Y2 Describe memories of key events in lives.		Y2 Compare pictures or photographs of people or events in the past		
Significant historical events, people and places in their own locality and The lives of significant individuals: Captain Cook and Neil Armstrong (comparison) To know that someone lived a long time ago.	Y1 Match objects to people of different periods.	Y1 Recognise the difference between past and present in their own and others lives.	Y2 Compare pictures or photographs of people or events in the past	Y1 Can describe the main features of an artefact. Y2 Can make deductions about artefacts, spotting clues to function and use.	Y1 Use words and phrases like 'old', 'new' and 'a long time ago'. Y2 To use subject-specific vocabulary and historical terms e.g. wig, uniform, map, tri-corne hat, powered hair, breeches, braid,
To make suggestions for their own enquiry based on a picture.				Y1 To ask a simple enquiry question. Y2 To ask an enquiry question.	
To know when and where Captain Cook lived as a child/young person and know significant places linked to him within the North East.	Sequence simple events. Sequence events.				Find answers to simple questions about the past from sources of information e.g. artefacts. Can find answers to questions about objects by looking in books, the internet and information sheets. To use a range of given sources, such as letters, as well as books to find out about a person's life.

					Realise that we can find out about a person's life by using a range of sources, such as letters and books.
To know the events that led to him becoming a captain.	Y1 Sequence simple events. Y2 Sequence events. Y2 Sequence artefacts or events closer together in time by referencing with a range of media.	Y2 Recognise why people did things, why events happened and what happened as a result.			
To know about the events of his first voyage.	Y1 Sequence simple events. Y2 Sequence events. Y2 Sequence artefacts or events closer together in time by referencing with a range of media.	Y1 Recognise the difference between past and present in their own and others lives. Y2 To know and recount episodes from stories about the past. Y2 Recognise why people did things, why events happened and what happened as a result.	Y1 Can give a simple reason why a real person acted as they did in a historical situation. Y2 Can give clear explanation of an important event, offering two or three reasons why an event took place. Y1 Can give simple consequences of somebody's actions. Y2 To be able to give a few consequences of events/people's actions.		Y1 Communicate through timelines (3-D with objects, sequential pictures), drawing, drama, role play, writing (e.g. reports, labelling, simple recount) and ICT. Y1 Can write simple sentences describing an event. Y1 Use words and phrases like 'old', 'new' and 'a long time ago'. Y1 Can orally retell the main episodes of famous past events. Y2 Can recount an event and use conjunctions to explain why or to connect ideas. Y2 Use fiction or non-fiction writing to show their understanding of the period or person(s) studied. Y2 To use specific time adverbials. Y2 To use subject-specific vocabulary and historical terms e.g. voyage, ship, discover, mission, botanist, Australia, Botany Bay, explorer, navigate, captain, Endeavour.
To know how he died.				Y1 To use a range of given sources, such as letters, as well as books to find out about a person's life. Y2 Realise that there are potential weaknesses in sources e.g. the first moon landing	
To know what he discovered and why he is remembered today.			Y1 Can give a simple reason why a real person acted as they did in a historical situation. Y2 Can give clear explanation of an important event, offering two or three reasons why an event took place.		
To compare the lives of the explorers Captain Cook and Neil Armstrong and say how they are the same and different.		Y2 Identify differences between ways of life at different times.			

		Y2 Recognise why people did things, why events happened and what happened as a result.			
Events beyond living memory that are significant nationally or globally To know when the first public passenger railway started.	Y1 Sequence simple events.				Y1 Communicate through timelines (3-D with objects, sequential pictures), drawing, drama, role play, writing (e.g. reports, labelling, simple recount) and ICT.
To know who invented the first passenger steam engine.		Y2 Recognise why people did things, why events happened and what happened as a result.	Y1 Can give a simple reason why a real person acted as they did in a historical situation.	Y1 Find answers to simple questions about the past from sources of information e.g. artefacts.	
Match different modes of transport to different time periods.	Y1 Match objects to people of different periods. Y1 Sequence 3 or 4 artefacts from distinctly different periods of time.		Y1 Compare adults talking about the past – how reliable are their memories?	Y2 Can make deductions about artefacts, spotting clues to function and use. Y1 Can find an answer to a question by looking at a simple picture. Y1 Can find answers to questions about objects by looking in books, the internet and information sheets.	Y1 Label and or annotate a range of images. Y1 Use words and phrases like 'old', 'new' and 'a long time ago'. Y2 To use specific time adverbials. Y2 To use subject-specific vocabulary and historical terms e.g. horse and carriage, engine, locomotive, steam, electric, modern, transport
To know why this was a significant event.			Y2 Can give clear explanation of an important event, offering two or three reasons why an event took place. Y2 To be able to give a few consequences of events/people's actions.		
To know how the steam train changed peoples' lives.				Y1 Can ask simple questions in the role. Y2 Can ask relevant questions in the role.	
To be able to say how it might have felt to travel in a steam train in the 1830s.					Y1 Communicate through timelines (3-D with objects, sequential pictures), drawing, drama, role play, writing (e.g. reports, labelling, simple recount) and ICT. Can write simple sentences describing an event. Y1 Can orally retell the main episodes of famous past events. Y2 Use drama and role play to communicate their knowledge of the past. Y2 Can recount an event and use conjunctions to explain why or to connect ideas. Y2 Use fiction or non-fiction writing to show their understanding of the period or person(s) studied.

					Y2 To use specific time adverbials. Y2 To use subject-specific vocabulary and historical terms e.g. engine, locomotive, steam, transport, station
Significant historical events, people and places in their own locality and The lives of significant individuals: Captain Cook and Neil Armstrong (comparison) To compare the lives of the explorers Captain Cook and Neil Armstrong and say how they are the same and different.		Y2 Identify differences between ways of life at different times. Y2 Recognise why people did things, why events happened and what happened as a result.	Y2 Compare pictures or photographs of people or events in the past		
To know that NASA has named its space shuttles after Captain Cook's ships which Dr Nicholas Patrick has flown and they are both Teessiders.			Y2 Can give clear explanation of an important event, offering two or three reasons why an event took place. Y2 To be able to give a few consequences of events/people's actions.		
To know when Neil Armstrong lived and what he is famous for.	Y2 Sequence artefacts or events closer together in time by referencing with a range of media.		Y1 Use stories to encourage children to distinguish between fact and fiction.	Y2 Realise that we can find out about a person's life by using a range of sources, such as letters and books. To ask a simple enquiry question. To ask an enquiry question.	
To know when the first moon landing occurred and place it on a timeline.	Y1 Sequence simple events. Y2 Sequence events. Y2 Describe memories of key events in lives.		Y2 Compare two versions of a past event.	Y2 Can make deductions about artefacts, spotting clues to function and use.	Y1 Can orally retell the main episodes of famous past events. Y2 To use subject-specific vocabulary and historical terms e.g. space, moon landing, Saturn V rocket, Eagle, lunar module
To consider why man went to the moon and to know why it was a significant event in world history and why it is remembered.		Y1 To know and recount episodes from stories about the past.	Y1 Can give a simple reason why a real person acted as they did in a historical situation. Y1 Can give simple consequences of somebody's actions. Y2 Can give clear explanation of an important event, offering two or three reasons why an event took place. Y2 To be able to give a few consequences of events/people's actions.	Y1 Can describe the main features of an artefact.	Y1 Can write simple sentences describing an event. Can orally retell the main episodes of famous past events. Communicate through timelines (3-D with objects, sequential pictures), drawing, drama, role play, writing (e.g. reports, labelling, simple recount) and ICT. Y2 Use drama and role play to communicate their knowledge of the past. Y2 Can recount an event and use conjunctions to explain why or to connect ideas.

					<p>Y2 Use fiction or non-fiction writing to show their understanding of the period or person(s) studied.</p> <p>Y2 To use specific time adverbials.</p> <p>Y2 To use subject-specific vocabulary and historical terms e.g. space, moon landing, Saturn V rocket, Eagle, lunar module</p>
<p>To evaluate the evidence available because some people do not believe that it happened.</p>				<p>Y1 Can consult and use information from two simple sources to find Information.</p> <p>Y1 Can find answers to questions about objects by looking in books, the internet and information sheets.</p> <p>Y1 To use a range of given sources, such as letters, as well as books to find out about a person's life.</p> <p>Y2 Realise that there are potential weaknesses in sources e.g. the first moon landing</p>	