

History Curriculum Knowledge and Progression Map 2023-2024

Class	Autumn <i>(Full Schemes) Keystage History</i>	Spring <i>(Full Schemes) Keystage History</i>	Summer <i>(Full Schemes) Keystage History</i>
Pine	Teaching Toys at KS1 - Years 1 & 2 Keystage history	Teaching Castles At KS1 - Lessons and Resources Keystage History	Local History Teaching the Seaside at KS1 - Years 1 & 2 Keystage History
Breadth of study	<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality.
Threshold concepts	Investigate and Interpret the past Understand chronology Communicate historically	Investigate and Interpret the past Understand chronology Communicate historically Build an overview of world history	Investigate and Interpret the past Understand chronology Communicate historically
Milestones	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? <hr/> <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past.

	<ul style="list-style-type: none"> • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time 	<ul style="list-style-type: none"> • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Place events and artefacts in order on a time line. • Use dates where appropriate. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time 	<ul style="list-style-type: none"> • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time
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