

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>
Cedar	<u>Teaching Gunpowder Plot and Guy Fawkes at KS1 - Years 1 & 2 Keystage history</u>	<u>Grace Darling Lessons, Activities and Resources At KS1 Keystage History</u>	<u>Local History - School and surrounding area KS1 Scheme of work</u>
Breath of Study	<ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements. Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. 	<ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. 	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality.
Threshold concepts	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p>	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p>	<p>Investigate and Interpret the past</p> <p>Communicate historically</p>
Milestones	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. 	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. 	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past.

	<ul style="list-style-type: none"> • 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. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. • 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. • Show an understanding of the concept of nation and a nation's history. 	<ul style="list-style-type: none"> • 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. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. 	<ul style="list-style-type: none"> • 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. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line.
--	--	--	--

