

Key Stage 1 YEAR 1 HISTORY

National Curriculum KS1 Programme of Study	Chris Quigley Essential Skills Milestone 1	
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • the lives of significant individuals in the past who have contributed to national achievements. Some should be used to compare aspects of life in different periods [<i>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</i>] • significant historical events, people and places in their own locality. 	<p>1. To investigate and interpret the past</p>	<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.
	<p>2. To build an overview of world history</p>	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past
	<p>3. To understand chronology</p> <p><u>History of travel?</u></p>	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Recount changes that have occurred in their own lives.
	<p>4. To communicate historically</p>	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, • Show an understanding of the concept of nation and a nation's history.
<p>Notes:</p> <p>Autumn term: History of travel: railways, canals, airports. Timelines including significant person linked to above. Links to Geography- how do we travel to capital cities?- Map skills.</p>		