

Key Stage 1 YEAR 2 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"> • events beyond living memory that are significant nationally or globally [<i>for example, the Great Fire of Nantwich and the Great Fire of London.</i>] • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (CASTLES) <p><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></p> <p><i>IDEAS: A Day in the life of a Monarch, eg. Henry VIII, (Tudors), Elizabeth I, (Elizabethan), James I – Guy Fawkes</i></p>	<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. • 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.
	<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. • Recognise that there are reasons why people in the past acted as they did.
	<p>3. To understand chronology</p>	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.
	<p>4. To communicate historically</p>	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, years, decades and centuries to describe the passing of time. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.