



Progression of Knowledge History – Year 1

National Curriculum Coverage- 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 in within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide range of 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 ways in which it is represented.

Ourselves – How have I changed?

Changes within living memory

Toys - How have toys changed since my grandparents were small?

Changes within living memory – revealing aspects of changes in national life

Castles - What would it be like to live in a castle?

Significant historical places in their locality

Question: How have I changed? - Ourselves

Substantive Knowledge (what we want children to know and remember)

- Children will remember and talk about significant things that have happened to them in the past.
- Children will remember and talk using the language of time – yesterday, today, tomorrow etc
- Children will know that they were once a baby and how they have changed and how this is the same for others

Disciplinary Knowledge (Using HIAS ARES)

Y1 Cause and Consequence – Can give simple explanations why a person acted as they did and talk about the consequences.

Y1 Historical Significance – Can recognise and describe special times or events for family or friends

Y1 Historical enquiry – Can talk about past events and use annotations and captions to identify important features

Y1 Change and Continuity – Can match objects to people from the past

Y1 Chronology – Can create simple timelines within their own experience and confidently use the vocabulary associated with the past – old and new, then and now

Question: How have toys changed since my grandparents were small? -Toys

Substantive Knowledge (what we want children to know and remember)

- Children will understand that toys have changed over a relatively short period, mainly in terms of materials used to make them/ technology for powering/ driven them.
- Children will see that their parents'/ grandparents' generations played active games or participated in more outdoor activities than today.
- More difficult to grasp will be the idea that in the past most children had fewer toys than children today.

Evidence for knowledge/ understanding developed (Substantive knowledge)

- *Children talk about 'old' toys not have batteries or on/off switches. They may talk about brighter colours or plastic as opposed to metal/ wood items*
- *Children can talk about family members/ an adult visitor explaining that they played ball, skipping or chase games outside a lot and did not have electronic toys.*

Disciplinary Knowledge (Using HIAS ARES)

Y1 Chronology – Creates simple timeline to sequence processes, events, objects within their own experience. Confidently use vocabulary associated with the past, e.g old/new, then/ now

Y1 Change and continuity – Can match old objects to people or situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary.

Y1 Historical enquiry – Can talk about similarities and differences between two or more historical sources using simple historical terms.

Evidence for knowledge/ understanding developed (Disciplinary knowledge)

- *Can order up to three or four similar toys correctly by age using terms such as older, before, after etc*
- *Can explain that many toys today are made of plastic, but in the past more items were made of wood or metal (although this is now changing)*
- *Explain that some adults said they played outside more than children today.*
- *Can identify differences between similar toys from different eras e.g in terms of materials, wear, power, source.*

Question: What would it be like to live in a castle?- Castles

Substantive Knowledge (what we want children to know and remember)

- Children will remember the main parts of a castle – including keep, bailey, drawbridge
- Children will know that castles have changed over time, how they defended themselves and the purpose of castles
- Children will know the roles of different people who lived in a castle

Disciplinary Knowledge (Using HIAS ARES)

Y1 Continuity and Change – Can describe how some aspects of life differ from the past using simple historical vocabulary

Y1 Characteristic Features – Can show awareness of significant features not seen today, recognise that buildings could be different in the past

Y1 Chronology – Can create simple timelines to sequence and use associated vocabulary – old and new, then and now

Y1 Historical enquiry – Can talk about past events to identify important features

Y1 Cause and Continuity – Can give simple explanations why people from the past acted as they did and talk about the consequences of those actions