

History Progression at St John's - KS1 Exemplar

Topics chosen must cover the following areas: Changes within living memory including some that reveal changes in national life; significant events beyond living memory; nationally/internationally significant people including comparison of significant people to compare life at different times; significant events, people or places from the school's locality.						
Year/Term	Year 1 Term 1	Year 1 Term 2	Year 1 Term 3	Year 2 term 1	Year 2 Term 2	Year 2 Term 3
Topic	Toys Changes in Living Memory	Queens Comparing Elizabeth I, Victoria and Elizabeth II and life at the time when each lived	Mary Anning Significant individual nationally/internationally	Great Fire of London Significant national event beyond living memory	Local Study Our School/town or Village	Sinking of the Titanic Local/national/international event
Matters, Skills and Processes						
Chronology Sequencing events/objects using chronological vocabulary	Sort real old toys/pictures into chronological order.	Locate each Queen's reign/life on a timeline. ✓✓	Locate her life line on a class/school timeline plus create a pictorial story timeline of her life ✓	Place event on a timeline ✓	Create a pictorial timeline of school/town, link to major events e.g. monarchs/wars ✓✓✓	Place event on timeline. Retell story orally or by a pictorial timeline ✓✓
Characteristic Features Of a period of person studied	Characterised by change from outdoor play to indoor/electronic toys. ✓		Gender/class restrictions at the time limited the scope of her reputation as a scientist. ✓✓✓	Building materials firefighting methods partially responsible for the amount of damage - explore via artefacts - History Centre		International travel meant sailing across oceans, not flying ✓
Change and Continuity Similarities and differences between ways of life at different times	Appreciates some toys have remained largely unchanged over long periods e.g. Ludo, Yoyos	Focus: Changes in transport and the way information was spread between the 3 Queens' reigns. ✓✓✓			Use pictures/maps/accounts to explore how the locality has changed over time, possible visit to local museum - Explosion? ✓✓✓	
Causes and Consequences Why people did things Causes and results of events and changes	Consequences of change to mainly sedentary indoor play detrimental to children's health		Her discoveries helped change people's understanding of the evolution of life on this planet.	Identifying causes of the fire and its spread and exploring changes made when London was rebuilt. GROL Pack ✓✓✓		Why Titanic sank - post sinking improvements to safety requirements Titanic History Pack ✓✓✓
Significance		Create a museum or display about the 3 Queens but you can only choose 5 items for each Queen. ✓✓✓	Create a museum or display about Mary Anning's work and how she is recognised today and in the past.			Examine the continued and widespread interest in this story. Why is it still remembered?
Interpretation Ways we find out about the past and how it is presented			Books/videos possible visit to Lyme Regis to see fossil shops, Jurassic coast etc. ✓	Books describe the event differently/give different numbers for those who were killed. ✓		Explore a range of Titanic memorabilia. Visit Sea City Museum in Southampton. ✓
Historical Enquiry Asking/answering questions Using sources to find answers and show understanding	Interviewing adults about their childhood toys. Use pictures - Toys Enquiry Pack ✓✓✓	Queens Box and Pack Plus books, websites, royal memorabilia (Victoria and Elizabeth II)	Mary Anning Box Mary Anning Enquiry Pack For artefacts and others sources plus books, postcards etc. ✓✓	Great Fire of London Enquiry Pack Compare accounts to images, what can accounts tell us that the images do not?	Interviewing parents/grandparents/other adults about the school/town during their childhood	Select sources to tell particular parts of the story. Investigate images/written accounts from websites, video. ✓✓✓

NB: You will not necessarily have entries in every box in every topic. Not all skills will be covered in all topics. However, each skill process should be visited at least twice in a key stage and approached at a higher level in the later visit.

Key: ✓ light use of the skills ✓✓ Overt practise of the skills ✓✓✓ String emphasis on the skill

