






<div>  <div> Singleton Church of England Primary School Progression of Skills and Knowledge History - Y1 </div>  </div>			
	<div> Year 1 – Unit 1 My Family History </div> 	<div> Year 1 – Unit 2 The Greatest Explorers </div> 	<div> Year 1 – Unit 3 Great Inventions </div> 
SUBSTANTIVE CONCEPTS 8 Substantive concepts are concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit	Leadership, agriculture, migration, civilisations, childhood, worship, society, equality	Leadership, agriculture, migration, civilisations, childhood, worship, society, equality	Leadership, agriculture, migration, civilisations, childhood, worship, society, equality
DISCIPLINARY CONCEPTS	Constructing / Communicating the past Sequencing the past- Chronology	Significance and interpretations	Change and development
KEY VOCABULARY	before, after, past, now, present, modern, old, locality,	Explorer, present, expedition, explorer, polar, significant, hero, astronaut	Inventor, invented, flight, travel, journey, evidence, transport, significance,
SUBSTANTIVE KNOWLEDGE Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.	<p>Knows the Key features of - Home life in the 1950's / 60's /70's for different sectors of society</p> <ul style="list-style-type: none"> Types of houses Features that have changed – e.g. heating / bathrooms/ kitchens <p>Recognise and classify - Toys from the 1950's / 60's /70's – know which toys were popular</p> <ul style="list-style-type: none"> Dolls / cars/ comics etc – how they have changed Computers / games / electronic devices <p>Knows how what it was like in Classrooms in 1950's / 60's /70's</p> <ul style="list-style-type: none"> The school curriculum changes – the 3 R's verses today's learning offer Changes in technology Chalkboards to interactive TV's Playground games then and now <p>Knows what shops were like in 1950's / 60's /70's</p> <ul style="list-style-type: none"> In the early 1950's food had to be rationed. The development from Corner shop/ individual shop – butcher, baker etc to supermarkets in the 1950's <p>Know where the people and events they study fit within a chronological framework</p>	<ul style="list-style-type: none"> Knows that Ibn Battuta was an explorer who travelled to southern and central Asia, northern Africa, Europe, etc.; by foot, camel, donkey, and boat to learn about different places. He explored for nearly 30 years. Knows that Captain James Cook: travelled the world, including northern America (Hawaii); by ship. Knows that Captain Robert Scott and Roald Amundsen: Antarctica; by ship and by skis. Knows that Sunita Williams: space and the ISS; by space shuttle. Knows What makes a 'Great' Explorer – teaching point – the relevance of different perspectives Knows where the people and events they study fit within a chronological framework 	<ul style="list-style-type: none"> Knows the people who invented, built and piloted the world's first successful controlled aeroplane were American brothers Orville and Wilbur Wright Know of the 'Wright brothers' first aircraft of 1899 Know of the first commercial aeroplane flight that took place in 1914 in Florida, USA. Know of the impact of the aeroplane on the world because it made long-distance travel quick, cheap and easy. Know of the development of the first aeroplanes – an in-depth study Know of the role of the aeroplane in warfare. Know of the development of the railway Know of key people involved in the development of the railway - Richard Trevithick - George Stephenson Know of the development of trains to modern day and of some key inventions such as Stephenson's Rocket Know of the introduction of the passenger train Know where the people and events they study fit within a chronological framework
CHRONOLOGICAL KNOWLEDGE	<ul style="list-style-type: none"> Knows what life was like in the 1950s / 60s/ 70s 	<ul style="list-style-type: none"> Knows about Ibn Battuta and what the world was like in the 1300s Knows about a range of time periods in the 1900s linked to the explorers 	<ul style="list-style-type: none"> Knows about the time period of late 1800s and early 1900s and how the great inventions affected these time periods.
MAKING CONNECTIONS Key knowledge / key questions	EYFS (For Year 1 Pupils) Link to All about me topic from EYFS – where children experienced: - <ul style="list-style-type: none"> Talking about who is in their family. Talking about who the members of their local community are. Finding out about the prominent figures from communities in the past. E.g. Florence Nightingale Cycle A/B (for Y2 pupils) Do you remember – the topic on Great inventions – what did we learn about – development of planes and railways.	EYFS (For Year 1 Pupils) Link to SPACE and Inventions topic from EYFS – where children experienced: - <ul style="list-style-type: none"> Finding out about the famous figures from the past who were involved in Space exploration. E.g. Neil Armstrong, Arnaldo Tamayo Mendez (first black person to fly to Space) Looking at images from the past and comparing these with present pictures. Investigating the 'Space Race' Watching the first moon landing, comparing and contrasting. Looking at roles of women in the past and today (Mae Jemison, Sally Ride, Valentina Tereshkova, Eileen Collins) 	EYFS (For Year 1 Pupils) Link to SPACE and Inventions topic from EYFS – where children experienced: - <ul style="list-style-type: none"> Finding out about the famous figures from the past who were involved in Space exploration. E.g. Neil Armstrong, Arnaldo Tamayo Mendez (first black person to fly to Space) Looking at Space rockets Looking at images from the past and comparing these with present pictures

	<p>Can you remember who the great inventors were? Orville and Wilbur Wright and George Stephenson and what did they invent?</p> <p>Can you tell me what we found out about the differences between the first train and the trains we have today?</p> <p>Can you tell me the differences between the first aeroplanes and the aeroplanes that we have today? Why do things change over time?</p> <p>Our new topic is about family history – we are going to look at what life was like for our grandparents when they were children. Do you think their life will have been the same/ or different?</p> <p>What do you think might have been different? The same?</p>	<p>Cycle A/B (for Y2 pupils)</p> <p>Do you remember the topic on Holidays – what did we learn about how we travel to our holiday destinations?</p> <p>Do you remember – the topic on Great inventions – what did we learn about – development of planes and railways.</p> <p>Can you remember who the great inventors were? Orville and Wilbur Wright and George Stephenson and what did they invent?</p> <p>Today we are going to start our new topic on The Greatest explorers – we will find out where they explored – how they travelled and what they experienced along the way</p>	<p>Cycle A/B (for Y2 pupils)</p> <p>Remember when we investigated ‘The Greatest explorers’ and we looked at how they travelled – who can remember some of the ways they travelled and the transport used?</p> <ul style="list-style-type: none">Ship / rocket / foot / donkey etc <p>How do we travel today? What Transport do we use?</p> <p>We are going to travel back in time with this unit and investigate some of the greatest transport inventions of all time – what do you think they may be?</p>
<p>DISCIPLINARY CONCEPTS</p> <p>Disciplinary concepts are concepts used in the study of history. They form the basis of many questions’ historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance</p> <p>Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.</p> <p>Key Assessments – Highlighted</p>	<p>Constructing / Communicating the past</p> <ul style="list-style-type: none">Use a wide vocabulary of every day historical terms – now / then same / differentOrganise and communicate their understanding of the past in a variety of ways – speaking, role play, drawing and writingUnderstand historical concepts and use them to make simple connections and draw contrasts. <p>Sequencing the past- Chronology</p> <ul style="list-style-type: none">Recognising the distinction between past and present. <ul style="list-style-type: none">Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <p>Change and development</p> <p>Similarities and Differences</p> <ul style="list-style-type: none">Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.Identify that some things within living memory are similar and some things are different.Recognise some similarities and differences between the past and the present.Identify some similarities and differences between ways of life in different periods. <p>Continuity and Change</p> <ul style="list-style-type: none">Begin to identify old and new things across periods of time through pictures, photographs and objects.Begin to understand that some things change and some things stay nearly the same. <p>Significance and interpretations</p> <p>Historical Significance</p> <ul style="list-style-type: none">Explain reasons why someone might be significant.Talk about why the event or person was important and what changed/happened <p>Historical Interpretations</p> <ul style="list-style-type: none">observe and use pictures, photographs and artefacts to find out about the past;explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. <p>Historical Enquiry</p> <p>Historical Investigations</p> <ul style="list-style-type: none">observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;	<p>Sequencing the past- Chronology</p> <ul style="list-style-type: none">Recognising the distinction between past and present.Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <p>Change and development</p> <p>Similarities and Differences</p> <ul style="list-style-type: none">Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.Identify that some things within living memory are similar and some things are different.Recognise some similarities and differences between the past and the present.Identify some similarities and differences between ways of life in different periods. <p>Continuity and Change</p> <ul style="list-style-type: none">Begin to identify old and new things across periods of time through pictures, photographs and objects.Begin to understand that some things change and some things stay nearly the same. <p>Significance and interpretations</p> <p>Historical Significance</p> <ul style="list-style-type: none">Explain reasons why someone might be significant.Talk about why the event or person was important and what changed/happened. <p>Historical Interpretations</p> <ul style="list-style-type: none">observe and use pictures, photographs and artefacts to find out about the past;explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none">know and recount episodes from stories and significant events in history;understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none">talk, write and draw about things from the past;use historical vocabulary to retell simple stories about the past. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none">start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;talk and write about things from the past using some historical vocabulary <p>Historical Enquiry</p> <p>Historical Investigations</p> <ul style="list-style-type: none">Identify some of the basic ways the past can be represented.To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories)Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; <p>Using sources as evidence</p> <ul style="list-style-type: none">Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.Use sources to answer <i>simple</i> questions about the past.	<p>Sequencing the past- Chronology</p> <ul style="list-style-type: none">Recognising the distinction between past and present.Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <p>Change and development</p> <p>Similarities and Differences</p> <ul style="list-style-type: none">Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.Identify that some things within living memory are similar and some things are different.Recognise some similarities and differences between the past and the present.Identify some similarities and differences between ways of life in different periods. <p>Continuity and Change</p> <ul style="list-style-type: none">Begin to identify old and new things across periods of time through pictures, photographs and objects.Begin to understand that some things change and some things stay nearly the same. <p>Significance and interpretations</p> <p>Historical Significance</p> <ul style="list-style-type: none">Explain reasons why someone might be significant.Talk about why the event or person was important and what changed/happened. <p>Historical Interpretations</p> <ul style="list-style-type: none">observe and use pictures, photographs and artefacts to find out about the past;explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none">know and recount episodes from stories and significant events in history;understand that there are reasons why people in the past acted as they did; 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