

# Key stage 1 coverage overview: HISTORY

**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 Group	Year 1/2 A	Year 1/2/B
<b>Disciplinary knowledge</b>	What makes History so great? Great Fire of London, Florence Nightingales and Rosa Parks	How has transport changed over time? Transport - living memory / beyond living memory (Wright Brothers / Amelia Earhart / Beaulieu and the Montagues)
<b>Chronology</b> sequencing events/ objects in time; using chronological vocabulary	✓ Using a timeline order the key events of the Great Fire of London. Using a timeline to plot the dates of the significant events and life of people	✓✓✓ Creating a timeline with the key events of the Wright Brothers successes and of their failures. Using images to order Amelia Earhart's journey and her last flight using key words to describe the events.
<b>Characteristic features</b> of period/ person/ events studied	✓ Identify the tools and instruments that were used in different periods and compare them to today's tools and medical instruments.	✓✓ List ways in which why it was so unheard of a female pilot Draw images around how they have identified how the museum grew
<b>Change/ continuity</b> Similarities & differences between ways of life at different times	✓✓✓ Recognise how life has changed for people.	✓ Sort images into what has changed from cars in the past to today and what has stayed the same from cars in the past to today
<b>Cause/ consequence-</b> why people did things/ causes and results of events and changes	✓✓ Children can describe in simple terms the causes and consequences of the fire.	✓✓✓ Children will be able to create links to the evolution of transport throughout air, car and space. Explore the motivations of the individuals and any consequences linked to these (Amelia Earhart). Children will be able to identify the positives and negatives of the significant events.
<b>Significance</b>	✓✓✓ Can recognise and talk about who was important eg in a simple historical account. Identify key significant people in the 19th and 20th century Can understand how significant events affect us today	✓ Can recognise the significance the Wright Brothers and Amelia Earhart had on aviation evolution.
<b>Interpretation</b> –explore ways we find out about the past and how it is represented	✓✓ Understand how books describe the event differently/ give different numbers for those killed. Representations: books/ TV programmes monument. Look at people's different views in the past on the significant people and identify how that has changed	✓ Look at different representations of Amelia Earhart. Look at how cars are represented in a museum and identify if they are glorified.
<b>Historical enquiry</b> –asking /answering questions; using sources to find answers and show understanding	✓✓ Children can gather information from simple sources. Yr2 Can explain events and actions Yr1 Retell the story though acting out and comic strip	✓✓ Use images to gain an understanding of modes of transport throughout history.

**NB** you will not necessarily have entries in every box for 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 skill, ✓✓ overt practice of skill ✓✓✓ strong emphasis on skill