Key Learning in History– Years 1 and 2

Year 1	Key Skills: Chronology Events, People and Changes Communication Enquiry, Interpretation and Using Sources
Autumn 1 – Who am I?	**Now and Then: Changes to School Life** Show their emerging knowledge and understanding of the past by 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).* Identifying *some* similarities and differences between their own present and aspects of the past. To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to *parts* of stories, and features of events. Understand and use simple historical concepts such as now/then and same/different. 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. Identify some of the basic ways the past can be represented.
Black History Week	**Black History Week: Mary Seacole and Bill Richmond** Show their emerging knowledge and understanding of the past by recognising the distinction between past and present. Use simple stories and other sources to show that they know and understand key features of events. To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). 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)
Autumn 2- Ice and Fire	**The Great Fire of London** Show their emerging knowledge and understanding of the past by identifying *some* similarities and differences between their own present and aspects of the past. Place *a few* events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Use simple stories and other sources to show that they know and understand key features of events. To show what they know and understand about the past in different ways *(speaking, role-play, drawing and writing).* Understand and use simple historical concepts such as now/then and same/different. Use sources to answer simple questions about the past. 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).
Spring 1- Robots	**Old and New Technology: Alan Turing and Tim Berners Lee** Show their emerging knowledge and understanding of the past by 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).* To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to *parts* of stories, and features of events. Understand and use simple historical concepts such as now/then and same/different. To show what they know and understand about the past in different ways *(speaking, role-play, drawing and writing).* Use sources to answer simple questions about the past.

	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.
Spring 2- Outdoor Adventure	**How has transport changed in the last 100 years? Harriet Quimby and Bessie Coleman** Show their emerging knowledge and understanding of the past by placing *a few* events and objects in order by using common phrases to show the passing of time (*old, new/young, days* and *months).* Show their developing knowledge and understanding of the past by identifying some similarities and differences between ways of life in different periods. To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to *parts* of stories, and features of events Understand and use simple historical concepts such as now/then and same/different. Identify some of the basic ways the past can be represented. 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
Summer 1- Food for Thought	**How has our school dinner changed?** Show their developing knowledge and understanding of the past by recognising the distinction between present and past in their own and other people's lives. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Understand and use simple historical concepts such as now/then and same/different. To show what they know and understand about the past in different ways *(speaking, role-play, drawing and writing).* 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.
Summer 2- Africa	**Wangari Maathai** Show their developing knowledge and understanding of the past by identifying some similarities and differences between ways of life in different periods. Show their developing knowledge and understanding of the past by knowing 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). To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of event To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). 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).
Year 2	Key Skills: Chronology Events, People and Changes Communication Enquiry, Interpretation and Using Sources
Autumn 1- Animals around the world	**Zeraffa the Giraffe** Show their developing knowledge and understanding of the past by recognising the distinction between past and present in their own and other people's lives. Use simple stories and other sources to show that they know and understand key features of events. Understand and use simple historical concepts such as now/then and same/different. To show what they know and understand about the past in different ways *(speaking, role-play, drawing and writing).* Use sources to answer simple questions about the past.

Black History Week	**Black History Week: Katherine Johnson** Show their developing knowledge and understanding of the past by identifying some similarities and differences between ways of life in different periods. Use simple stories and other sources to show that they know and understand key features of events. To show what they know and understand about the past in different ways *(speaking, role-play, drawing and writing).* 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).
Autumn 2- Our Planet	**Homes in the Past: Cottage Museum** Show their developing knowledge and understanding of the past by identifying some similarities and differences between ways of life in different periods. Show their developing knowledge and understanding of the past by recognising the distinction between present and past in their own, and other people's lives. Use simple stories and other sources to show that they know and understand key features of events. Understand historical concepts and use them to make simple connections and draw contrasts. Use sources to answer simple questions about the past. 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.
Spring 1- Dungeons and Dragons	**Queen Elizabeth 1** Show their developing knowledge and understanding of the past by identifying some similarities and differences between ways of life in different periods. 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…) To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to *parts* of stories, and features of events. To show what they know and understand about the past in different ways *(speaking, role-play, drawing and writing).* Understand historical concepts and use them to make simple connections and draw contrasts. 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).
Spring 2 – Space Quest	**The Moon Landings: Tim Peake and Neil Armstrong** 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…) Show their developing knowledge and understanding of the past by recognising the distinction between present and past in their own, and other people's lives. To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to *parts* of stories, and features of events. Use simple stories and other sources to show that they know and understand key features of events. To show what they know and understand about the past in different ways *(speaking, role-play, drawing and writing).* 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).
Summer 1 – Explorers	**Christopher Columbus and Native America** 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…) To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Understand historical concepts and use them to make simple connections and draw contrasts. 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).
Summer 2 – Chocolate	**The History of Chocolate** 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…).* Use simple stories and other sources to show that they know and understand key features of events. Understand and use simple historical concepts such as now/then and same/different. To show what they know and understand about the past in different ways *(speaking, role-play, drawing and writing).* Understand historical concepts and use them to make simple connections and draw contrasts. 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.