

Year 1 - History Progression Map

	Understand changes within living memory (family)	Lives of significant individuals: famous explorers - Neil Armstrong	Lives of significant individuals: Mary Anning	Events beyond living memory: inventors (first aeroplane)
Chronological understanding <i>Vocab:</i> Use common words and phrases relating to the passing of time: e.g. old, new, young, days, months, today, yesterday, tomorrow Past, present future	Identify, explain and sequence past and present events in their own lives and in lives of family members. <i>These can be both personal and national changes.</i> (also knowledge)	Sequence events that happened. Recount parts of stories (also knowledge)	Sequence events that happened. Recount a/some key events in Mary Anning's life (also knowledge)	Sequence events that happened.
Knowledge and understanding of past events, people and changes in the past	Recount memories from their life and changes that have happened during their life time (e.g. birth of sibling) (also chronological understanding) Tell the difference between the past and present in their own lives. Identify some aspects of change in national life during their lifetime: for example: <i>Queen's jubilee, Charles becoming King, Rishi Sunak becoming prime minister</i> This could also focus on changes in living memory from other's that are living today (parents, grandparents).	<i>Famous explorers in space - Neil Armstrong</i> With the help of teacher, find out facts about the explorers and events that happened.	Children to know that Mary Anning and what she discovered is a significant person and an event that happened in their own locality (Dorset/Jurassic coast) Find out facts about Mary Anning and her discoveries.	<i>Wilbur and Orville Wright - inventor of first aeroplane.</i> Find out facts about the inventors and the first aeroplane flight. Begin to recount the main points of this historical event (also chronological understanding)

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	Identify when they were born and when key family members were born. <i>(More of a focus on family members that have been born since their birth).</i>			
Historical interpretation	- Listen to stories from the past - Begin to identify and recount some details from the past from sources eg. pictures, stories			
Historical enquiry	- Discover knowledge of historical events/people by using sources, e.g. pictures, stories, videos - Find answers to simple questions about the past from sources (e.g. pictures, stories) e.g. What did they wear?			
Organisation and communication	Know when their birthday is. Write own date of birth. Draw pictures and/or write about them to tell others about the events in their living memory.	Use simple timelines to order events or objects. Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).		