


## Key Knowledge and Progression in History – Year 1/2

		<b>Subject Content</b>			
		<b>Pupils should be taught about:</b> <ul style="list-style-type: none"> <li>• Changes within living memory; where appropriate, these should be used to reveal aspects of change in national life</li> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>			
		<b>National Curriculum Programmes of Study</b> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>			
Year Group	Topic Heading	We are all History Detectives	A Step into the Past	Fantastic Firsts	Time Travellers
Year 1/2		<b>The Seaside – Then and Now</b> <b>Changes over time Local</b> History/ Field Work	<b>Changes in living memory</b>	<b>Event beyond living memory</b>	<b>Wright Brothers – flight History - Sig individuals</b>
	Key Knowledge	<ul style="list-style-type: none"> <li>• Holidays have changed over time due to changes in transport and technology</li> <li>• Say how lifestyles (work, holidays, resorts attitudes, play etc.) were the same or different in the past.</li> <li>• What are the similarities and differences between seaside holidays now and in the past?</li> <li>• Discuss the speed of change - sometimes in slow increments, sometimes in leaps.</li> <li>• 1700s Seaside resorts first developed in Britain.</li> <li>• 1735 First bathing machine appeared in Devon</li> <li>• 1814 Ryde Pier opened</li> <li>• 1840s Expansion of the railways.</li> <li>• <b>Morecambe</b></li> <li>• 1869 Central Pier opened</li> <li>• 1878 Winter Gardens opened as a ballroom</li> </ul>	<ul style="list-style-type: none"> <li>• Toys have changed over time.</li> <li>• Historically, toys were made of wood and metal. Plastic had not been invented yet. In the present day many toys are made of plastic.</li> <li>• In the past, toys with moving parts were generally mechanical. You had to move a part of the toy to make another part move</li> <li>• Now we have electricity - Many modern toys are electrical and can move when you turn them on.</li> </ul>	<ul style="list-style-type: none"> <li>• The Moon landing refers to the first time a human walked on the moon. It took place on July 20, 1969.</li> <li>• To know the events of the Moon Landing in 1969 and the chronology of what happened, including the launch of Apollo 11 from Florida (16th July), landing on the moon using the Eagle module (20th July), spending over 21 hours on the moon, and returning to Earth, landing in the Pacific Ocean on 24th July.</li> <li>• The first person on the moon was Neil Armstrong. Armstrong and Aldrin walked on the moon and did experiments as well as taking samples and photographs. Collins stayed in orbit around the moon in the command module.</li> <li>• Sources help us to find out about the past and that</li> </ul>	<ul style="list-style-type: none"> <li>• To know that people had an ambition to fly a long time before it became possible (Daedelus and Icarus story from ancient Greece, Da Vinci's drawings of a helicopter and mechanical flying machines).</li> <li>• Many early attempts to fly were unsuccessful.</li> <li>• The hot air balloon was invented by Montgolfier brothers in 1783. It has become the oldest invention that can successfully take people into flight.</li> <li>• The first manned hot air balloon flight too place in Paris, 1783.</li> <li>• Orville and Wilbur Wright were two brothers, born in America. Their interest in flight began when their father bought them a toy 'helicopter'.</li> <li>• The Wright brothers' first aeroplane, the Wright Flyer,</li> </ul>

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		<ul style="list-style-type: none"> <li>• 1907 Morecambe Promenade Station opened to passengers</li> <li>• 1933 Midland Hotel opened</li> <li>• 1936 The Lido opened</li> <li>• 1986 Central Pier closed</li> </ul>		<p>these take different forms; eg photographs and film footage of the moon landing, written articles/films about and featuring the astronauts talking about their experience.</p> <ul style="list-style-type: none"> <li>• Primary sources are from the time of the event in history.</li> <li>• Exploration has developed over time - from Christopher Columbus in the 15th Century to Roald Amundsen and Neil Armstrong in the 20th Century.</li> <li>• There are similarities and differences between expedition items 50 and 500 years ago.</li> <li>• Key female figures had major achievements during Apollo 11 and throughout the history of exploration (these include Katherine Johnson, Valentina Tereshkova, Mae Jemison, Helen Sharman, Christina Koch and Jessica Meir)</li> </ul>	<p>successfully flew in front of 5 people in 1903.</p>
	<p><b>Procedural knowledge</b></p>	<ul style="list-style-type: none"> <li>• Develop knowledge of chronology by ordering photographs</li> <li>• Deduce information from historical sources (photographs/ news reports/ field trips)</li> <li>• Compare photos of tourism/piers/shops and building from the past to those in the present in the same location</li> <li>• Carry out enquiry using artefacts that represent the experiences of people living locally in different eras of Morecambe's past.</li> <li>• Relate key events and happenings to a historical</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to distinguish between the past in living memory and beyond when putting toys in chronological order and when discussing toys of parents and grandparents.</li> <li>• put up to 3 objects in chronological order.</li> <li>• Speak about toys that belonged to their parents and grandparents.</li> <li>• Use real historical toys to compare the properties of old and new toys</li> <li>• Experience real and replica toys from the past (delivered to school and in the V&amp;A Museum of Childhood) and</li> </ul>	<ul style="list-style-type: none"> <li>• Examine different historical sources and use them to support ideas, explaining what has been learnt from the sources</li> <li>• Chronologically order events from the Moon Landing</li> <li>• Identify the achievements of key figures by reading secondary sources</li> <li>• Sort expedition items that were used over 500 years ago from those that were used 50 years ago by Neil Armstrong, and to identify similarities and differences.</li> <li>• Write a simple newspaper article about the moon</li> </ul>	<ul style="list-style-type: none"> <li>• Order the events of flight history onto a timeline.</li> <li>• Identify and say some differences between the Wright flyer and a modern aeroplane.</li> <li>• Recall some key facts about the Wright brothers.</li> <li>• Deduce and learn from primary historical sources (early film footage of documenting initial unsuccessful of early flying machines)****</li> <li>• Act out the story of the Wright brothers' first aeroplane flight and think about how people may have reacted at the time.</li> </ul>

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		<p>context (eg opening of the train line)</p> <ul style="list-style-type: none"> <li>Identify changes from the past, such as modes of transport, from historical photographs (primary sources)</li> </ul>	<p>also learn from second-hand sources about which toys existed in different times (e.g. interviewing parents and grandparents)</p> <ul style="list-style-type: none"> <li>Identify old toys and new toys, and to explain some similarities and differences.</li> </ul>	<p>landing using information from primary and secondary sources</p> <ul style="list-style-type: none"> <li>Begin to develop awareness of which of these are primary and secondary sources.</li> <li>Develop an awareness of the chronology of exploration</li> </ul>	
	<b>Key Vocabulary</b>	Ancestor, artefacts, century, chronological, citizen, develop, historian, historical, past, present, seaside, Pier, Bathing, Holiday, Traditional, Popular, Victorian Era	Artefact, electronic, material, manufactured, museum, century, old, modern, invented, timeline, chronological order	Apollo 11, astronaut, atmosphere, NASA, orbit, moon, sources, primary, secondary, chronological order	Travel, pilot, aviator, career, continent, significant, aeroplane, flight, aviation, sources, similarities, differences

### KS1 Overarching Historical Vocabulary

<b>Century</b>	<b>Remember</b>	<b>Source</b>	<b>Impact</b>	<b>Evidence</b>	<b>Recent</b>
<b>Chronological order</b>	<b>Opinion</b>	<b>Interpret</b>	<b>Research</b>	<b>Significant</b>	<b>Lifetime</b>
<b>memory</b>	<b>Fact</b>	<b>Enquire</b>	<b>History</b>	<b>Past / present</b>	<b>Explorer</b>
<b>Today</b>	<b>Yesterday</b>	<b>Future</b>	<b>Here</b>	<b>Now</b>	<b>Then</b>
<b>Last week / month / year</b>	<b>Then</b>	<b>Timeline</b>	<b>Order</b>	<b>Remember</b>	<b>Anniversary</b>
<b>First / last</b>	<b>Birthday</b>	<b>Life</b>	<b>Death</b>	<b>Ancient</b>	<b>Change</b>
<b>Hours / days / weeks</b>	<b>Decade</b>	<b>Hundred</b>	<b>Thousand</b>	<b>AD / CE</b>	<b>BC / BCE</b>
<b>Before / after</b>	<b>Special</b>	<b>Modern</b>	<b>People</b>	<b>Event</b>	<b>local</b>
<b>National</b>	<b>Artefact</b>	<b>Museum</b>	<b>Object</b>	<b>Compare</b>	<b>Similar / different</b>