

KS1 History Detailed Progression of Skills and Knowledge Year A

How was school different in the past?

Year 2 History Unit: Pupils investigate what school was like in the past, comparing classrooms, routines, and experiences across time. They use sources and artefacts to identify similarities and differences and express their own historical opinions.

Prior learning: How have explorers changed the world?

Suggested next steps: How did we learn to fly?

Lesson	Learning Objectives	Core Knowledge	Core Skills	Key Vocabulary
1: Were schools different in the past?	To find out how schools have changed over time.	Know that schools have changed over hundreds of years in layout and equipment.	Compare old and modern photographs to spot changes.	school, past, present, classroom, photograph
2: How have schools changed within living memory?	To investigate what school was like in the past.	Understand what living memory means and how school life has evolved.	Ask questions and use oral history to learn about school experiences.	living memory, oral history, change
3: How were schools different in the 1900s?	To investigate what schools were like in the 1900s.	Know key features of Victorian and early 20th-century classrooms.	Identify artefacts and routines from old classrooms.	Victorian, blackboard, chalk, desk, uniform
4: How have schools changed?	To compare a modern classroom with a classroom 100 years ago.	Recognise similarities and differences in resources and learning.	Use comparison charts to identify differences between time periods.	similar, different, comparison, timeline
5: What is similar and different about schools now and in the past?	To compare three periods of time.	Know how school rules, equipment, and experiences have evolved.	Sequence and describe differences across three eras of schooling.	past, present, rules, uniform, history
6: Would you prefer to have gone to school in the past?	To express a personal response to history.	Understand what school was like 100 years ago and how it differs today.	Form an opinion about whether they would prefer past or present schooling.	opinion, preference, past, present
Optional: What can we learn from a soldier's story?	To explore what happened to Walter Tull using photographs.	Know that Remembrance helps us learn from the past and honour others.	Use photos and discussion to explore the story of Walter Tull.	Remembrance, soldier, photograph, story

How have toys changed?

Year 1 History Unit: Pupils explore how toys have changed over time, using chronological understanding and historical enquiry. They compare toys from different periods and recognise similarities and differences between past and present.

Prior learning: How am I making history?

Suggested next steps: How have explorers changed the world?

Lesson	Learning Objectives	Core Knowledge	Core Skills	Key Vocabulary
1: What is your favourite toy?	To discuss a favourite toy.	Know that toys are part of personal history and change over time.	Talk about their own experiences using time-related vocabulary (past/present).	toy, favourite, past, present, memory
2: Did your parents and grandparents play with the same toys as you?	To find out what toys our parents and grandparents played with.	Know that people in the past played with different toys made from different materials.	Ask questions and use interview evidence to find out about the past.	past, memory, interview, different, similar
3: What were toys like in the past?	To investigate what toys were like up to 100 years ago.	Understand that old toys were often made from wood, metal, or fabric.	Observe and describe artefacts; use photos and museum evidence to identify changes.	artefact, old, wooden, metal, fabric
4: What is similar and different about toys now and in the past?	To compare toys from the past with modern toys.	Recognise similarities and differences between toys now and then.	Use comparative language to describe how toys have changed.	similar, different, compare, change, modern
5: How have teddy bears changed over time?	To investigate how teddy bears have changed over time.	Know the story of the teddy bear and how design has changed over the years.	Sequence teddy bear designs in chronological order; describe differences.	teddy bear, past, present, design, sequence
6: How have toys changed?	To know how toys have changed over time.	Understand that materials, design, and play have developed due to technology and culture.	Summarise key differences between toys from different periods.	change, timeline, history, materials

How have explorers changed the world?

Year 1 History Unit: Pupils learn about significant explorers and their achievements. They explore how exploration has changed over time and why these people are remembered.

Prior learning: How have toys changed?

Suggested next steps: How was school different in the past?

Lesson	Learning Objectives	Core Knowledge	Core Skills	Key Vocabulary
1: What is an explorer?	To know what an explorer is by learning about some explorers.	Understand what explorers do and how they prepare for journeys.	Describe what explorers need and use to travel and discover.	explorer, travel, journey, discovery
2: Where have explorers travelled and when?	To recognise the achievements of different explorers using photographs.	Know where famous explorers travelled and when they lived.	Sequence exploration events on a simple timeline using photos and maps.	timeline, past, event, place, map
3: Who was Christopher Columbus and what did he do?	To order events from an explorer's story on a timeline.	Know that Columbus was an explorer who travelled across the Atlantic Ocean in 1492.	Sequence key events and describe what Columbus discovered.	Christopher Columbus, Atlantic, ship, discover, voyage
4: Who was Matthew Henson and what did he do?	To use photographs to find out about the past.	Know that Henson explored the Arctic and helped discover the North Pole.	Use photographs to make inferences about historical events.	Matthew Henson, Arctic, North Pole, explorer
5: How has exploration changed?	To recognise changes and similarities (continuities) over time.	Understand how exploration has evolved due to technology and transport.	Compare modern and historical exploration methods and equipment.	past, present, transport, technology, change
6: How can we remember them?	To describe the significance of some people and events within history.	Know that explorers are remembered for their courage and impact on history.	Create a commemorative design (e.g., coat of arms) to show understanding of significance.	significant, memory, impact, courage, history