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| --- | --- | --- | --- | --- | --- | --- | --- |
| Key stage 1 coverage overview: HISTORY | | | | | | A blue and white sign with white text  Description automatically generated | |
| **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 Term 1** | **Year 1 Term 2** | **Year 1 Term 3** | **Year 2 Term 1** | **Year 2 Term 2** | | **Year 2 Term 3** |
| **Substantive knowledge**  **Disciplinary knowledge** |  |  |  |  |  | |  |
| **Chronology** sequencing events/ objects in time; using chronological vocabulary |  |  |  |  |  | |  |
| **Characteristic features** of period/ person/ events studied |  |  |  |  |  | |  |
| **Change/ continuity** Similarities & differences between ways of life at different times |  |  |  |  |  | |  |
| **Cause/ consequence**- why people did things/ causes and results of events and changes |  |  |  |  |  | |  |
| **Significance** |  |  |  |  |  | |  |
| **Interpretation** –explore ways we find out about the past and how it is represented |  |  |  |  |  | |  |
| **Historical enquiry** –asking /answering questions; using sources to find answers and show understanding |  |  |  |  |  | |  |
| **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 | | | | | | | |

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