

### KS1 History Progression Map

	Year 1	Year 2
<b>Unit Title</b> The Big Question	<b><u>The Great Fire of London</u></b> What caused the Great Fire of London and how did it change how we live?	<b><u>Alexandra Palace</u></b> How has Alexandra Palace changed since 1868? <b><u>World War 2 and the Windrush</u></b> How did World War Two change Britain?
Understand where people and events fit within a chronological framework.	Children understand when the Great Fire of London occurred in context to today.	Children learn when WW2 and the key events occurred. Children learn when Alexandra Palace and Park were built
Identify similarities and differences between ways of life in different periods.	Children compare life in 1666 to modern day. Children compare firefighters in 1666 to modern day.	Regular comparisons across the WW2 unit e.g. discussing rationing and comparing it to today. Compare how AP was used in the past, what it is used for today, and what we predict it will be used for in the future.
Ask and answer questions, choosing and using parts of stories and other sources to show an understanding of key features of events.	Using knowledge learnt from Samuel Pepys diary to ask and answer questions about the Great Fire of London.	Why did WW2 occur? What happened to Britain after the war? Children ask and answer questions about the Windrush and its impact on Britain. Children generate questions and answers for professionals to answer during trip to AP.
Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Children explore Samuel Pepys and his diary extracts.	Children explore WW2 artefacts / images and what they show about the changes within Britain. Children explore / handle artefacts from AP and visit in order to generate own historical based ideas.
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Lord Norman Fosters buildings in London (Gherkin 2003, City Hall 2002, The Great Court, British Museum 2000, Canary Wharf 1999)	Children explore how Britain looks different since before the war. Children explore where people from the Windrush live. Explore how AP changed to become what we know today. Children explore AP fire in 1980.
Events beyond living memory that are significant nationally or globally	Children explore in detail the events of The Great Fire of London	Children learn about the British Empire Children learn when WW2 occurred Children learn about the Battle of Britain Children learn AP was built in 1863.
The lives of significant individuals in the past who have contributed to national and international achievements. Some should	Samuel Pepys (diary extracts) King Charles II, the ruler during the GFoL Sir Christopher Wren, historical architect	George Kenner, wrote letters, diaries, paintings Rudolph Sauter, created telegrams, postcards, newspapers, poems

**EYFS**  
*Refer to EYFS document*

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be used to compare aspects of life in different periods.			Trevor McDonald (1973 with ITN) made first broadcast Moira Stuart (1981 – BBC) made first broadcast Caribbean fighter pilots Floella Benjamin is a Trinidadian-British actress, singer, presenter, author, business woman, and politician.
Significant historical events, people and places in their own locality.		Lord Norman Fosters buildings in London (Gherkin 2003, City Hall 2002, The Great Court, British Museum 2000, Canary Wharf 1999) Stephen Wiltshire, autistic landscape artist who can draw a landscape from memory after seeing it just once.	Bernie Grant, a British Labour Party politician who was the Member of Parliament for Tottenham, London. People from local community who know about Alexandra Palace

### **Progression of Themes**

Theme	Year 1	Year 2
<b>Food</b>	To know would people have shopped in 1666. To explain what sort of food would people eat in 1666.	Explore food during WW2 and rations. Understand the importance of rationing food in the long-term preservation of foods.
<b>Leisure</b>	To understand which sort of people had leisure time. To know what sort of activities they might have done during this period of history.	To understand what leisure activities were available when Alexandra Palace was built. To understand the impact of the fire on leisure activities at AP. To predict what leisure will look in 2050. To explore how people would stay cheerful during WW2.
<b>Monarchy and Power</b>	To know who was King during The Great Fire of London. To know who made the decisions on how to rebuild London.	To know that Alexandra Palace was named after The Princess of Denmark (Alexandra). To know that AP is still governed by Haringey council. Explore important people involved in WW2 (Hitler, Churchill)

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### Key People within History

	<u>Year 1</u>	<u>Year 2</u>
<u>Key people</u>	<p><b>The Great Fire of London</b></p> <ul style="list-style-type: none"><li>• Samuel Pepys (diary extracts)</li><li>• King Charles II, the ruler during the GFoL</li><li>• Sir Christopher Wren, historical architect</li><li>• Sir Norman Foster, modern architect</li></ul>	<p><b>Changes to AP</b></p> <ul style="list-style-type: none"><li>• George Kenner, wrote letters, diaries, paintings</li><li>• Rudolph Sauter, created telegrams, postcards, newspapers, poems</li><li>• Trevor McDonald (1973 with ITN) made first broadcast</li><li>• Moira Stuart (1981 – BBC) made first broadcast</li><li>• Huw Edwards; a Welsh journalist, presenter, and newsreader.</li><li>• People from local community</li></ul> <p><b>WW2 and the Windrush</b></p> <ul style="list-style-type: none"><li>• Hitler</li><li>• Caribbean fighter pilots</li><li>• Floella Benjamin is a Trinidadian-British actress, singer, presenter, author, business woman, and politician.</li><li>• Bernie Grant, a British Labour Party politician who was the Member of Parliament for Tottenham, London.</li></ul>