



## Paragon Skills Progression - History / Geography -YEAR 1

### History Skills

- Changes in living memory (CLM)
- Events in the past (EP)
- Significant historical people (SHP)
- Local history study (LHS)

### Geography Skills

- Locational knowledge (LK)
- Place knowledge (PK)
- Human and physical geography (HPG)
- Geographical skills and fieldwork (GSF)

#### National Curriculum guidance for History-Key Stage 1

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.

#### National Curriculum guidance for Geography- Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

1	<p align="center"><u>Unit 1</u></p> <p align="center"><b>Ancient World 400,000BCE - 500BCE</b></p> <p align="center"><i>Who am I? Egypt</i></p>	<p align="center"><u>Unit 2</u></p> <p align="center"><b>The Middle Ages 500BCE - 1460</b></p> <p align="center"><i>What is a home? Africa</i></p>	<p align="center"><u>Unit 3</u></p> <p align="center"><b>Renaissance and The New World 1460 - 1600</b></p> <p align="center"><i>What do clothes teach us about people? Renaissance</i></p>	<p align="center"><u>Unit 4</u></p> <p align="center"><b>Revolution and Independence 1600 - 1825</b></p> <p align="center"><i>Why do people create art? Bali</i></p>	<p align="center"><u>Unit 5</u></p> <p align="center"><b>Revolution and Independence 1750 - 1825</b></p> <p align="center"><i>How do people 'live off the land'? Australia</i></p>	<p align="center"><u>Unit 6</u></p> <p align="center"><b>Modern Britain 1825 - 2017</b></p> <p align="center"><i>How do people live today? Britain</i></p>
History	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Recognise objects from past and say what they might have been used for. (EP)</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Learn about significant figures in the Renaissance period in Britain - Henry VIII, Queen Elizabeth. (SHP)</li> <li>Compare life in the Renaissance people for poor and rich</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Consider what early life was like in Australia. (SHP)</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Consider how homes, toys, transport, education and work has changed over time. (CLM)</li> <li>Look at how the Bexhill and the surrounding</li> </ul>

			<p>people. (EP)</p> <ul style="list-style-type: none"> <li>Learn about the clothes people used to wear in Renaissance times. (EP)</li> </ul>			<p>towns have changed overtime. (LHS)</p>
<p><b>Geography</b></p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Locate the continent of Africa and the country of Egypt within Africa on a map. (LK) (GSF)</li> <li>Locate the equator and identify that Africa is South of the equator. (HPG)</li> <li>Learn about the physical features if a</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Recap the location of Africa on a map. (LK)</li> <li>Learn about the different continents and oceans. (LK)(GSF)</li> <li>Compare and contrast houses in hot and cold climates. (HPG)</li> <li>Compare and contrast</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Compare clothing people wear in hot and cold climates. (HPG)</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Locate the country of Bali on a map. (LK)</li> <li>Identify that Bali is south of the equator. (HPG)</li> <li>Compare hot and cold areas of the world in relation to the equator, north and south poles. (HPG)</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Locate Australia on a map.</li> <li>Compare the different regions (physical features) of the land in Australia. (HPG)</li> <li>Identify the world's seven continents and five oceans. (LK)(GSF)</li> <li>Compare the environment of Australia to Britain. (PK)</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Name, locate and identify the four countries and capital cities of the United Kingdom. (LK) (GSF)</li> <li>Compare human features of different countries, discussing whether a city is old</li> </ul>



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	river, specifically the River Nile. (HPG)	living in Bexhill and Africa. (PK)		<ul style="list-style-type: none"><li>• Compare the lives of people living in a hot climate to our climate. (PK)</li></ul>	<ul style="list-style-type: none"><li>• Create simple maps of towns and cities, like Sydney Australia, using basic symbols in a key. (GSF)</li></ul>	<p>or modern. (HPG)</p> <ul style="list-style-type: none"><li>• Draw simple maps of their towns, recognising key landmarks and using basic symbols in a key. (GSF)</li></ul>
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