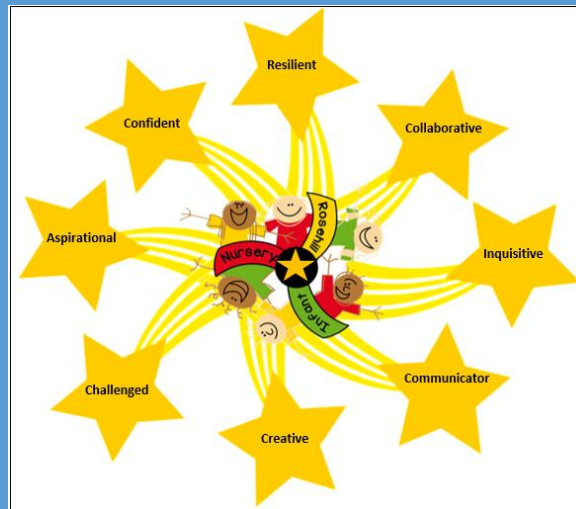


Curriculum Coverage and Progression of Knowledge and Skills in History



Nursery	Curriculum Objective	Knowledge/Skills
<p>Autumn Term One</p> <p>Me and My Community</p> <p>Autumn</p>	<p>3 and 4 year olds Understanding the World People and Communities</p> <ul style="list-style-type: none"> • To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. 	<p>Chronological understanding</p> <p>Talk about own immediate family</p> <p>Gain an understanding about the passing of time (e.g. within the school day)</p>
<p>Autumn Term Two</p> <p>Sparkle and Shine</p>	<p>3 and 4 year olds Understanding the World People and Communities</p> <ul style="list-style-type: none"> • To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. 	<p>Chronological understanding</p> <p>Remember and talk about significant events in their own experiences.</p> <p>Fit (2) events into a chronological framework (then and now) see progression of timelines.</p> <p>Begin to understand and use past tense plurals correctly and vocabulary that relates to the passing of time e.g. yesterday – see progression of vocabulary.</p>
<p>Spring Term One</p> <p>Winter Wonderland</p>	<p>3 and 4 year olds Understanding the World People and Communities</p> <ul style="list-style-type: none"> • To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. 	<p>Historical Interpretation</p> <p>Make sense of my own life story and family’s history through photographs, stories and role play.</p> <p>Continuity and Change in and between periods</p> <p>Identify some similarities and differences between my own family and others.</p>
<p>Spring Term Two</p> <p>Once Upon a Time</p>	<p>3 and 4 year olds Understanding the World People and Communities</p> <ul style="list-style-type: none"> • To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. 	<p>Historical enquiry</p> <p>Ask questions about my own immediate community and environment to extend my knowledge.</p> <p>Begin to understand ‘how’ and ‘why’ questions.</p> <p>Use artefacts in my play and I am beginning to understand that some are old and some are new e.g. cameras.</p> <p>Read different versions of the same (traditional) stories.</p>

<p>Summer Term One</p> <p>Sunshine & Sunflowers</p> <p>Creep, Crawl & Wriggle</p>	<p>3 and 4 year olds Understanding the World People and Communities</p> <ul style="list-style-type: none"> • To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. 	<p>Significance of events and people</p> <p>Remember and talk about significant events in own life e.g. birthday.</p> <p>Know and recount episodes from their own past.</p>
<p>Summer Term Two</p> <p>Animal Safari</p> <p>Big Wide World</p>	<p>3 and 4 year olds Understanding the World People and Communities</p> <ul style="list-style-type: none"> • To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. 	<p>Historical Interpretation</p> <p>Talk about some of the things they have observed.</p> <p>Cause and Consequence</p> <p>Know that there are consequences to my own behaviour</p>
<p>Assessment opportunity</p>	<p>Learning walks, book scrutiny, photographic evidence, drop in sessions, questioning, use of language and vocabulary</p>	
<p>By the end of Nursery</p>		
<p>Historical enquiry As an historian: Can I question why things happen? Am I beginning to understand why and how questions? Can I understand and use vocabulary such as: how, why, because?</p>	<p>Knowledge and interpretation As an historian: Am I developing an understanding of growth, decay and changes over time? (The World 30-50m)</p> <p>Can I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world? (The World 30-50m)</p> <p>Can I understand and use vocabulary such as: I can see, I saw, same, different, change, what happened?, why, because?</p>	<p>Chronological understanding As an historian: Can I retell a simple past event in correct order (e.g. went downslide, hurt finger)</p> <p>Can I remember and talk about significant events in my own experience?</p> <p>Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p>

Reception	Curriculum Objective	Knowledge/Skills
<p>Autumn Term One</p> <p>Me and My Community</p>	<p>Reception People and Communities</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. <p>The World</p> <ul style="list-style-type: none"> • To look closely at similarities, differences, patterns and change. <p>ELG Understanding the World People and Communities</p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling. • To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>Prior learning</p> <p>To remember and talk about significant events in their own experiences. To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends and family.</p> <p>Chronological Understanding</p> <p>Talk about their own family and know how they are similar/different to others</p> <p>Develop an understanding of things were different in the past and know things happened before I was born</p> <p>Fit people/events (3) onto a chronological framework</p> <p>Use simple language that relates to the passing of time - see progression in vocabulary.</p> <p>Significance of events and people</p> <p>Describe an event or family member from their past that is important to remember</p>
<p>Autumn Term Two</p> <p>Exploring Autumn</p> <p>Sparkle and Shine</p>	<p>Reception People and Communities</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. <p>The World</p> <ul style="list-style-type: none"> • To look closely at similarities, differences, patterns and change. <p>ELG Understanding the World People and Communities</p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling. • To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>Prior learning</p> <p>To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends and family.</p> <p>Significance of events and people</p> <p>Talk about how the lives of my parents/grandparents were different than today.</p> <p>Know that events of the past have impacted celebrations and events today e.g. Christmas.</p> <p>Cause and Consequence</p> <p>Talk about how my own behaviour and know how this impacts on others</p>

<p>Spring Term One</p> <p>Winter wonderland</p>	<p>Reception People and Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>The World</p> <ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change. <p>ELG Understanding the World People and Communities</p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>Prior learning Use artefacts in my play and I am beginning to understand that some are old and some are new e.g. cameras.</p> <p>Historical Interpretation Beginning to identify ways in which the past is represented through artefacts, photographs and stories.</p> <p>Historical Enquiry Know that some things are from the past and were used before I was born e.g. the telephone, quill and old bicycle.</p> <p>Able to answer 'how' and 'why' questions</p> <p>Ask simple questions about artefacts</p>
<p>Spring Term Two</p> <p>Once upon a time</p>	<p>Reception People and Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>The World</p> <ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change. <p>ELG Understanding the World People and Communities</p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>Prior learning To show interest in the lives of people who are familiar to them.</p> <p>Continuity and Change in and between periods Identify some similarities/differences between ways of life at different times. E.g. changes in telephones</p> <p>Historical Enquiry Know that some things are from the past and were used before I was born e.g. the telephone, quill and old bicycle.</p> <p>Able to answer 'how' and 'why' questions</p> <p>Ask simple questions about artefacts</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p>

<p>Summer Term One</p> <p>Sunshine and Sunflowers</p>	<p>Reception People and Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>The World</p> <ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change. <p>ELG Understanding the World People and Communities</p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>Prior learning Identify some similarities and differences between my own family and others.</p> <p>Similarity/difference know some similarities and differences between the past and now</p> <p>Historical Enquiry Talk about some of the things they have observed, question why things happen and give explanations</p> <p>Answer 'how' and 'why' questions about their experiences and in response to events. Develop their own explanations by connecting ideas and events</p>
<p>Summer Term Two</p> <p>On the beach Moving On</p>	<p>Reception People and Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>The World</p> <ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change. <p>ELG Understanding the World People and Communities</p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>Prior learning To show interest in different occupations and ways of life.</p> <p>Chronological Understanding Sequence photographs from different parts of their life. Match objects to people of different ages.</p> <p>Historical Interpretation Know and recount episodes from their own and others' past, saying why it happened.</p> <p>Continuity and Change in and between periods Recognise the difference between past and present in their own and others' lives.</p>

Assessment opportunity	Learning walks, book scrutiny, photographic evidence, drop in sessions, questioning, use of language and vocabulary	
By the end of Reception		
<p>Historical enquiry As an historian: Can I answer how and why questions about experiences and in response to stories or events? (CAL – ELG)</p> <p>Can I understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?</p> <p>Historical study</p> <ul style="list-style-type: none"> • Listen to stories from the past 	<p>Knowledge and interpretation As an historian: Can I make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG)</p> <p>Can I look closely at similarities, differences, patterns and change? (The World 40-60m)</p> <p>Can I understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain?</p> <p>I can understand that people use story to remember what has happened in the past.</p>	<p>Chronological understanding and change As an historian: Can I talk about past and present events in my own life and in the lives of family members? (P&C ELG)</p> <p>Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p> <p>Can I use simple words to describe the past.</p> <p>Can I talk about past and present events in their own lives and in the lives of their family?</p> <p>Can I order and sequence familiar events?</p> <p>Can I use every day language related to time?</p>

Greater Depth in History

EYFS	
Examples of deeper thinking questions	Can they ask questions about past events or the lives of people in their family?
History: inquiry/deeper thinking big questions	History is covered throughout the year through weekly themes taken from the interests of the children. Weekly enhanced provision is planned to ensure the children have the opportunity to explore historical skills independently throughout the week.

Year One	Curriculum Objective	Knowledge/Skills	Possible resources
<p>Autumn Term One</p> <p>Superheroes</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim BernersLee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] Significant historical events, people and places in their own locality. 	<p>Prior learning Talk about their own family and know how they are similar/different to others</p> <p>Chronological Understanding To describe memories and changes that have happened in their own lives. Show some understanding of aspects of the past beyond living memory <i>Knowledge and Understanding of Events, People and Changes in the Past</i> To describe significant individuals from the past.</p> <p>Presenting, Organising and Communicating To talk, write and draw about things from the past.</p> <p>Historical Interpretations Use stories as sources for answering questions about the past Know some of the main events and people studied in a topic</p>	<p>IPad, pictures, mirrors, camera, topic books, small world figures, dressing up, role play, history books, videos, fossils, magnifying glasses, fossil brushes, photographs, artefacts</p>
<p>Autumn Term Two</p> <p>Paws, Claws and Whiskers</p>	<p>No History this half term <i>Geography Unit - See Curriculum coverage and progression in Geography</i></p>		
<p>Spring Term One</p> <p>Moon Zoom</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim BernersLee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] Significant historical events, people and places in their own locality. 	<p>Prior learning To show interest in different occupations and ways of life.</p> <p>Historical Interpretations To observe and use pictures, photographs and artefacts to find out about the past. identify some differences between past and present</p> <p>Historical Investigations To observe or handle evidence to ask simple questions about the past.</p> <p>Chronological Understanding To order dates from earliest to latest on simple timelines. To use words and phrases such as: old, new, past, present, new, old, before, after to show the passing of time.</p> <p>Presenting, Organising and Communicating To talk, write and draw about things from the past. To use historical vocabulary to retell simple stories about the past.</p> <p>Knowledge and Understanding of Events, People and Changes in the Past To describe significant individuals from the past.</p>	

<p>Spring Term Two</p> <p>Dinosaur Planet</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim BernersLee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their own locality. 	<p>Prior learning Recognise the difference between past and present in their own and others' lives.</p> <p>Historical Interpretations To observe and use pictures, photographs and artefacts to find out about the past. Recognise a past and a present in their own and other people's lives Identify some things from their own past</p> <p>Historical Investigations To observe or handle evidence to ask simple questions about the past.</p> <p>Chronological Understanding To order dates from earliest to latest on simple timelines. To use words and phrases such as: old, new, past, present, new, old, before, after to show the passing of time. To describe memories and changes that have happened in their own lives.</p> <p>Presenting, Organising and Communicating To talk, write and draw about things from the past. To use historical vocabulary to retell simple stories about the past. To use drama/role play to communicate their knowledge about the past.</p> <p>Knowledge and Understanding of Events, People and Changes in the Past To describe significant individuals from the past. To recognise some similarities and differences between the past and the present.</p>
<p>Summer Term One</p> <p>The Enchanted Woodland</p>	<p><i>No History this half term</i> Geography Unit - See Curriculum coverage and progression in Geography</p>	
<p>Summer Term Two</p> <p>Bright Lights, Big City</p>	<p><i>No History this half term</i> Geography Unit - See Curriculum coverage and progression in Geography</p>	

By the end of Year 1:

Chronological understanding	Historical enquiry and interpretation	Range and depth of Historical Knowledge	Communication and vocabulary
<p>As an historian:</p> <ul style="list-style-type: none"> Can I put up to three objects in chronological order (recent history) on a time line? Can I label timelines with pictures, words or phrases? Can I tell others about changes that have happened in my own life since I was born? Can I talk about how things have changed since my parents or grandparents were children? Use dates to talk about people or events from the past? (when appropriate) Can I sequence events, artefacts or pictures in chronological order (e.g. from different time periods) within their life 	<p>As an historian:</p> <ul style="list-style-type: none"> Can I begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website) can I ask and answer questions about old and new objects can I answer questions using an artefact/photograph provided, including an event beyond living memory can I offer a plausible explanation about what an object was used for in the past 	<p>As an historian:</p> <ul style="list-style-type: none"> Can I answer questions using a range of artefacts/ photographs/pictures provided? Can I begin to describe similarities and differences in artefacts and pictures – how and why things were done in the past (e.g. spot old and new things in a picture) Can I use a range of sources to find out characteristic features of the past can I sequence the story of a significant historical figure and appreciate that some famous people have helped our lives be better today can I describe in simple terms the importance of a local place or landmark can I compare and explain how they have changed since they were born (e.g. consider clothes, toys, foods, size, abilities) can I recall a significant memory from the past can I sort artefacts into ‘then’ and ‘now’ 	<p>As an historian:</p> <ul style="list-style-type: none"> Can I communicate through time lines (3D with objects, sequential pictures), drawing drama, role play, writing (e.g. reports, labelling, simple recount) and ICT Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times? Can I understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate? Can I understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?
Assessment opportunity	Learning walks, book scrutiny, photographic evidence, drop in sessions, questioning, use of language and vocabulary, recount writing		

Greater Depth in History

YEAR ONE	
Examples of deeper thinking questions	<ul style="list-style-type: none"> Can they ask relevant questions using a range of artefacts/ photographs provided? Can they find out more about a person or event from the past through their own research?
History: inquiry/deeper thinking big questions	<ul style="list-style-type: none"> Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme. Children will answer Big Questions/ complete a quiz/ assessment at the end of the unit being covered. This provides an opportunity for the children to apply the knowledge that they have acquired throughout the unit of work, enabling them to use their geographical skills & understanding to answer a deeper thinking question

Year Two	Curriculum Objective	Knowledge/Skills	Possible resources
<p>Autumn Term One</p> <p>Let's Explore The World</p>	<p><i>No History this half term</i> <i>Geography Unit - See Curriculum coverage and progression in Geography</i></p>		
<p>Autumn Term Two</p> <p>Towers, Tunnels and Turrets</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim BernersLee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] Significant historical events, people and places in their own locality. 	<p>Prior learning begin to describe similarities and differences in artefacts and pictures – how and why things were done in the past (e.g. spot old and new things in a picture)</p> <p>Chronological Understanding To use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. To sequence pictures from different periods. To sequence artefacts and events that are close together in time. To use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. Knowledge and Understanding of Events, People and Changes in the Past To describe significant individuals from the past. To know and recount episodes from stories and significant events in history. To identify similarities and differences between ways of life in different periods. Retell stories they have heard about the past Pick out the main elements of stories they have heard about the past Discuss what they have enjoyed most about stories from the past Presenting, Organising and Communicating To use historical vocabulary to retell simple stories about the past. To show an understanding of historical terms, such as monarch, parliament, government, war, remembrance. To talk, write and draw about things from the past. To use historical vocabulary to retell simple stories about the past. Historical Interpretations To start to use stories or accounts to distinguish between fact and fiction. To start to compare two versions of a past event. Use a range of simple sources to devise historical questions Summarise their learning Identify old and new from artefacts Use artefacts for answering questions about the past Historical Investigations To observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p>	<p>iPad, pictures, mirrors, camera, topic books, dressing up, role play, history books, videos, small world towers/castles etc, water, model boats</p>

<p>Spring Term One</p> <p>Land Ahoy!</p>	<p><i>No History this half term</i> <i>Geography Unit - See Curriculum coverage and progression in Geography</i></p>	
<p>Spring Term Two</p> <p>Street Detectives</p>	<p><i>No History this half term</i> <i>Geography Unit - See Curriculum coverage and progression in Geography</i></p>	
<p>Summer Term One</p> <p>Wriggle and Crawl</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim BernersLee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their own locality. 	<p>Prior learning</p> <p>Begin to describe similarities and differences in artefacts and pictures – how and why things were done in the past (e.g. spot old and new things in a picture)</p> <p>Historical Interpretations</p> <p>To start to use stories or accounts to distinguish between fact and fiction. To explain that there are different types of evidence and sources that can be used to help represent the past. Ask questions about what they have heard or seen Explain what they think is important about the past and explain reasons why Use pictures and artefacts for answering questions about the past</p> <p>Historical Investigations</p> <p>To choose and select evidence and say how it can be used to find out about the past. To observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Chronological Understanding</p> <p>To sequence pictures from different periods. To sequence artefacts and events that are close together in time. To use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p> <p>Knowledge and Understanding of Events, People and Changes in the Past</p> <p>To identify similarities and differences between ways of life in different periods. To describe significant individuals from the past. To know and recount episodes from stories and significant events in history.</p> <p>Presenting, Organising and Communicating</p> <p>To talk, write and draw about things from the past. To use historical vocabulary to retell simple stories. To use drama/role play to communicate their knowledge about the past.</p>

<p>Summer Term Two</p> <p>The Scented Garden</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim BernersLee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their own locality. 	<p>Prior learning</p> <ul style="list-style-type: none"> • can I answer questions using an artefact/photograph provided, including an event beyond living memory <p>Historical Interpretations</p> <p>To explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>To start to use stories or accounts to distinguish between fact and fiction.</p> <p>To start to compare two versions of a past event.</p> <p>Historical Investigations</p> <p>To observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Chronological Understanding</p> <p>To use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p> <p>Presenting, Organising and Communicating</p> <p>To talk, write and draw about things from the past.</p>
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By the end of Year 2:

<p>Chronological understanding</p> <p>As an historian:</p> <ul style="list-style-type: none"> • Can I place events or artefacts in order on a timeline? • Can I label timelines with pictures, words or phrases and give reasons for their order? • Can I describe memories of key events in lives and order chronologically on a mini timeline • Can I make connections between long and short term time scales? Use dates to talk about people or events from the past? (when appropriate) • Can I connect my new learning of historical people or events to others that I have learnt about before? • Can I sequence a collection of artefacts, pictures and events from a period in history studied and begin to recall dates of important festivals or celebrations 	<p>Historical enquiry and interpretation</p> <p>As an historian:</p> <ul style="list-style-type: none"> • Can I understand and talk about how people find out about the past? • Can I show understanding of how evidence is collected and used to make historical facts? • Can I ask questions such as: What was it like for people? What happened? How long ago? • Can I answer questions by using a specific source, such as an information book? • Can I research the life of someone who used to live in my area using the Internet and other sources to find out about them? • Can I research the life of a famous Briton from the past using different resources to help me? • Can I identify different ways to represent the past • Can I demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings • Can I use a source – why, what, who, how, where to ask questions and find answers • Can I discuss the effectiveness of different historical sources 	<p>Range and depth of Historical Knowledge</p> <p>As an historian:</p> <ul style="list-style-type: none"> • Can I find out about people and events in other times through artefacts • Can I describe with increasing confidence, similarities and differences identified between historical artefacts and pictures • Can I develop empathy and understanding to historical people/events through drama (hot seating, speaking and listening) • Can I recount the life of someone famous from Britain who lived in the past • Can I find out something about the past by talking to an older person • Can I research and sequence the life of a famous person from the past using different resources to help them • Can I explore cause and effect by looking at a significant individuals actions and what happened as a result • Can I use stories of famous historical figures to compare aspects of life in different times <ul style="list-style-type: none"> • Can I describe how people, places and events have changed over time • Can I describe changes in the local area during their own lifetime and that of their parents and grandparents 	<p>Communication and vocabulary</p> <ul style="list-style-type: none"> • Can I communicate understanding through class display or museum, annotated photographs, ICT • Can I use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' to describe the passing of time in their historical learning • Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times • Can I understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate? • Can I understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods?
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<p>Assessment opportunity</p>	<p>Learning walks, book scrutiny, photographic evidence, drop in sessions, questioning, use of language and vocabulary, recount writing</p>
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Greater Depth in History

YEAR TWO

Examples of deeper thinking questions

- Can they research the past using multiple sources and summarise the key points?
- Can they use every day historical terms; past, present and future. Communicate their knowledge through discussions and writing?

History: inquiry/deeper thinking big questions

- Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme.
- Children will answer Big Questions/ complete a quiz/ assessment at the end of the unit being covered. This provides an opportunity for the children to apply the knowledge that they have acquired throughout the unit of work, enabling them to use their geographical skills & understanding to answer a deeper thinking question

Historical Sources of Evidence

- Photographs
- Audio recordings
- Video recordings
- Films
- Journals, letters and diaries
- Speeches
- Visitors and interviews
- Published books, newspapers and magazine clippings published at the time
- Autobiographies and memoirs
- Artefacts e.g. clothing, costumes and objects relevant to the time period Research data e.g. census and public opinion polls

History Vocabulary Progression

Nursery		Reception		Year 1			Year 2			
today now tomorrow day old new baby long ago yesterday special	same different before after past present family friends	today yesterday tomorrow present past future before after then later earlier year day week month	long ago old new/recent parent grand parent great grand parent clue memory lifetime remember special calendar remember Who? What?	year decade century ancient modern long ago timeline date order similar different important living memory remember older new more recent	materials wood plastic simple inventions mechanical toys homes houses grandparents' time older generation memories drawing photograph camera detective	opinion artefact The Great Fire of London King James Samuel Pepys Diary Timeline changes What...? Where...? When...?	chronological order era/period The Gunpowder Plot Parliament Plotter traitor treason century Guy Fawkes danger	explorers travel encounter impact significant brave pioneer rescue Disaster Survive memorial	investigate research evidence historians experts History Letters Newspapers opinion	time earliest latest newest oldest modern artefact detective Why...? What...? When...? Where...?
EYFS				KEY STAGE ONE						
<ul style="list-style-type: none"> • Past • Present • Lives • Long ago • Events • Stories • Sequence • Time • Before 				General vocabulary: <ul style="list-style-type: none"> • Old • New • A long time ago • Present • Before • After • Future • Decade • Modern • Date order • Era/period 						