

**EYFS**

**Early Learning Goals**

**Past and Present:**

Pupils should:

Know some similarities and differences between things in the past and now, drawing on their experiences of what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

**Skills:**

<u>Chronological Understanding:</u>	<u>History Knowledge and Understanding:</u>	<u>Historical Interpretation:</u>	<u>Historical Enquiry:</u>
Begin to describe a sequence of events, real or fictional using words such as 'first, then...'.  Show some awareness of the distinction between present and past in their own and other people's lives.  Use everyday terms about the passing of time.	Compare and contrast characters from stories including figures from the past.  Compare past and present in their own lives. Talk about members of their immediate family and community.  Comment on images of familiar situations in the past.	Comment on images of similar situations in the past.  Know some similarities and differences between things in the past and now.  Understand the past through settings, characters and events encountered in books read in class and storytelling.	Begin to make sense of their own life-story and family's history.

**Time concepts and vocabulary (please use within knowledge organisers)**

Old, new, story, photograph, yesterday, this morning, remember

Memory, present, past, remembrance, now, then, birthdays, past tense, last, last year, at the weekend.

**Topics**

<u>Autumn:</u>	<u>Spring:</u>	<u>Summer:</u>
All about me/ people who help us	Superheroes, Robots and vehicles	Into the woods Holidays - Beside the sea
Magical Me books- their life-story and family's history. Compare past and present events in own lives Talk about members of their immediate family and community. Comment on images of familiar situations in the past  <b>Development matters:</b> Name and describe people who are familiar to them. Talk about members of their immediate family and community. Retell what their parents told them about their life-story and family.  <b>Trafalgar Day:</b> Pupils will know:	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.  Explore old and new toys via a museum visit. Explore and describe the similarities and differences between old and new toys, including materials used.  <b>Development Matters:</b> Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past.	Know some similarities and differences between things in the past and now,  History of farming - compare old and new tools/ machines.  <b>Development Matters:</b> Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.

## History Long Term Progression Plan

<p>That ships looked different a long time ago. Some key words relating to ships and sailors. That we learn about the Battle of Trafalgar because we are called Trafalgar School. It was a battle that happened a long time ago.</p>		
<p><b>Knowledge</b></p>		
<p><b>Knowledge</b> <b>Children will know:</b> Who their important family members are. Their life story. Important moments in their life.</p>	<p><b>Children will know:</b> How toys have changed over time. Why toys have changed over time.</p>	<p><b>Children will know:</b> How life has changed over time. Why life has changed over time.</p>
<p><b>Vocabulary:</b> family, me, mum, dad, grandma, grandad, auntie, uncle, home, sister, brother, born, Collate the words children use in their own families for grandparents e.g. Nana, Gramps, etc.</p>	<p><b>Vocabulary:</b> Old, new, past, present, material, wood, plastic, metal, straw, homemade, factory, factory made, museum, exhibit, curator</p>	<p><b>Vocabulary:</b> Names of a variety of farm animals and features of a farm: cow, sheep, goat, horse, donkey, chicken, duck, goose, llama; and their babies. Names of farm vehicles/ tools- present and past, e.g. plough, tractor.</p>
<p><b>Assessment</b></p>		
<p><b>During each lesson</b> teachers will... gather pupil voice and make observations recorded on Evidence Me. <b>At the end of each unit</b> teachers will...</p>		

**Year 1**

**Skills**

<p><b><u>Chronological Understanding:</u></b>                  Show some awareness of the distinction between present and past in their own and other people's lives.                  Sequence artefacts from distinctly different periods of time.                  Sequence basic events in their own lives.                  Use everyday terms about the passing of time.</p>	<p><b><u>History Knowledge and Understanding:</u></b>                  Find out some facts about people long ago.                  Find some facts about events that happened long ago.                  Say why people may have acted as they did.                  Recognise the difference between past and present in their own and others' lives.</p>	<p><b><u>Historical Interpretation:</u></b>                  Begin to identify and recount some details from the past from sources (such as pictures, stories).</p>	<p><b><u>Historical Enquiry:</u></b>                  Find answers to simple questions about the past from sources of information.</p>
--	--	---	--

**Time concepts and vocabulary (please use within knowledge organisers)**

Past, present, now, then, today, tomorrow, yesterday, last week, before I was born, a long time ago, old, new, years, important person, significant person, significant event, time, then, calendar

**Topics**

<p><b><u>Autumn 1:</u></b>                  All Aboard                  (Pirates and sailors)                  Lord Nelson</p>	<p><b><u>Autumn 2:</u></b>                  Geography focus</p>	<p><b><u>Spring 1:</u></b>                  Brilliant Bodies                  Louis Braille                  Picasso (Art Link)</p>	<p><b><u>Spring 2:</u></b>                  Dinosaurs                  Mary Anning</p>	<p><b><u>Summer 1:</u></b>                  Fur and Feathers                  David Attenborough</p>	<p><b><u>Summer 2:</u></b>                  Fur and Feathers                  David Attenborough</p>
--	---	---	--	--	--

**National Curriculum:**

<p><b>Pupils should:</b>                  Develop an awareness of the past, using common phrases and words linked to the passing of time.                   Pupils will identify similarities and differences between ways of life in different periods.                   Know and understand some ways in which we find out about the past and identify different ways it's represented.</p>		<p><b>Pupils should be taught about:</b>                  Changes within living memory that are significant globally.                   Pupils will explore the lives of significant individuals in the past who have contributed to national and international achievements.   <b>Pupils should:</b>                  Develop an awareness of the past using common words and phrases relating to the passing of time.</p>	<p><b>Pupils should be taught about:</b>                  Events beyond living memory that are significant globally.                  The lives of significant individuals in the past who have contributed to national achievements.  <b>Pupils should:</b>                  Develop an awareness of the past using common words and phrases relating to the passing of time.                  Know where events they study fit within a chronological framework.                  Use a wide vocabulary of everyday historical terms.</p>	<p>Geography Focus</p>	<p>Geography Focus</p>
--	--	---	---	------------------------	------------------------

History Long Term Progression Plan

			Know and understand some ways in which we find out about the past and identify different ways it's represented (how fossils informed us of dinosaurs).		
<b>Knowledge:</b>					
<p><b>Children will know:</b> Some of the differences between seafarers then and now (RNLI/ Royal Navy). Some features of ships from the past and present. The key events of the Battle of Trafalgar.</p>	<p><b>Small focus on Guy Fawkes for bonfire night.</b> Vocab: King / Queen, Parliament, treason, plotters, monarchy, King James, Protestants, Catholics</p>	<p><b>Children will know:</b> Why Louis Braille was important and why he created the braille alphabet. The impact of Louis Braille on life today. Some differences between life as a visually impaired person now and then.</p>	<p><b>Children will know:</b> That dinosaurs lived a long time ago before humans were on Earth. Why Mary Anning is significant and what she was famous for. Some facts about dinosaurs. Some language to describe when dinosaurs lived. To know that fossils were/ are sources of evidence from the past.</p>		
<b>Topic specific Vocabulary (please use within knowledge organisers)</b>					
<p>Seafarer, Pirate, ship, boat, sail, cannon, mast, deck, flag, jolly roger, anchor, crow's nest, rigging, gun port, bow, stern, plank, barrel, cabin, hull, battle, Battle of Trafalgar, Lord Nelson</p> <p>Lifeboat, RNLI, Radar, technology, crew, navigation, communication,</p>		<p>braille, blind, visually impaired person, important person, significant person, invented, created, inspired by,</p>	<p>Dinosaur, extinct, extinction, fossil, evidence of the past, prehistoric, palaeontologist, Mary Anning, significant person, discovered, skeleton, skull,</p>		

## History Long Term Progression Plan

location, equipment, fleet, propellers, rudders					
--	--	--	--	--	--

### Assessment

**During each lesson** teachers should 'review' previous lesson including **time concepts, vocabulary** and **knowledge** (through pair share/ class discussion/ matching activities at tables etc.).

**At the end of each unit**, teachers will assess knowledge by providing children with an assessment opportunity e.g. quizzes, true/ false statements, open ended task, blanked out knowledge organiser, matching activities, odd one out. **Teachers will make note** of children who are still working towards the end goal of 'children will know' (on assessment document).

Teachers will assess children's skills through recording pupil voice e.g. "I know that it is in the past because it's a black and white photo and in the past they didn't know how to put colour in photographs'. This can be stuck in the children's topic book.

## History Long Term Progression Plan

### Year 2

#### Skills:

<p><b><u>Chronological Understanding:</u></b>          Use information about the past to describe the differences between then and now.          Use basic key information to describe the past (e.g. simple dates).          Describe memories of key events in their life.          Use a time line to place events using language to describe basic chronological order.</p>	<p><b><u>History Knowledge and Understanding:</u></b>          Use information to describe the past.          Use information about the past to describe the differences between then and now.          Look at evidence to give and explain reasons why people in the past may have acted in the way they did.          Recount the main events from a significant event in history.</p>	<p><b><u>Historical Interpretation:</u></b>          Identify the different ways in which the past is represented; listen to stories and eye-witness accounts, look at pictures, photographs, artefacts, historic buildings, use the internet.          Compare adults talking about the past - how reliable are their memories?</p>	<p><b><u>Historical Enquiry:</u></b>          Answer questions about the past by making simple observations from historical sources.          Asks and answers simple questions such as: 'What was it like for...?'</p>
---	---	--	---

#### Time concepts and vocabulary (please use within knowledge organisers)

Past, present, now, change, a long time ago, before, years, events, achievements, living memory, significant event, way of life, modern

#### Topics

<p><b><u>Autumn 1:</u></b>  <b>Space</b>          History of Flight</p>	<p><b><u>Autumn 2:</u></b>  <b>Space</b>          Moon Landing</p>	<p><b><u>Spring 1:</u></b>  <b>Fire &amp; Ice</b>          The Great Fire of London</p>	<p><b><u>Spring 2:</u></b>  <b>Fire &amp; Ice</b></p>	<p><b><u>Summer 1:</u></b>  <b>Medieval Magic</b></p>	<p><b><u>Summer 2:</u></b>  <b>Medieval Magic</b></p>
---	--	---	---	---	---

#### National Curriculum Objectives:

<p><b>Pupils should be taught about:</b>          Events beyond living memory that are significant nationally or globally.          The lives of significant individuals in the past who have contributed to national achievements.          Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.          Significant historical events, people and places in their own locality.</p>	<p><b>Pupils should be taught about:</b>          Events within living memory that are significant nationally or globally.          Changes within living memory. 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.</p>	<p><b>Pupils should be taught about:</b>          Events beyond living memory that are significant nationally or globally.          The lives of significant individuals in the past who have contributed to national achievements.  <b>Pupils should</b>          Know where the people and events they study fit within a chronological frame work and identify similarities and differences between ways of life in different periods.          Use a wide vocabulary of everyday historical terms.          Ask and answer questions, choosing and using parts of stories and other sources to show that they know and</p>	<p><b><u>Geography Focus</u></b></p>	<p>Pupils should be taught about:          Significant places in their own locality (Arundel Castle).   <b>Pupils should</b>          Know where the people and events they study fit within a chronological frame work and identify similarities and differences between ways of life in different periods.</p>	<p><b><u>Geography Focus</u></b></p>
---	--	--	--------------------------------------	--	--------------------------------------

## History Long Term Progression Plan

		understand they key features if events.		
<b>Knowledge:</b>				
<p><b>Children will know:</b> When the first flight happened. The names of the people involved (Wright brothers, Amy Johnson). Some differences between old and modern planes. Ways in which we can gain evidence of important events such as the first flight.</p>	<p><b>Children will know:</b> The sequence of the events of the Moon Landing. Some differences between life in the 60s and now. Facts about Neil Armstrong's life. The names of the astronauts who were the first to land on the moon.</p>	<p><b>Children will know:</b> When and where the Great Fire of London happened. The sequence of the main events. The names of some of the key people and objects. Which sources we can use to find out about the Fire of London.</p>	<p><b>Children will know:</b> The roles that castles had in the medieval times. Who lived and worked inside a castle. The changes of castle buildings over time. Some differences between life then and now. The names for different parts of a castle and why they were important (e.g. drawbridge to keep attackers out).</p>	
<b>Topic specific Vocabulary (please use within knowledge organisers)</b>				
<p>Chronological, pilot, glider, aeroplane, engine, cabin, fuselage, landing gear, significance, modern, flight, myth, Icarus, hot air balloon, modern, evidence</p> <p>Montgolfier brothers, Wright brothers, Wright Flyer, helicopter, space shuttle, glider, evidence</p>	<p>flight, moon, landing, space, Neil Armstrong, astronaut, Apollo 11, NASA,</p>	<p>Samuel Pepys, Pudding Lane, Diary, St Pauls Cathedral, Bakery, Evacuate, London, River Thames, Capital City,</p>	<p>Castle, palace, turret, drawbridge, ramparts, sword, portcullis, moat, knight, arrow loops, tower, suit of armour, suit of arms, lance, dungeon, shield, jousting, squire,</p>	
<b>Assessment:</b>				
<p><b>During each lesson</b> teachers should 'review' previous lesson including <b>time concepts, vocabulary and knowledge</b> (through pair share/ class discussion/ matching activities at tables etc.).</p> <p><b>At the end of each unit</b>, teachers will assess knowledge by providing children with an assessment opportunity e.g. quizzes, true/ false statements, open ended task, blanked out knowledge organiser, matching activities, odd one out. <b>Teachers will make note</b> of children who are still working towards the end goal of 'children will know' (on assessment document).</p> <p>Teachers will assess children's skills through recording pupil voice e.g. "I know that it is in the past because it's a black and white photo and in the past they didn't know how to put colour in photographs'. This can be stuck in the children's topic book.</p>				