

HISTORY CURRICULUM AND PROGRESSION

Curriculum Intent: To use curiosity and appropriate vocabulary to know about and question events and people in the past. To know there are different sources of information and how to use them. To begin to understand similarities and differences and how things change over time.

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
N	<p>This is Me!</p> <p>*I am beginning to make sense of my own life-story and family history 3&4 yo</p> <p>I will talk about similarities and differences between families</p> <p>I will begin to talk about myself and my close family. I will talk about when I was a baby by looking at photos of that time.</p> <p>I will talk about my family and the different generations.</p> <p>I will remember my time before Nursery such as when I was at Robins or other pre-school.</p> <p>I will show an interest in different occupations.</p> <p>I will talk about what occupation I might like to choose when I grow up</p>	<p>SPECIAL TIMES</p> <p>*I am beginning to make sense of my own life-story and family history. 3&4 yo</p> <p>I will talk my own life experiences and special times in my life such as when I was born and other life events such as my birthday, family birthdays and events such as my christening or family weddings.</p> <p>I will talk about photos and memories I have.</p> <p>I will talk about what my parents tell me about my life story and that of my wider family.</p> <p>I will begin to understand how special events such as Halloween, Bonfire Night, Remembrance and Christmas are celebrated.</p> <p>I will look at toys from baby toys compared to toys I play with now</p>	<p>ONCE UPON A TIME</p> <p>*I am beginning to make sense of my own life-story and family history. 3&4 yo</p> <p>Goldilocks - sequencing simple stages. Beginning, middle and end of story.</p> <p>I will tell my story from birth to now.</p> <p>I will use vocabulary such as past, present and future.</p>	<p>SPACE: OUT OF THIS WORLD</p>	<p>NATURE DETECTIVES: AMAZING PLACES, MUDDY FACES</p>	<p>PIRATES: A LIFE ON THE OCEAN WAVE</p> <p>*I am beginning to make sense of my own life-story and family history. 3&4 yo</p> <p>I will talk about places I have been to on holiday and things I have done.</p> <p>I will look at the differences between boats from the past (sloops) and boats built today such as submarines (BAE link).</p>
R	<p>MARVELLOUS ME</p> <p>*I can talk about the people who I live with.</p> <p>*I can talk about people who help us in the community.</p> <p>Talk about family – who lives in my house with me?</p> <p>Members of society who help us – visits from firefighters, vicar, our head teacher, a midwife (how they helped us when we were babies).</p> <p>Additional: Class Visual timetable: Developing vocabulary using language today, yesterday, tomorrow, next, after that, before.</p> <p>Developing a class memory box.</p>	<p>JULIA DONALDSON</p> <p>*Comment on images of familiar situations in the past.</p> <p>*Compare and contrast characters from stories, including figures from the past.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG).</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p> <p>Reading the Christmas story.</p> <p>Exploring and discussing pictures depicting the Christmas story.</p> <p>What sorts of presents were received in the past compare to now?</p> <p>Understanding that things happened before we were born.</p>	<p>THE WORLD AROUND US</p>	<p>TRADITIONAL TALES</p> <p>*Compare and contrast characters from stories.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG).</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p> <p>Comparisons of traditional stories then and now.</p> <p>Reading the Easter Story</p>	<p>IN THE GARDEN</p>	<p>DINOSAURS</p> <p>*Compare and contrast figures from the past.</p> <p>*Talk about the lives of people around them and their roles in society. (ELG)</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG).</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p> <p>Mary Anning – Palaeontologist/ fossil collector</p> <p>Looking at fossils</p> <p>Virtual Museum tour</p> <p>Non-fiction books about Dinosaurs</p>
1	<p>INTO THE WOODS</p>	<p>TELL ME A STORY</p> <p>*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Personal history and local history</p> <p>Visitor talking about their childhood</p> <p>*events beyond living memory that are significant nationally or globally</p> <p>The Gunpowder Plot</p> <p>Introduce family timeline</p>	<p>MUCK, MESS AND MIXTURES</p>	<p>PAWS, CLAWS AND WHISKERS</p>	<p>EXPLORATION AND DISCOVERY</p> <p>* the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Neil Armstrong</p> <p>Explorers</p> <p>* events beyond living memory that are significant nationally or globally</p> <p>First Space Flight</p>	<p>UK</p> <p>* the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Famous Britons (e.g. the Queen, the Prime Minister)</p>
2	<p>ME AND MY COMMUNITY</p> <p>Pupils should be taught about:</p> <p>*significant historical events, people and places in their own locality.</p> <p>*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>KEY SKILLS:</p> <p>CHRONOLOGICAL UNDERSTANDING - Can I sequence a set of events in chronological order and give reasons for their order? Can I use the words past and present correctly? Can I use a range of appropriate words and phrases to describe the past?</p>	<p>HORRIBLE HISTORY</p> <p>Pupils should be taught about:</p> <p>*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>*events beyond living memory that are significant nationally or globally</p> <p>*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>KEY SKILLS:</p>	<p>WHERE THE WILD THINGS ARE</p> <p>Pupils should be taught about:</p> <p>*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>KEY SKILLS:</p> <p>HISTORICAL KNOWLEDGE - Can I explain why someone in the past acted in the way they did?</p> <p>HISTORICAL ENQUIRY - Can I answer questions by using a specific source, such as an information book?</p> <p><i>Charles Darwin, Christopher Columbus, Martin Luther King</i></p>	<p>HOME AND AWAY</p>	<p>WEIRD, WACKY AND WONDERFUL</p> <p>Pupils should be taught about:</p> <p>*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>*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>HISTORICAL KNOWLEDGE - Can I explain why someone in the past acted in the way they did?</p>	

	<p>HISTORICAL KNOWLEDGE - Can I explain how my local area was different in the past?</p> <p>HISTORICAL ENQUIRY - Can I research the life of someone who used to live in their area using the Internet and other sources to find out about them?</p> <p><i>James Ramsden, Shipbuilding, Changes over time in Barrow</i></p>	<p>CHRONOLOGICAL UNDERSTANDING - Can I sequence a set of events in chronological order and give reasons for their order?</p> <p>HISTORICAL KNOWLEDGE - Can I recount some interesting facts from an historical event, such as where the fire of London started? Can I explain why Britain has a special history by naming some famous events and some famous people? Can I explain why someone in the past acted in the way they did?</p> <p>HISTORICAL ENQUIRY - Can I answer questions using a range of artefacts/ photographs provided? Can I answer questions by using a specific source, such as an information book? Can I research the life of a famous Briton from the past using different resources to help me? Can I research about a famous event that happens in Britain and why it has been happening for some time?</p> <p><i>Florence Nightingale</i> <i>WW1 WW2 (Remembrance Day) Edith Cavell</i> <i>The Plague</i> <i>Fire of London</i></p>			<p>HISTORICAL ENQUIRY - Can I answer questions by using a specific source, such as an information book?</p> <p><i>Tim Berners-Lee</i> <i>Ada Lovelace</i> <i>Alan Turing</i></p>
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