

Thurnham Whole School History Progression 2019 – 2020

Progression in History through our Empowering Curriculum

“At Thurnham our Empowering Curriculum will give pupils the key skills that they need to flourish; Brain Power, Resilience, Independence, Investigating and Creativity”

Year R	Year 1	Year 2
<p>Pupils In Year R (particularly through ‘Understanding The World’ and Personal, Social, Emotional Development but through any suitable other areas) will learn about:</p> <p>Knowledge:-</p> <p>Changes within their own personal history. Children will bring in past pictures when they were themselves, discuss through speaking and listening.</p> <ul style="list-style-type: none"> ➤ I can talk about how I have changed from being a baby gradually into myself today. ➤ I can talk about how I have moved through pre-school into my school. ➤ I can talk about any other changes in my life e.g. moving house, arrival of a sibling. ➤ I can recall and discuss key events in my life so far e.g. getting a pet, a special party. 	<p>Pupils in Year 1 will learn about:</p> <p>Knowledge:-</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <ul style="list-style-type: none"> ➤ I can sequence my life using the events that have happened. ➤ I can create my own Family Tree. ➤ I can think of my favourite memory from when I was younger. ➤ I can create a class timeline of events. <p>Events beyond living memory that are significant nationally or globally.</p> <ul style="list-style-type: none"> ➤ I can talk about and compare the seaside and people’s holidays today and in times past. 	<p>Pupils in Year 2 learn about:</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <ul style="list-style-type: none"> ➤ I can explain the differences between technologies over the years. <p>Events beyond living memory that are significant nationally or globally.</p> <ul style="list-style-type: none"> ➤ I can re-tell the story of the Gunpowder plot in greater detail taking in key characters and events. ➤ I can discuss what Remembrance Day is and why it is important to so many people. <p>The lives of significant individuals in the past</p>

<p>Why do we have Bonfire Night?</p> <ul style="list-style-type: none"> ➤ I can understand and talk about Guy Fawkes and 5th November and why it is important, especially why we use fireworks for it. <p>What is Remembrance day?</p> <ul style="list-style-type: none"> ➤ I can understand and talk about Remembrance Day and why it is important, especially wearing Poppies. <p>What was life like in the time of Jesus two thousand years ago?</p> <ul style="list-style-type: none"> ➤ I can say how the world was different in the time of Jesus compared to today. <p>What was transport like in the past compared to today?</p> <ul style="list-style-type: none"> ➤ I can talk about, compare and describe transport vehicles today and ones used in the past. <p>What was school like in the past compared to today?</p> <ul style="list-style-type: none"> ➤ I can talk about, compare and describe what school was like for my grandparent 	<ul style="list-style-type: none"> ➤ I can compare and discuss transport in the today and in times past, especially after our visit to Maidstone Museum. ➤ I can discuss what Remembrance Day is. ➤ I can discuss castles in our history and today such as Leeds Castle. <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> <ul style="list-style-type: none"> ➤ I can talk about the stories of the four patron saints. ➤ I can explain who Van Gough and Picasso were and what they did. ➤ I can explain who Brunel is and what he did. <p>Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> ➤ I can explain who Lady Bailie (Leeds Castle) was ➤ I can explain what Alfred Mynn did when we learn about and visit The Green and wider Bearsted. 	<p>who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <ul style="list-style-type: none"> ➤ I can sequence the story of the events of Guy Fawkes. ➤ I can explain who Neil Armstrong is and what he did. ➤ I can explain who Tim Peake is and what he did. ➤ I can explain who Amelia Earhart is and what she did. ➤ I can compare facts about these three people. <p>Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> ➤ I can use my experience from visiting the Chatham Historic Dockyard to talk about life on there in the past, on a ship now and then. ➤ I can say why this place was historically important. ➤ I can talk about and remember facts about life on a pirate ship a long time ago. ➤ I can talk about pirates and the stories of what
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and parents compared to my school.

What happened to the Dinosaurs?

- I can talk about the different types of Dinosaur and what made each of them different.
- I can talk about how the world was different in the Dinosaur era compared to today's world.
- I can discuss how we found out about the Dinosaurs and what paleontologists do.

What happens to different creatures through the year?

- I can talk about the different creatures and specific changes to them in a whole year.

Skills:-

Chronological Understanding

- I have a very basic understanding of different passages of time

Historical Enquiry

- I can pose simple questions about historical events and suggest basic answers

Understanding & interpretation of events, people and changes

- I can grasp very basic differences between life in a past time and today
- I can ask basic questions about an artefact or historical item

Skills:-

Chronological Understanding

- I can describe memories of key events in their lives
- I can sequence events in their life
- I can use a range of words relating to time (before, after, old, older, oldest)

Historical Enquiry

- I can begin to find answers to simple questions about the past from historical sources

Understanding & interpretation of events, people and changes

- I can identify major differences between life in different periods
- I can, using a source; handle, observe, question and sketch
- I can ask and answer questions about an artefact

Communication of Historical Understanding

- I can tell stories about the past/events in a famous person's life
- I can describe things that are from the past
- I can say how things from the past were used
- I can use historical vocabulary appropriate to

they did and who they were.

Skills:-

Chronological Understanding

- I can sequence 3 or 4 artefacts from distinctly different periods of time
- I can with support place the time studied on a timeline
- I can use phrases relating to the passing of time (a very long time ago, began, first, next, then, after, at last, finally)

Historical Enquiry

- I can answer questions about the past by making simple observations from historical sources

Understanding & interpretation of events, people and changes

- I can explain differences and similarities between life in different periods
- I can work out things about the past by looking at pictures and artefacts
- I can understand that there are different types of evidence telling us things about the past
- I can begin to recognise that there are reasons why people in the past acted as they did

<p>Communication of Historical Understanding</p> <ul style="list-style-type: none"> ➤ I can at a very basic level, describe things that are from the past ➤ I can at a very basic level, say how things from the past were used ➤ I can use very basic historical vocabulary appropriate to year group 	<p>year group</p>	<p>Communication of Historical Understanding</p> <ul style="list-style-type: none"> ➤ I can use labelled diagrams, recounts and pictures to tell what they know about the past ➤ I can annotate photographs ➤ I can use historical vocabulary appropriate to year group
<p>Notes and guidance – Non Statutory</p> <p>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.</p>		

(note EYFS will experience historical related activities via areas such as UTW and PSED amongst others, EYFS key skills are desirable in readiness for Year 1

Chronology / Duration	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	6 / 7 Weeks	7 Weeks	5 / 6 Weeks	5/6 Weeks	6/7 Weeks	7 Weeks
Reception (knowledge)	<p>Children will have the chance to talk about past and present events in their own lives. Changes within their own personal history. Children will bring in past pictures when they were themselves, discuss through speaking and listening.</p> <ul style="list-style-type: none"> ➤ I can talk about how I have changed from being a baby gradually into myself today. ➤ I can talk about how I have moved through pre-school into my school. ➤ I can talk about any other changes in my life e.g. moving house, arrival of a sibling. 	<p>Learn about the story of Guy Fawkes and Bonfire Night.</p> <p>Why do we have Bonfire Night?</p> <ul style="list-style-type: none"> ➤ I can understand and talk about Guy Fawkes and 5th November and why it is important, especially why we use fireworks for it. <p>Learn about the meaning of Remembrance Day</p> <p>What is Remembrance day?</p> <ul style="list-style-type: none"> ➤ I can understand and talk about Remembrance Day and why it is important, 	<p>Transport Today And In The Past.</p> <ul style="list-style-type: none"> ➤ I can talk about, compare and describe transport vehicles today and ones used in the past. <p>Special Occasions In My Life</p> <ul style="list-style-type: none"> ➤ I can recall and discuss key events in my life so far e.g. getting a pet, a special party. 	<p>When My Parents And Grandparents Were At School</p> <ul style="list-style-type: none"> ➤ I can talk about, compare and describe what school was like for my grandparent and parents compared to my school. 	<p>What happened to the Dinosaurs?</p> <p>Children to work through dinosaur poo, to find out if the dinosaur was herbivore, omnivore or carnivore.</p> <p>Comparing the environments in different places - relate to where different dinosaurs lived and why.</p> <p>Why did the dinosaurs become extinct? Fact find-ing about dinosaurs</p> <p>Dinosaur egg discovery to launch the topic</p> <p>Use of iPads to watch Andy's Dinosaur Adventures</p> <p>Use magnifying glasses etc. to study dinosaur poo and eggs</p> <p>Learning dinosaur names and the features of different dinosaurs.</p> <p>What happened to the Dinosaurs?</p>	<p>Look at different creatures that we might find outside and talk about how they are cared for, how they change over time and where they live over the seasonal changes of the year.</p> <p>What happens to different creatures through the year?</p> <ul style="list-style-type: none"> ➤ I can talk about the different creatures and specific changes to them in a whole year.

		<p>especially wearing Poppies.</p> <p>What was life like in the time of Jesus two thousand years ago?</p> <ul style="list-style-type: none"> ➤ I can say how the world was different in the time of Jesus compared to today. 			<ul style="list-style-type: none"> ➤ I can talk about the different types of Dinosaur and what made each of them different. ➤ I can talk about how the world was different in the Dinosaur era compared to today's world. ➤ I can discuss how we found out about the Dinosaurs and what paleontologists do. 	
Reception (pre-national curriculum skills)	Chronological Understanding Have a very basic understanding of different passages of time in their own life	Historical Enquiry Pose simple questions about historical events and suggest basic answers in their own lives		Understanding & interpretation of events, people and changes Can grasp very basic differences between life in a past time and today Can ask basic questions about a historical item	Communication of Historical Understanding Can at a very basic level, describe things that are from the past Can at a very basic level, say how things from the past were used Can use very basic historical vocabulary appropriate to year group	
Chronology / Duration	Term 1 6 / 7 Weeks	Term 2 7 Weeks	Term 3 5 / 6 Weeks	Term 4 5/6 Weeks	Term 5 6/7 Weeks	Term 6 7 Weeks
Year 1 (knowledge)	<p>History Of Me / Timelines/ Family Trees</p> <ul style="list-style-type: none"> ➤ I can sequence my life using the events that have happened. ➤ I can create my own 	<p>Remembrance Day</p> <ul style="list-style-type: none"> ➤ I can discuss what Remembrance Day is. 	<p>Castles (including Leeds castle)</p> <ul style="list-style-type: none"> ➤ I can discuss castles in our history 	<p>History Of Transport (including Brunel and Stevenson)</p> <ul style="list-style-type: none"> ➤ I can compare and discuss transport in 	<p>Life and works of Van Gogh and Picasso.</p> <ul style="list-style-type: none"> ➤ I can explain who Van Gogh and Picasso were and what they did. 	<p>History Of Seaside Holidays.</p> <ul style="list-style-type: none"> ➤ I can talk about and compare the seaside and people's

	<p>Family Tree.</p> <ul style="list-style-type: none"> ➤ I can think of my favourite memory from when I was younger. ➤ I can create a class timeline of events. 	<p>The stories of the four patron saints</p> <ul style="list-style-type: none"> ➤ I can talk about the stories of the four patron saints. 	<p>and today such as Leeds Castle.</p> <ul style="list-style-type: none"> ➤ I can explain who Lady Bailie (Leeds Castle) was. 	<p>the today and in times past, especially after our visit to Maidstone Museum.</p> <ul style="list-style-type: none"> ➤ I can explain who Brunel and Stevenson was and what they did. 	<p>History withn Bearsted</p> <ul style="list-style-type: none"> ➤ I can explain what Alfred Mynn did when we learn about and visit The Green and wider Bearsted. 	<p>holidays today and in times past.</p>	
Year 1 (skills)	<p>Chronological Understanding Can describe memories of key events in their lives Can sequence events in their life Can use a range of words relating to time (before, after, old, older, oldest)</p>		<p>Historical Enquiry Can begin to find answers to simple questions about the past from historical sources</p>		<p>Understanding & interpretation of events, people and changes Can identify major differences between life in different periods Can, using a source; handle, observe, question and sketch Can ask and answer questions about an artefact</p>		<p>Communication of Historical Understanding Can tell stories about the past/events in a famous person's life Can describe things that are from the past Can say how things from the past were used Can use historical vocabulary appropriate to year group</p>
Chronology / Duration	Term 1 6 / 7 Weeks	Term 2 7 Weeks	Term 3 5 / 6 Weeks	Term 4 5/6 Weeks	Term 5 6/7 Weeks	Term 6 7 Weeks	
Year 2 (knowledge)	<p>Knowing about significant events in the past, including Remembrance Day and the story of the Gunpowder Plot.</p> <ul style="list-style-type: none"> ➤ I can re-tell the story of the Gunpowder plot in greater detail taking in key characters and events. ➤ I can sequence the story of the events of Guy Fawkes. ➤ I can discuss what Remembrance Day is and why it is important to so many people. 		<p>Life long ago when there were pirates.</p> <ul style="list-style-type: none"> ➤ I can talk about and remember facts about life on a pirate ship a long time ago. ➤ I can talk about pirates and the stories of what they did and who they were. 		<p>Comparing the lives and achievements of Neil Armstrong, Tim Peake and Amelia Earhart and why are they famous?</p> <ul style="list-style-type: none"> ➤ I can explain who Neil Armstrong is and what he did. ➤ I can explain who Tim Peake is and what he did. ➤ I can explain who Amelia Earhart is and what she 		<p>History of Chatham Dockyard - looking at the old buildings and ships while we are on our school trip. Why is this place historically important? Trip used as the stimulus for topic.</p> <ul style="list-style-type: none"> ➤ I can use my experience from visiting the Chatham Historic Dockyard to talk about life on there in the past, on a ship now and then. ➤ I can say why this place was historically important.

			did. ➤ I can compare facts about these three people.	
Year 2 (skills)	Chronological Understanding Can sequence 3 or 4 artefacts from distinctly different periods of time Can with support place the time studied on a timeline Can use phrases relating to the passing of time (a very long time ago, began, first, next, then, after, at last, finally)	Historical Enquiry Can answer questions about the past by making simple observations from historical sources.	Understanding & interpretation of events, people and changes Can explain differences and similarities between life in different periods Can work out things about the past by looking at pictures and artefacts Can understand that there are different types of evidence telling us things about the past Can begin to recognise that there are reasons why people in the past acted as they did.	Communication of Historical Understanding Can use labelled diagrams, recounts and pictures to tell what they know about the past Can annotate photographs Can use historical vocabulary appropriate to year group