

Thurnham Whole School History Progression 2022 – 2023

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 and Independence."

Year R

Year 1

Year 2

Positive relationships with parents are invaluable, and we try to utilise these relationships to learn about families, cultures, past and present events in the children's own lives and those of family members. We do this in many ways, for example, Speaking and Listening projects, asking for evidence in Learning Journeys and by inviting family members into our class. Sometimes these are for planned events, and other times for parents to come and talk to the classes. We also plan alternative ways for these to happen, for example, by using Seesaw.

ELG for Past and Present strand:

Pupils in Year 1 will learn about:

Knowledge:-

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

- 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.

Pupils in Year 2 learn about:

Knowledge:-

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

- I can explain the differences between technologies over the years.
- I can explain the similarities and differences between three famous astronauts who explored space during different decades.

- Talk about the lives of 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
- Understanding the past through settings, characters and events encountered in books read in class and storytelling.

Pupils In Year R (particularly through ‘Understanding the World’ and Personal, Social, Emotional Development but through any suitable other areas, will learn about:

Knowledge:-

Changes within their own personal history. Children will bring in past pictures when they were themselves, discuss through speaking and listening.

- I can talk about how I have changed from being a baby gradually into myself today.

- I can create a class timeline of events.
- Children will also talk about changes within living memory with a particular reference to what they have done during the summer holiday and returning to school as Year 1 pupils.

Events beyond living memory that are significant nationally or globally.

- I can compare and discuss transport today and in times past.
- I can discuss what Remembrance Day is.
- I can discuss castles in our history and today such as Leeds Castle.

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

- I can talk about the stories of the four patron saints.

Events beyond living memory that are significant nationally or globally.

- 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.
- I can discuss the Great Fire of London and say why it was significant.

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

- I can sequence the story of the events of Guy Fawkes.
- I can explain who Walter Tull was and why he was important.
- I can explain who Neil Armstrong was and what he did.
- I can explain who Tim Peake is and what he did.

- 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.

Why do we have Bonfire Night?

- I can understand and talk about Guy Fawkes and 5th November and why it is important, especially why we use fireworks for it.

What is Remembrance Day?

- I can understand and talk about Remembrance Day and why it is important, especially wearing Poppies.

What was life like in the time of Jesus two thousand years ago?

- I can say how the world was different in the time of Jesus compared to today.

- I can talk about the artists Joan Miro, Vincent Van Gogh and Edward Saidi Tinga saying who they were and what they did.

Significant historical events, people and places in their own locality.

- I can explain what Alfred Mynn did when we learn about and visit The Green and wider Bearsted.
- I can talk about Leeds Castle and some of the people who have lived there.

Skills:-

Chronological Understanding

- I can with support and through using the Time Box resource, begin to sequence the times studied on a timeline.
- I can describe memories of key events in my life.
- I can sequence events in my life.
- I can use a range of words relating to time (before, after, old, older, oldest).

- I can explain who Helen Sharman is and what she did.
- I can compare facts about these three people.

Significant historical events, people and places in their own locality.

- I can use my experience from visiting the Chatham Historic Dockyard to talk about life there in the past, and on a ship.
- 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 they did and who they were.
- I can talk about and remember facts about the Great Fire of London.
- I can find out about the History of Bearsted Green and consider the differences between now and events in the past.

Skills:-

Chronological Understanding

What was transport like in the past compared to today?

- I can talk about, compare and describe transport vehicles today and ones used in the past.

What was school like in the past compared to today?

- I can talk about, compare and describe what school was like for my grandparent 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.

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 year group.

- I can sequence 3 or 4 artefacts from distinctly different periods of time.
- I can with support and through using the Time Box resource, place the time studied on a timeline.
- I can sequence the events of the Gunpowder Plot.
- I can sequence events in the life of Walter Tull.
- 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.
- I can begin to think critically about historical sources.

Understanding & interpretation of events, people and changes

- I can explain differences and similarities between life in different periods.

What happens to different creatures through the year?

- I can talk about 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.
- Using the Time Box resource, I can begin to have a basic understanding of chronology.

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 the past and today
- I can ask basic questions about an artefact or historical item

- 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.

Communication of Historical Understanding

- I can use labelled diagrams, recounts and pictures to tell what I know about the past.
- I can annotate photographs.
- I can use historical vocabulary appropriate to year group.

Communication of Historical Understanding		
Notes and guidance – Non-Statutory 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.		

- 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.

Notes and guidance – Non-Statutory

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.