

## Thurnham Whole School History Progression 2020 – 2021

**This will be subject to change as the recovery curriculum takes effect, depending on the needs of the children**  
**Recovery Curriculum Highlighted in Yellow**

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>Positive relationships with parents are invaluable, and usually we would 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 will plan alternative ways for these to happen, for example, by using Seesaw.</p> <p>Pupils In Year R (particularly through ‘Understanding The World’ and Personal, Social, Emotional</p>	<p>Pupils in Year 1 will learn about:</p> <p><b>Knowledge:-</b></p> <p><b>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</b></p> <ul style="list-style-type: none"> <li>➤ I can sequence my life using the events that have happened.</li> <li>➤ I can create my own Family Tree.</li> <li>➤ I can think of my favourite memory from when I was younger.</li> <li>➤ I can create a class timeline of events.</li> </ul> <p>➤ Children will also talk about changes within living memory with a particular reference to</p>	<p>Pupils in Year 2 learn about:</p> <p><b>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</b></p> <ul style="list-style-type: none"> <li>➤ I can explain the differences between technologies over the years.</li> <li>➤ Children will also talk about changes within living memory with a particular reference to returning to school following lockdown. This will have a personal history and emotional well-being focus.</li> </ul> <p><b>Events beyond living memory that are significant nationally or globally.</b></p>

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 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.
- Whilst we will talk about Bonfire night, children may have limited experiences to relate to, due to not being able to attend firework displays. Some children may do this at home, however, not all will have the

returning to school following lockdown. This will have a personal history and emotional well-being focus.

**Events beyond living memory that are significant nationally or globally.**

- I can talk about and compare the seaside and people's holidays today and in times past.
- 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.

**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.
- I can explain who Edward Saidi Tinga was and what he did.
- I can explain who Henry Royce and Charles Rolls (Rolls-Royce) were and what they did.

- 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.

**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 is and what he did.
- I can explain who Tim Peake is and what he did.
- I can compare facts about these two people.

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

- I can use my experience from visiting the

opportunity.

#### 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.

#### 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.

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

- 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.

(If it is not possible to visit either Leeds Castle or The Green, other sources of information and virtual experiences will be used where possible.)

#### 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

Chatham Historic Dockyard to talk about life on there in the past, on a ship now and then.

(If school trips are not possible, alternative, virtual experiences will be researched and accessed where possible.)

- 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.

#### 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

<p><b>What happens to different creatures through the year?</b></p> <ul style="list-style-type: none"> <li>➤ I can talk about the different creatures and specific changes to them in a whole year.</li> </ul> <p><b>Skills:-</b></p> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>➤ I have a very basic understanding of different passages of time</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>➤ I can pose simple questions about historical events and suggest basic answers</li> </ul> <p><b>Understanding &amp; interpretation of events, people and changes</b></p> <ul style="list-style-type: none"> <li>➤ I can grasp very basic differences between life in a past time and today</li> <li>➤ I can ask basic questions about an artefact or historical item</li> </ul> <p><b>Communication of Historical Understanding</b></p> <ul style="list-style-type: none"> <li>➤ I can at a very basic level, describe things that are from the past</li> <li>➤ I can at a very basic level, say how things from the past were used</li> <li>➤ I can use very basic historical vocabulary appropriate to year group</li> </ul>	<p><b>and changes</b></p> <ul style="list-style-type: none"> <li>➤ I can identify major differences between life in different periods</li> <li>➤ I can, using a source; handle, observe, question and sketch</li> <li>➤ I can ask and answer questions about an artefact</li> </ul> <p><b>Communication of Historical Understanding</b></p> <ul style="list-style-type: none"> <li>➤ I can tell stories about the past/events in a famous person's life</li> <li>➤ I can describe things that are from the past</li> <li>➤ I can say how things from the past were used</li> <li>➤ I can use historical vocabulary appropriate to year group</li> </ul>	<p><b>Understanding &amp; interpretation of events, people and changes</b></p> <ul style="list-style-type: none"> <li>➤ I can explain differences and similarities between life in different periods</li> <li>➤ I can work out things about the past by looking at pictures and artefacts</li> <li>➤ I can understand that there are different types of evidence telling us things about the past</li> <li>➤ I can begin to recognise that there are reasons why people in the past acted as they did</li> </ul> <p><b>Communication of Historical Understanding</b></p> <ul style="list-style-type: none"> <li>➤ I can use labelled diagrams, recounts and pictures to tell what they know about the past</li> <li>➤ I can annotate photographs</li> <li>➤ I can use historical vocabulary appropriate to year group</li> </ul>
<p><b>Notes and guidance – Non Statutory</b></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.

**History Medium Term Sequencing Plan – 2020/2021**

(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
<b>Reception (knowledge)</b>	<p><b>Children will have the chance to talk about past and present events in their own lives. Changes within their own personal history.</b> Children will bring in past pictures when they were themselves, discuss through speaking and listening.</p> <ul style="list-style-type: none"> <li>➤ I can talk about how I have changed from being a baby gradually into myself today.</li> <li>➤ I can talk about how I have moved through pre-school into my school.</li> <li>➤ I can talk about any other changes in my life e.g. moving house, arrival of a sibling.</li> </ul>	<p><b>Learn about the story of Guy Fawkes and Bonfire Night.</b></p> <p><b>Why do we have Bonfire Night?</b></p> <ul style="list-style-type: none"> <li>➤ I can understand and talk about Guy Fawkes and 5<sup>th</sup> November and why it is important, especially why we use fireworks for it.</li> </ul> <p>Learn about the meaning of Remembrance Day</p> <p><b>What is Remembrance day?</b></p>	<p><b>Transport Today And In The Past.</b></p> <ul style="list-style-type: none"> <li>➤ I can talk about, compare and describe transport vehicles today and ones used in the past.</li> </ul> <p><b>Special Occasions In My Life</b></p> <ul style="list-style-type: none"> <li>➤ I can recall and discuss key events in my life so far e.g. getting a pet, a special party.</li> </ul>	<p><b>When My Parents And Grandparents Were At School</b></p> <ul style="list-style-type: none"> <li>➤ I can talk about, compare and describe what school was like for my grandparent and parents compared to my school.</li> </ul>	<p><b>What happened to the Dinosaurs?</b></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 finding about dinosaurs</p> <p>Dinosaur egg discovery to launch the topic</p> <p>Use of iPads to watch Andy’s Dinosaur</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><b>What happens to different creatures through the year?</b></p> <ul style="list-style-type: none"> <li>➤ I can talk about the different creatures and specific changes to them in a whole year.</li> </ul>

		<ul style="list-style-type: none"><li>➤ I can understand and talk about Remembrance Day and why it is important, especially wearing Poppies.</li></ul> <p><b>What was life like in the time of Jesus two thousand years ago?</b></p> <ul style="list-style-type: none"><li>➤ I can say how the world was different in the time of Jesus compared to today.</li></ul>			<p>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><b>What happened to the Dinosaurs?</b></p> <ul style="list-style-type: none"><li>➤ I can talk about the different types of Dinosaur and what made each of them different.</li><li>➤ I can talk about how the world was different in the Dinosaur era compared to today's world.</li><li>➤ I can discuss how we found out about the Dinosaurs and what paleontologists do.</li></ul>	
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<b>Reception (pre-national curriculum skills)</b>	<b>Chronological Understanding</b> Have a very basic understanding of different passages of time in their own life	<b>Historical Enquiry</b> Pose simple questions about historical events and suggest basic answers in their own lives	<b>Understanding &amp; interpretation of events, people and changes</b> Can grasp very basic differences between life in a past time and today Can ask basic questions about a historical item	<b>Communication of Historical Understanding</b> 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		
<b>Chronology / Duration</b>	<b>Term 1</b> 6 / 7 Weeks	<b>Term 2</b> 7 Weeks	<b>Term 3</b> 5 / 6 Weeks	<b>Term 4</b> 5/6 Weeks	<b>Term 5</b> 6/7 Weeks	<b>Term 6</b> 7 Weeks
<b>Year 1 (knowledge)</b>	<p><b>Changes within living memory.</b>          Personal history and emotional well being with a focus on changes in their own lifetime          What did they do over the summer?          What has changed in school since last year?</p> <p>History Of Me / Timelines/          Family Trees</p> <ul style="list-style-type: none"> <li>➤ I can sequence my life using the events that have happened.</li> <li>➤ I can create my own Family Tree.</li> <li>➤ I can think of my favourite memory from when I was younger.</li> <li>➤ I can create a class timeline of events.</li> </ul>	<p><b>Events beyond living memory that are significant nationally or globally.</b></p> <p><b>Remembrance Day</b>          ➤ I can discuss what Remembrance Day is.</p> <p><b>The lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <p><b>The stories of the four patron saints</b>          ➤ I can talk about the stories of the four patron saints.</p>	<p><b>History of Castles</b></p> <p><b>Significant historical events, people and places in their own locality.</b></p> <p><b>Events beyond living memory that are significant nationally or globally.</b></p> <ul style="list-style-type: none"> <li>➤ I can discuss castles in our history and today such as Leeds Castle.</li> <li>➤ I can explain who Lady Bailie (Leeds Castle) was.</li> </ul>	<p><b>History Of Transport, the life and work of Henry Royce and Charles Rolls (Rolls-Royce)</b></p> <ul style="list-style-type: none"> <li>➤ I can compare and discuss transport in the today and in times past, especially after our visit to Maidstone Museum.</li> </ul> <p><b>Events beyond living memory that are significant nationally or globally.</b></p> <ul style="list-style-type: none"> <li>➤ I can compare and discuss transport today and in times past, especially after our visit to Maidstone Museum.</li> </ul> <p><b>The lives of significant individuals in the past who have contributed to national and international achievements.</b></p>	<p><b>The life and work of Edward Saidi Tinga</b></p> <p><b>The lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <ul style="list-style-type: none"> <li>➤ I can explain who Edward TingaTinga was and what he did.</li> </ul> <p><b>Significant historical events, people and places in their own locality.</b></p> <p><b>History of Bearsted</b></p> <ul style="list-style-type: none"> <li>➤ I can explain what Alfred Mynn did when we learn about and visit The Green and wider Bearsted.</li> </ul>	<p><b>The history of the Seaside</b></p> <p><b>Events beyond living memory that are significant nationally or globally.</b></p> <ul style="list-style-type: none"> <li>➤ I can talk about and compare the seaside and people's holidays today and in times past.</li> </ul>

				<ul style="list-style-type: none"> <li>I can explain who Royce and Rolls were and how they contributed to the national car industry</li> </ul> <p>If it is not possible for the trip to Maidstone Museum to take place, alternatives will be investigated, hopefully in conjunction with the Museum.</p>		
<b>Year 1 (skills)</b>	<b>Chronological Understanding</b> 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)	<b>Historical Enquiry</b> Can begin to find answers to simple questions about the past from historical sources	<b>Understanding &amp; interpretation of events, people and changes</b> 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	<b>Communication of Historical Understanding</b> 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		
<b>Chronology / Duration</b>	<b>Term 1</b> 6 / 7 Weeks	<b>Term 2</b> 7 Weeks	<b>Term 3</b> 5 / 6 Weeks	<b>Term 4</b> 5/6 Weeks	<b>Term 5</b> 6/7 Weeks	<b>Term 6</b> 7 Weeks
<b>Year 2 (knowledge)</b>	<p><b>Changes within living memory.</b></p> <p>Emotional well being with a focus on changes in their own lifetime</p> <p>What did they do over the summer?</p> <p>What has changed in school since last year?</p>	<p><b>Events beyond living memory that are significant nationally or globally.</b></p> <p><b>The lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <ul style="list-style-type: none"> <li>I can re-tell the story of the Gunpowder plot in greater detail taking in key characters and events.</li> <li>I can sequence the story of the events of Guy Fawkes.</li> <li>I can discuss what</li> </ul>	<p><b>Life long ago when there were pirates.</b></p> <p><b>The lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <p><b>Events beyond living memory that are significant nationally or globally.</b></p> <ul style="list-style-type: none"> <li>I can talk about and remember facts about life on a pirate ship a long time ago.</li> </ul>	<p><b>Comparing the lives and achievements of Neil Armstrong, and Tim Peake and why they are famous.</b></p> <p><b>The lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <ul style="list-style-type: none"> <li>I can explain who Neil Armstrong was and what he did.</li> <li>I can explain who Tim Peake is and what he did.</li> <li>I can compare</li> </ul>	<p><b>Short history focus based on Jack and the Baked Beanstalk</b></p> <ul style="list-style-type: none"> <li>I can explain the differences between technologies over the years.</li> </ul>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>I can say why this</li> </ul>

		<p>Remembrance Day is and why it is important to so many people.</p> <p>➤ I can say who Walter Tull was and why he was important.</p>	<p>➤ I can talk about pirates and the stories of what they did and who they were.</p>	<p>facts about these two people.</p>		<p>place was historically important.</p> <p>It is possible that the trip to Chatham Dockyard will not take place in view of Covid. Other options of online visits and experiences in collaboration with historical sites and/or museums will be researched, in order to ensure children access the necessary experiences.</p>
<b>Year 2 (skills)</b>	<p><b>Chronological Understanding</b></p> <p>Can use phrases relating to the passing of time (a very long time ago, began, first, next, then, after, at last, finally)</p> <p>Can sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Can with support place the time studied on a timeline</p> <p>Can, with support, place the time studied on a timeline.</p>	<p><b>Historical Enquiry</b></p> <p>Can answer questions about the past by making simple observations from historical sources.</p>	<p><b>Understanding &amp; interpretation of events, people and changes</b></p> <p>Can explain differences and similarities between life in different periods</p> <p>Can work out things about the past by looking at pictures and artefacts</p> <p>Can understand that there are different types of evidence telling us things about the past</p> <p>Can begin to recognise that there are reasons why people in the past acted as they did.</p>	<p><b>Communication of Historical Understanding</b></p> <p>Can use labelled diagrams, recounts and pictures to tell what they know about the past</p> <p>Can annotate photographs</p> <p>Can use historical vocabulary appropriate to year group</p>		