

## Thurnham Whole School History Progression 2021 – 2022

**Areas highlighted in Green were not covered in the previous academic year so will be recovered this year**

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>ELG for Past and Present strand:</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> <li>➤ Children will also talk about changes within living memory with a particular reference to what they have done during the summer</li> </ul>	<p>Pupils in Year 2 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>➤ Emotional well-being with focus on changes in their own lifetime. What did they do during the summer holiday? What is different in school now they are in Year 2? What changes have taken place in school?</li> <li>➤ I can explain the differences between technologies over the years.</li> </ul>

- 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 story telling.

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 talk about how I have moved through pre-school into my school.

holiday and returning to school as Year 1 pupils. This will have a personal history and emotional well-being focus.

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

- 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.

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

**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.

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

- 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.

#### What was transport like in the past compared to today?

- 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.

#### Skills:-

#### Chronological Understanding

- 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)

During the previous academic year, children were unable to bring objects and photographs from home to discuss significant events. They also had limited experiences of attending things such as Bonfire night events.

#### Historical Enquiry

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

#### Understanding & interpretation of events, people and changes

#### 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 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 they did and who they were.

I can talk about the history of Bearsted Green. (The children were unable to visit Bearsted Green when in Year 1.)

#### 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)

- 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.

**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

- 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

**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

**Communication of Historical Understanding**

- 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

**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

**Communication of Historical Understanding**

- 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.