

# History Progression Map

*“Those who fail to learn from history  
are condemned to repeat it.”*

Winston Churchill





# History Curriculum Map



Changes in living memory



Events beyond living memory



Local history



Significant individuals

Past and present



Titanic



Rosa Parks



Y2

Mary Anning



Great Fire of London



Castles



Y1

How We've Grown



Monarchs



People and Places



EYFS

The Past

Our Year

**Objective**

To understand the concepts of 'the past' and the passage of time in the context of their own lives

**Enquiry**

How have you changed since you were born?



**Substantive Knowledge (Content)**

- Time passes in sequential order
- As time passes – some things change and some things stay the same.
- People grow and change in different ways as time passes.

**Future Learning**

**EYFS**

Children will extend their understanding of the past and the passage of time beyond their own lifetime as they set up a history timeline starting with dinosaurs, moving into the first humans and ending with their class in the present day. They will add to this timeline as they learn about new events and individuals through the year.

**Y1 and Y2**

The concepts of 'the past' and the passage of time are foundational to all future historical learning and will underpin all Y1 and Y2 units.

**Skills**

<b>Recognise</b>	Name and point out who or what something is
<b>Identify</b>	Distinguish something or someone from others that may be similar
<b>Describe</b>	'Say what you see'. Give an account in words of something or someone
<b>Observe</b>	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
<b>Categorise/Classify</b>	Arrange information into particular groups according to shared qualities or characteristics
<b>Sequence</b>	Place a set of related events or things that follow each other into an order
<b>Compare and contrast</b>	Find similarities and differences

**Concepts**

<b>change</b>	The process or actions by which someone or something becomes different
<b>continuity</b>	Some things do not change much over time.
<b>similarity and difference</b>	Drawing comparisons between people's way of life at two points in time.
<b>chronology</b>	Arranging things that happened in the past in order.

**Key vocabulary**

<b>foetus</b>	A young human before birth
<b>baby</b>	A very young child who has not yet begun to walk or talk
<b>toddler</b>	A young child who is learning or who has recently learned to walk
<b>child</b>	A young human
<b>adult</b>	A human that has grown to full size and strength.
<b>ultrasound</b>	A scan using sound waves to observe a foetus.
<b>then</b>	(At) that time (in the past)
<b>now</b>	At the present time
<b>before</b>	At a time earlier than...
<b>after</b>	At a time later than...
<b>change</b>	To become different
<b>grow</b>	To increase in size, become more advanced and developed.
<b>similar</b>	Looking or being almost the same
<b>different</b>	Not the same
<b>older</b>	Having lived for more years.
<b>younger</b>	Having lived for fewer years.
<b>bigger</b>	Larger in size
<b>smaller</b>	Little in size

**Assessment points**

- **Identify** whether a person is a baby, toddler or child
- **Describe** what a baby, toddler or child is doing that suggests their age
- **Categorise** toys – played with as baby or play with now
- **Sequence** pictures from ultrasound – baby – toddler - child
- **Compare and contrast** features and abilities of baby, toddler, child and adult

**EYFS Coverage**

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  
*Past and Present ELG*

**SEN/D minimum expectations**

- **Identify** whether a person is a baby, toddler or child
- **Describe** what a baby, toddler or child is doing that suggests their age
- **Categorise** toys – played with as baby or play with now

**High prior attainment and extension opportunities**

Look at photos from the past of babies, toddlers and children and their toys. Explore similarities and differences between images from the past and present.

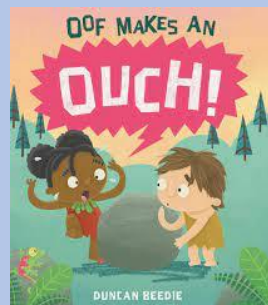


**Objective**

To understand that ‘the past’ is a long, long time and that some parts of the past are more recent than others.

**Enquiry**

What do you think happened a long, long time ago?



**Substantive Knowledge (Content)**

- Dinosaurs did not live at the same time as people.
- Dinosaurs are now extinct.
- Some things were different about life in the past.
- Time passes in sequential order.

**Prior Learning**

**EYFS**

Children have learnt about the concepts of the past, of time passing and of things changing and staying the same in the context of their own life histories as they have reflected on how they have grown from baby to toddler to child.

**Future Learning**

**EYFS**

Children will learn about how life in the past was similar and different in specific terms of schools, homes and shops. Children will continue to develop their understanding of the past and the passage of time beyond their own lifetime as they add to the history timeline they set up in this unit as they learn about new events and individuals through the year.

**Y1 and Y2**

The concepts of ‘the past’ and the passage of time are foundational to all future historical learning and will underpin all Y1 and Y2 units.

**Skills**

<b>Recognise</b>	Name and point out who or what something is
<b>Identify</b>	Distinguish something or someone from others that may be similar
<b>Describe</b>	‘Say what you see’. Give an account in words of something or someone
<b>Observe</b>	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
<b>Select</b>	Decide upon and choose that information considered most suitable or relevant
<b>Categorise/Classify</b>	Arrange information into particular groups according to shared qualities or characteristics
<b>Sequence</b>	Place a set of related events or things that follow each other into an order
<b>Compare and contrast</b>	Find similarities and differences

**Concepts**

<b>change</b>	The process or actions by which someone or something becomes different
<b>continuity</b>	Some things do not change much over time.
<b>similarity and difference</b>	Drawing comparisons between people’s way of life at two points in time.
<b>chronology</b>	Arranging things that happened in the past in order.

**Key vocabulary**

<b>ancient</b>	Very old
<b>dinosaur</b>	A type of reptile that became extinct about 65 million years ago
<b>extinct</b>	No longer existing
<b>old</b>	Having existed for many years
<b>new</b>	Recently created
<b>museum</b>	A building where objects of historical, scientific or artistic interest are kept
<b>similar</b>	Looking or being almost the same
<b>different</b>	Not the same
<b>first</b>	Coming before all others in order or time
<b>next</b>	Being the first one after the present one or after the one just mentioned
<b>before</b>	Earlier than
<b>after</b>	Later than
<b>timeline</b>	A line that shows the time and order in which events have happened.

**Assessment points**

- **Recognise** contemporary and historical objects
- **Describe** features of contemporary and historical objects
- **Observe** elements in images and objects that suggest the past
- **Categorise** images and objects – old / ancient / past or new / present
- **Sequence** historical moments – dinosaurs, Oof Makes an Ouch characters (early humans), current class photo
- **Compare and contrast** old / ancient objects and images with new / current objects and images.

**EYFS Coverage**

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Past and Present ELG*
- Understand the past through settings, characters and events encountered in books read in class and storytelling. *Past and Present ELG*

**SEN/D minimum expectations**

- **Recognise** contemporary and historical objects
- **Describe** features of contemporary and historical objects
- **Sequence** historical moments – dinosaurs, Oof Makes an Ouch characters (early humans), current class photo – start with just class photo and one other

**High prior attainment and extension opportunities**

Why do you think this image or objects from the past is different from the same category of image or object from the present (eg irons, toys etc from past and present)



**Objective**

To understand that England has had monarchs ruling for hundreds of years.

**Enquiry**

What was the Queen like?



**Substantive Knowledge (Content)**

- To know that ‘monarch’ is the special word for a king or queen.
- To know that England has had monarchs ruling for hundreds of years (approximately 1200 years).
- To know that the monarch is an important person in our country.
- To know that King Charles III is our current monarch.
- To know that Queen Elizabeth II had been queen for 70 years.

**Prior Learning**

**EYFS**

Children have learnt that time passes in sequential order, that some things change and some things stay the same. Children have learnt about the concept of the past and are beginning to understand that ‘the past’ is a long, long time. The children have learnt about other individuals from the past, including Guy Fawkes, Mae Jemison, Jesus and Floella Benjamin. Children have heard of King James I when learning about Guy Fawkes.

**Future Learning**

**Y1**

Children will learn more about Harold II, Willam I and Charles II who they have seen portraits of in this unit.

**Skills**

<b>Recognise</b>	Name and point out who or what something is
<b>Describe</b>	‘Say what you see’. Give an account in words of something or someone
<b>Observe</b>	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
<b>Categorise/Classify</b>	Arrange information into particular groups according to shared qualities or characteristics
<b>Sequence</b>	Place a set of related events or things that follow each other into an order
<b>Compare and contrast</b>	Find similarities and differences

**Concepts**

<b>change</b>	The process or actions by which someone or something becomes different
<b>continuity</b>	Some things do not change much over time.
<b>significance</b>	Some people or events are of great importance in terms of their impact.
<b>similarity and difference</b>	Drawing comparisons between people’s way of life at two points in time.
<b>chronology</b>	Arranging things that happened in the past in order.

**Key vocabulary**

<b>monarch</b>	A king or queen
<b>rule</b>	To be in charge of a country
<b>crown</b>	A circular decoration for the head, usually made from gold and jewels
<b>sword</b>	A weapon with a long, sharp metal blade and a handle
<b>sceptre</b>	A decorated stick that is carried by a king or queen during some official ceremonies as a symbol of their authority
<b>medal</b>	A small, metal disc, with words or a picture on it, given as a reward for a brave action or to remember a special event

**Assessment points**

- **Recognise** Queen Elizabeth II in photos from different periods.
- **Describe** what they can see in pictures of different monarchs
- **Observe** elements in pictures of monarchs that indicate monarchy.
- **Categorise** pictures of different monarchs according to characteristics eg including swords, crowns, sceptres, medals
- **Sequence** pictures of Queen Elizabeth II from a baby to the present day.
- **Compare and contrast** pictures of monarchs from different periods
- **Recall** the name of our current monarch

**EYFS Coverage**

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Past and Present ELG*
- Understand the past through settings, characters and events encountered in books read in class and storytelling. *Past and Present ELG*

**SEN/D minimum expectations**

- **Recognise** Queen Elizabeth II in photos from different periods.
- **Describe** what they can see in pictures of different monarchs
- **Categorise** pictures of different monarchs according to characteristics eg including swords, crowns, sceptres, medals

**High prior attainment and extension opportunities**

Watch Pathe footage of Queen Elizabeth II’s coronation and describe what they see, identify similarities and differences between then and now.





**Objective**

To understand the concept of the passage of time in the context of their first year at school.

**Enquiry**

What has happened this year?



**Substantive Knowledge (Content)**

- There are four seasons: autumn, winter, spring, summer.
- Some parts of our environment have changed over time this year, some parts have stayed the same.
- We have done different things at different times of year.
- The features of our year have happened sequentially, in a specific order.

**Prior Learning**

**EYFS**

*This is an ongoing unit, moving through the different seasons, celebrations and themes experienced by the FS children over the course of the year. Season by season and term by term the passage of time will be recorded in journals – one focussing on seasonal change and one focussing on our learning.*

Children have learnt that time passes in sequential order, that some things change and some things stay the same.

**Future Learning**

**Y1 and Y2**

The concepts of ‘the past’ and the passage of time are foundational to all future historical learning and will underpin all Y1 and Y2 units.

**Skills**

<b>Identify</b>	Distinguish something or someone from others that may be similar
<b>Describe</b>	‘Say what you see’. Give an account in words of something or someone
<b>Observe</b>	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
<b>Sequence</b>	Place a set of related events or things that follow each other into an order
<b>Compare and contrast</b>	Find similarities and differences
<b>Recall</b>	Remember and recount something learned

**Concepts**

<b>change</b>	The process or actions by which someone or something becomes different
<b>continuity</b>	Some things do not change much over time.
<b>similarity and difference</b>	Drawing comparisons between people’s way of life at two points in time.
<b>chronology</b>	Arranging things that happened in the past in order.

**Key vocabulary**

<b>Autumn</b>	The season of the year between summer and winter
<b>Winter</b>	The season of the year between autumn and spring
<b>Spring</b>	The season of the year between winter and summer
<b>Summer</b>	The season of the year between spring and autumn
<b>first</b>	Coming before all others in order or time
<b>next</b>	Being the first one after the present one or after the one just mentioned
<b>before</b>	Earlier than
<b>after</b>	Later than
<b>now</b>	At the present time
<b>then</b>	(At) that time (in the past)
<b>celebration</b>	A time when you celebrate something, especially a religious or culturally significant event

**Assessment points**

- **Identify** seasons
- **Describe** images of our environment and activities from earlier in the year
- **Observe** seasonal changes in the environment
- **Sequence** events from the year
- **Compare and contrast** images of our environment and activities at different times of year.
- **Recall** the names of the four seasons
- **Recall** key learning and experiences from earlier in the year

**EYFS Coverage**

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  
*Past and Present ELG*

**SEN/D minimum expectations**

- **Describe** images of our environment and activities from earlier in the year
- **Recall** key learning and experiences from earlier in the year

**High prior attainment and extension opportunities**

Talk about what things they would put in a journals for the time before they were at school.



**Objective**

To develop their understanding of how the past was different from and similar to the present and that some parts of the past are more recent than others.

**Enquiry**

What was it like in the past?



**Substantive Knowledge (Content)**

- To know some ways in which schools were different in the recent and more distant past.
- To know some ways in which shops were different in the recent and more distant past.
- To know some ways in which homes were different in the recent and more distant past.
- To know who Mae Jemison is and that she was the first African American female astronaut and the first African American woman in space
- To know who Guy Fawkes is and what he did.
- To know who the historical figure of Jesus is.
- To know who Floella Benjamin is and that she came to the UK as part of the Windrush generation.

**Prior Learning**

**EYFS**

This is an ongoing unit. In every theme we explore in our learning we will take opportunities to link to historical examples of people and places, drawing out similarities and differences and developing an understanding of the past. Each of these people and places will be added to our class timeline which spans from dinosaurs to our class.

Children have learnt that time passes in sequential order, that some things change and some things stay the same.

**Future Learning**

**EYFS**

Children will learn about monarchs, focussing especially on Queen Elizabeth II, and the significant role they play in our country.

**Y1**

Children will learn about another significant individual: Mary Anning.

**Y2**

Children will develop their understanding of how things change over time when they explore how communication has changed. They will learn about another historically significant ocean journey when they learn about the Titanic.

**Skills**

<b>Recognise</b>	Name and point out who or what something is
<b>Identify</b>	Distinguish something or someone from others that may be similar
<b>Describe</b>	'Say what you see'. Give an account in words of something or someone
<b>Categorise/Classify</b>	Arrange information into particular groups according to shared qualities or characteristics
<b>Sequence</b>	Place a set of related events or things that follow each other into an order
<b>Compare and contrast</b>	Find similarities and differences

**Concepts**

<b>change</b>	The process or actions by which someone or something becomes different
<b>continuity</b>	Some things do not change much over time.
<b>similarity and difference</b>	Drawing comparisons between people's way of life at two points in time.
<b>chronology</b>	Arranging things that happened in the past in order.

**Key vocabulary**

<b>school</b>	A place where children go to be educated
<b>blackboard</b>	A dark surface on a wall or a frame that a teacher writes on with chalk
<b>desk</b>	A type of table for working at
<b>shop</b>	A place where you can buy things
<b>butchers</b>	A shop that sells meat
<b>bakery</b>	A shop that sells bread and cakes
<b>greengrocers</b>	A shop that sells fresh fruit and vegetables
<b>home</b>	The house, flat etc where you live
<b>electricity</b>	A form of energy that provides power to devices that create light, heat etc
<b>radiator</b>	A device that sends out heat
<b>kettle</b>	A container to boil water that has a lid, spout and handle
<b>Mae Jemison</b>	The first African-American astronaut
<b>African American</b>	An American of African and especially Black African descent
<b>astronaut</b>	A person who has been trained for travelling in space
<b>Guy Fawkes</b>	One of the people who devised the Gunpowder Plot
<b>Gunpowder Plot</b>	The plot to blow up parliament and kill king James I in 1605
<b>parliament</b>	The group of politicians who make up the laws for their country
<b>king</b>	A male monarch
<b>James I</b>	The king at the time of the Gunpowder Plot
<b>Jesus</b>	The central figure of Christianity
<b>Floella Benjamin</b>	A Trinidadian-British woman who came to the UK as part of the Windrush generation
<b>Windrush generation</b>	People who came to the UK from Caribbean countries between 1948 and 1971

**Assessment points**

- Recognise** specific individuals from the past.
- Identify** images from the past
- Describe** what happened in the lives of specific individuals from the past.
- Describe** features of places from the past
- Categorise** images of places – past / present
- Sequence** new examples of the past within the class timeline
- Compare and contrast** places and stories of people from the past with those from the present
- Recall** the names of specific individuals from the past and what they did

**EYFS Coverage**

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Past and Present ELG*
- Understand the past through settings, characters and events encountered in books read in class and storytelling. *Past and Present ELG*

**SEN/D minimum expectations**

- Recognise** specific individuals from the past.
- Identify** images from the past
- Describe** features of places from the past

**High prior attainment and extension opportunities**

Children to discuss which of the specific individuals we have learnt about is the most important and explain their thinking.



**Objective**

To know about the Battle of Hastings and describe the purpose and impact of castles on Britain.

**Enquiry**

What happened at the Battle of Hastings in 1066?



**Substantive Knowledge (Content)**

- When and where the Battle of Hastings happened
- Who the main groups and people were in the battle
- What happened in the battle
- How it ended
- Who became king of England
- What the Bayeux Tapestry is and identify key events and characters in it
- The different types of castle
- Why castles were built
- The different features of castles
- What castles are used for in modern times
- Who the reigning monarch in the UK is

**Prior Learning**

**EYFS**

The children have learnt about monarchs, with a particular focus on Queen Elizabeth II. They have seen portraits of King Harold and William the Conqueror.

The children have a good understanding of the foundational historical concepts of the passage of time and ‘the past’, which is an ongoing focus throughout their first year at school, through explicit topics, and cross-curricular learning opportunities and experiences.

**Y1**

In Geography the children have learnt about Britain, taking a closer look at where they live.

**Future Learning**

**Y1**

Children will continue to sequence events with the Great Fire of London.

**Y2**

Local history will also be explored further with the Titanic.

**Skills**

<b>Recognise</b>	Name and point out who or what something is
<b>Identify</b>	Distinguish something or someone from others that may be similar
<b>Describe</b>	‘Say what you see’. Give an account in words of something or someone
<b>Observe</b>	Identify and distinguish things that may potentially be more important than others
<b>Select</b>	Decide upon and choose that information considered most suitable or relevant
<b>Categorise/Classify</b>	Arrange information into particular groups according to shared qualities or characteristics
<b>Sequence</b>	Place a set of related events or things that follow each other into an order
<b>Compare and contrast</b>	Find similarities and differences
<b>Recall</b>	Remember and recount something learned

**Concepts**

<b>Change</b>	How something or someone changes over time.
<b>Chronology</b>	Arranging things that happened in the past in order.
<b>Causation</b>	The connections between events where one thing happens as a result of another.
<b>Continuity</b>	Some things do not change much over time.
<b>Perspective</b>	Understand that different people may have a different point of view.
<b>Sources</b>	Written, visual or artefactual evidence.

**Key vocabulary**

<b>battle</b>	Fighting between groups
<b>Bayeux Tapestry</b>	An embroidered cloth that tells the story of the Battle of Hastings
<b>Hastings</b>	A town in East Sussex, near Eastbourne
<b>King Harold</b>	The last king of Anglo-Saxon England
<b>William the Conqueror</b>	The king of England after the Battle of Hastings
<b>Britain</b>	The area of England, Scotland, Wales and Northern Ireland
<b>castle</b>	A large building used to defend against attacks
<b>king/queen</b>	The ruler of a country
<b>monarch</b>	The king or queen
<b>protection</b>	Preventing or stopping something from harm

**Assessment points**

- **Recognise** what the Battle of Hastings was.
- **Identify** artefacts and resources from the 1066 period.
- **Describe** what happened in the battle.
- **Observe** the differences between castle life in the past and present.
- **Select** the main reasons why castles were built.
- **Categorise** past and present homes of the monarchy.
- **Sequence** the events of the Battle of Hastings.
- **Compare and Contrast** the role of the monarch between 1066 and the present.
- **Recall** what happened to King Harold.
- **Reason** why castles are a good building for protection.
- **Summarise** why we don’t have castles anymore.

**National Curriculum Coverage**

- Changes within living memory
- Significant historical events, people and places in their own locality

**Target Tracker statements**

- Place known events and objects in chronological order
- Use common words and phrases relating to the passing of time
- Find answers to some simple questions about the past from simple sources of information
- Ask and answer relevant basic questions about the past

**SEN/D minimum expectations**

Children to recall some of the facts about the Battle of Hastings. With support, children to talk about why castles are good for protection.

**High prior attainment and extension opportunities**

Children to think about, discuss and reason why don’t we build castles anymore.



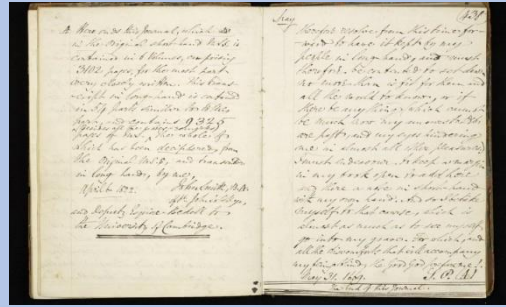


**Objective**

To understand the events of the Great Fire of London.

**Enquiry**

Why is Samuel Pepys diary important?



**Substantive Knowledge (Content)**

- When and where the Great Fire of London happened
- Why the fire spread
- How people fought the fire
- How the fire stopped
- How many people died
- What happened after the fire
- Who Thomas Farriner and Samuel Pepys were and why we remember them
- What King Charles II did after the fire

**Prior Learning**

**EYFS**

The children have learnt about monarchs, with a particular focus on Queen Elizabeth II. They have seen a portrait of King Charles II.

The children have a good understanding of the foundational historical concepts of the passage of time and 'the past', which is an ongoing focus throughout their first year at school, through explicit topics, and cross-curricular learning opportunities and experiences.

**Y1**

They have learnt that significant events have happened in the past (Battle of Hastings). They have begun to recall some of the main events. The children have also spent time looking at monarchs.

**Future Learning**

**Y1**

Children will continue to develop their understanding of events beyond living memory when learning about Mary Anning.

**Y2**

Children to enhance their knowledge that some changes occur within living memory when looking at the history of communication.

**Skills**

<b>Recognise</b>	Name and point out who or what something is
<b>Identify</b>	Distinguish something or someone from others that may be similar
<b>Describe</b>	'Say what you see'. Give an account in words of something or someone
<b>Observe</b>	Identify and distinguish things that may potentially be more important than others
<b>Select</b>	Decide upon and choose that information considered most suitable or relevant
<b>Categorise/Classify</b>	Arrange information into particular groups according to shared qualities or characteristics
<b>Sequence</b>	Place a set of related events or things that follow each other into an order
<b>Compare and contrast</b>	Find similarities and differences
<b>Recall</b>	Remember and recount something learned

**Concepts**

<b>Change</b>	How something or someone changes over time.
<b>Chronology</b>	Arranging things that happened in the past in order.
<b>Causation</b>	The connections between events where one thing happens as a result of another.
<b>Similarity and difference</b>	What is similar and different between different things, including time periods.
<b>Significance</b>	People or things that are of great importance in terms of their impact.
<b>Continuity</b>	Some things do not change much over time.
<b>Perspective</b>	Understand that different people may have a different point of view.
<b>Sources</b>	Written, visual or artefactual evidence.

**Key vocabulary**

<b>diary</b>	A personal record of someone's life
<b>London</b>	Capital city of England
<b>Pudding Lane</b>	Where the Great Fire of London started
<b>River Thames</b>	A river in London
<b>Samuel Pepys</b>	Wrote a diary about the Great Fire of London
<b>bakery</b>	A place where bread and cakes are made
<b>eye-witness</b>	Somebody who has seen something and can describe it
<b>fire-break</b>	When buildings are destroyed to make a gap so the fire can't spread
<b>fire-hooks</b>	Giant hooks used to pull down houses
<b>flammable</b>	When something burns easily
<b>King Charles II</b>	The king of England during the fire
<b>St Paul's Cathedral</b>	A church in London
<b>Thomas Farriner</b>	The baker from Pudding Lane

**Assessment points**

- **Recognise** what the Great Fire of London was.
- **Identify** artefacts and resources from the 1666 period.
- **Describe** what happened in Pudding Lane.
- **Observe** the differences between fire fighting techniques of the past and present.
- **Select** the main reasons why the fire stopped.
- **Categorise** past and present firefighting equipment.
- **Sequence** the events of the Great Fire of London.
- **Compare and Contrast** the fire service from 1666 and the present day.
- **Recall** what Samuel Pepys did with his diary.
- **Reason** why King Charles II insisted houses be built further away from each other.
- **Summarise** why we have a fire service.

**National Curriculum Coverage**

- Events beyond living memory
- Changes within living memory

**Target Tracker statements**

- Place known events and objects in chronological order
- Use common words and phrases relating to the passing of time
- Describe some simple similarities and differences between artefacts
- Sort artefacts from 'then' and 'now'
- Understand key features of events
- Relate his/her own account of an event and understand that others may give a different version
- Identify some similarities and differences between ways of life in different periods

**SEN/D minimum expectations**

Children can recall the main events surrounding the Great Fire of London. With support, children can identify the differences in fire-fighting techniques between 1666 and now.

**High prior attainment and extension opportunities**

Children to think about, discuss and reason what was the most important factor in the fire stopping.



**Objective**

To know about the life of Mary Anning and how her discoveries have helped us to understand about prehistoric life.

**Enquiry**

Why do people visit Lyme Regis beach?



**Substantive Knowledge (Content)**

- Where Lyme Regis beach is.
- What fossils are and how they are made.
- Who Mary Anning was and what she is remembered for.
- When she died.
- Plot main events of her life on a timeline.
- How her discoveries helped the world learn about prehistoric life.
- Why people visit Lyme Regis beach.

**Prior Learning**

**EYFS**

The children have learnt about other individuals from the past, including Guy Fawkes, Mae Jemison, Jesus and Floella Benjamin.

The children have a good understanding of the foundational historical concepts of the passage of time and ‘the past’, which is an ongoing focus throughout their first year at school, through explicit topics, and cross-curricular learning opportunities and experiences.

**Y1**

The children have learnt that some people or events are significant. They have used a timeline to help sequence an event in more detail. The children have begun to categorise and classify artefacts, comparing and contrasting the similarities and differences.

**Future Learning**

**Y2**

Children will learn about the life of other significant individuals when looking at Rosa Parks. Events beyond living memory will be further explored when learning about the Titanic.

**Skills**

<b>Recognise</b>	Name and point out who or what something is
<b>Identify</b>	Distinguish something or someone from others that may be similar
<b>Describe</b>	‘Say what you see’. Give an account in words of something or someone
<b>Observe</b>	Identify and distinguish things that may potentially be more important than others
<b>Select</b>	Decide upon and choose that information considered most suitable or relevant
<b>Categorise/Classify</b>	Arrange information into particular groups according to shared qualities or characteristics
<b>Sequence</b>	Place a set of related events or things that follow each other into an order
<b>Compare and contrast</b>	Find similarities and differences
<b>Recall</b>	Remember and recount something learned

**Concepts**

<b>Change</b>	How something or someone changes over time.
<b>Chronology</b>	Arranging things that happened in the past in order.
<b>Causation</b>	The connections between events where one thing happens as a result of another.
<b>Similarity and difference</b>	What is the similar and different between different things, including time periods.
<b>Significance</b>	People or things that are of great importance in terms of their impact.
<b>Continuity</b>	Some things do not change much over time.
<b>Sources</b>	Written, visual or artefactual evidence.

**Key vocabulary**

<b>Mary Anning</b>	A fossil hunter in the 19 <sup>th</sup> century.
<b>dinosaur</b>	A prehistoric animal
<b>fossil</b>	The remains of an animal or plant that lived long ago
<b>extinct</b>	An animal or plant that has no living members.
<b>beach</b>	A part of land next to the sea
<b>century</b>	A period of time lasting 100 years.
<b>coast</b>	The part of land near the sea.
<b>discover</b>	Find
<b>Lyme Regis</b>	A town in the south of England.
<b>museum</b>	A building with historical artefacts.
<b>palaeontologist</b>	A scientist who studies fossils.
<b>prehistoric</b>	A long time ago before written records.
<b>skeleton</b>	The bones inside an animal

**Assessment points**

- **Recognise** where Lyme Regis beach is.
- **Identify** where many fossils are found.
- **Describe** what Mary Anning did.
- **Observe** the types of objects that Mary Anning found.
- **Select** the main reasons why people go to Lyme Regis beach.
- **Categorise** past and present artefacts.
- **Sequence** the events of Mary Anning’s life.
- **Compare and Contrast** the ways fossils are discovered.
- **Recall** what happened to Mary Anning’s house.
- **Reason** why Mary Anning would sell sea shells on the sea shore.
- **Summarise** why people visit Lyme Regis beach.

**National Curriculum Coverage**

- Events beyond living memory
- The lives of significant individuals in the past who have contributed to national and international achievements

**Target Tracker statements**

- Use common words and phrases relating to the passing of time
- Find answers to some simple questions about the past from simple sources of information
- Ask and answer relevant basic questions about the past
- Talk, draw or write about aspects of the past

**SEN/D minimum expectations**

Children to know who Mary Anning was. With support, children to know what how fossils they have helped us learn about prehistoric times.

**High prior attainment and extension opportunities**

Children to think about, discuss and reason where the best places to look for fossils are.





**Objective**

To Understand how and why communication has changed over time.

**Enquiry**

How do the ways we communicate compare with those in the past?



**Substantive Knowledge (Content)**

- What technology people use to communicate
- Why people communicate
- What a printing press is
- Who brought the printing press to England and when
- Who invented the telephone and when
- Who invented the internet and when
- How people have communicated over time

**Prior Learning**

**EYFS**

The children have thought about how the past is similar and different to the present in the specific contexts of shops, schools and homes. The children have a good understanding of the foundational historical concepts of the passage of time and 'the past', which is an ongoing focus throughout their first year at school, through explicit topics, and cross-curricular learning opportunities and experiences.

**Y1**

The children understand how to use a timeline and sort artefacts into past and present. They have begun to understand that some things change within living memory and that some events happened beyond living memory.

**Future Learning**

Children will continue to learn about significant individuals and changes within living memory (Rosa Parks in Y2).

In KS2 the children will use an increasing range of historical vocabulary relating to the passing of time.

**Skills**

<b>Recognise</b>	Name and point out who or what something is
<b>Identify</b>	Distinguish something or someone from others that may be similar
<b>Describe</b>	'Say what you see'. Give an account in words of something or someone
<b>Observe</b>	Identify and distinguish things that may potentially be more important than others
<b>Select</b>	Decide upon and choose that information considered most suitable or relevant
<b>Categorise/Classify</b>	Arrange information into particular groups according to shared qualities or characteristics
<b>Sequence</b>	Place a set of related events or things that follow each other into an order
<b>Compare and contrast</b>	Find similarities and differences
<b>Recall</b>	Remember and recount something learned

**Concepts**

<b>Change</b>	How something or someone changes over time.
<b>Chronology</b>	Arranging things that happened in the past in order.
<b>Causation</b>	The connections between events where one thing happens as a result of another.
<b>Significance</b>	People or things that are of great importance in terms of their impact.
<b>Sources</b>	Written, visual or artefactual evidence.
<b>Categorise/Classify</b>	Arrange information into particular groups according to shared qualities or characteristics
<b>Sequence</b>	Place a set of related events or things that follow each other into an order
<b>Compare and contrast</b>	Find similarities and differences
<b>Recall</b>	Remember and recount something learned

**Key vocabulary**

<b>Alexander Graham Bell</b>	The person who invented the telephone
<b>artefacts</b>	An object made by a person or machine
<b>internet</b>	A global computer network
<b>printing press</b>	A machine for printing text or pictures
<b>telephone</b>	A communication tool
<b>communication</b>	Sharing and exchanging information
<b>Tim Berners-Lee</b>	The person who invented the internet
<b>William Caxton</b>	The person who first brought the printing press to England

**Assessment points**

- **Recognise** different types of communication tools.
- **Identify** old and new communication tools.
- **Describe** what a printing press is.
- **Observe** why the printing press was so important.
- **Select** the main reasons why the telephone was useful.
- **Categorise** past and present artefacts.
- **Sequence** when different communication tools were first used.
- **Compare and Contrast** communication tools.
- **Recall** why people didn't use the phone in the 15<sup>th</sup> century.
- **Reason** which communication tool was the most influential.

**National Curriculum Coverage**

- Changes within living memory
- The lives of significant individuals in the past who have contributed to national and international achievements.

**Target Tracker statements**

- Show an awareness of the past, using common words and phrases relating to the passing of time
- Describe changes within living memory and aspects of change in national life
- Record what he/she has learned by drawing and writing

**SEN/D minimum expectations**

Children to identify communication tools from the past and present. With support, can sequence communication tools on a timeline.

**High prior attainment and extension opportunities**

Children to think about, discuss and reason the best way to communicate with someone.



**Objective**

To know about the events surrounding the sinking of the Titanic.

**Enquiry**

Why is there a memorial of John Wesley Woodward at the Eastbourne Bandstand?



**Substantive Knowledge (Content)**

- What a memorial is
- What the Titanic was
- Where the Titanic was going
- When it made its maiden voyage
- How it sank
- The timeline of events
- Why only some of the people survived
- Who John Wesley Woodward was

**Prior Learning**

**EYFS**

The children have learnt about another historically significant ocean journey when reading about Floella Benjamin and the Windrush generation.

The children have a good understanding of the foundational historical concepts of the passage of time and ‘the past’, which is an ongoing focus throughout their first year at school, through explicit topics, and cross-curricular learning opportunities and experiences.

**Y1**

The children have learnt about historically significant events beyond living memory and know that some parts of history are linked to the local area.

**Y2**

The children are confident in using a timeline to sequence artefacts and events that span over a long period of time. In Geography they have learnt about continents and oceans.

**Future Learning**

**Y2**

Children will develop their sequencing skills when looking at the life of Rosa Parks.

**KS2**

Children will describe memories of key events and develop their use of primary and secondary resources.

**Skills**

<b>Recognise</b>	Name and point out who or what something is
<b>Identify</b>	Distinguish something or someone from others that may be similar
<b>Describe</b>	‘Say what you see’. Give an account in words of something or someone
<b>Observe</b>	Identify and distinguish things that may potentially be more important than others
<b>Select</b>	Decide upon and choose that information considered most suitable or relevant
<b>Categorise/Classify</b>	Arrange information into particular groups according to shared qualities or characteristics
<b>Sequence</b>	Place a set of related events or things that follow each other into an order
<b>Compare and contrast</b>	Find similarities and differences
<b>Recall</b>	Remember and recount something learned

**Concepts**

<b>Chronology</b>	Arranging things that happened in the past in order.
<b>Causation</b>	The connections between events where one thing happens as a result of another.
<b>Empathy</b>	Placing myself in another person’s position to better understand the things they do.
<b>Similarity and difference</b>	What is the similar and different between different things, including time periods.
<b>Significance</b>	People or things that are of great importance in terms of their impact.
<b>Sources</b>	Written, visual or artefactual evidence.

**Key vocabulary**

<b>Titanic</b>	A huge ship
<b>John Wesley Woodward</b>	A musician on the Titanic who often played in Eastbourne.
<b>primary source</b>	Created by people who were at the event.
<b>secondary source</b>	Created by people who found out about the event.
<b>iceberg</b>	A large floating mass of ice detached from a glacier or ice sheet and floats in the sea.
<b>Carpathia</b>	A steamship that rescued some people on the Titanic.
<b>maiden voyage</b>	The first journey of a ship.
<b>memorial</b>	A statue or structure to remind people of a person or an event.
<b>passenger</b>	A person who is traveling in a car, bus, train, airplane or ship.
<b>survivor</b>	A person who remains alive after an event in which others have died.

**Assessment points**

- **Recognise** primary and secondary sources.
- **Identify** where the Titanic was going from and to.
- **Describe** what happened to the Titanic.
- **Observe** the different types of passenger living spaces.
- **Categorise** primary and secondary resources.
- **Sequence** the events of the Titanic’s voyage.
- **Compare and Contrast** 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> class living areas.
- **Recall** who John Wesley Woodward was.
- **Reason** why many 1<sup>st</sup> class passengers survived.
- **Summarise** why there is a memorial of John Wesley Woodward at the Eastbourne bandstand.

**National Curriculum Coverage**

- Events beyond living memory that are significant nationally or globally.
- Significant historical events, people and places in their own locality.

**Target Tracker statements**

- Show an awareness of the past, using common words and phrases relating to the passing of time
- Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods
- Ask and answer questions, choosing and using parts of stories and other sources to show understanding of key features of events
- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented
- Describe events beyond living memory that are significant nationally or globally
- Describe significant historical events, people and places in his/her own locality

**SEN/D minimum expectations**

Children know what the Titanic was. With support, can recall the main events surrounding the Titanic.

**High prior attainment and extension opportunities**

Empathise why most 1<sup>st</sup> class passengers survived but 3<sup>rd</sup> class didn’t. Speculate why nowadays people usually fly to America rather than travel by boat.





**Objective**

To know about the life of Rosa Parks and how her actions helped increase equality in society.

**Enquiry**

Why is this bus in a museum?



**Substantive Knowledge (Content)**

- Who Rosa Parks was and why she was arrested
- Understand what segregation and equality means
- What her and others did after she was arrested
- What changed in America because of her actions
- How her actions helped equality in society
- What were the main events of her life
- What the similarities and differences between Rosa Parks and Emmeline Pankhurst are
- What different modes of transport are used for
- Why we have statues

**Prior Learning**

**EYFS**

The children have learnt about other individuals from the past, including Guy Fawkes, Mae Jemison, Jesus and Floella Benjamin.

The children have a good understanding of the foundational historical concepts of the passage of time and ‘the past’, which is an ongoing focus throughout their first year at school, through explicit topics, and cross-curricular learning opportunities and experiences.

**Y1**

Children will know what is meant by a significant individual from studying Mary Anning. Also looked at chronology of events when studying the Great Fire of London, including contrasting life in 1666 to modern day.

**Y2**

The children have used comparing and contrasting skills when looking at the Titanic. They have also been able to summarise the main points of an event and that some changes are within living memory.

**Future Learning**

**KS2**

Children will place historical periods in a chronological framework and communicate their learning in a variety of ways.

**Skills**

<b>Recognise</b>	Name and point out who or what something is
<b>Identify</b>	Distinguish something or someone from others that may be similar
<b>Describe</b>	‘Say what you see’. Give an account in words of something or someone
<b>Observe</b>	Identify and distinguish things that may potentially be more important than others
<b>Select</b>	Decide upon and choose that information considered most suitable or relevant
<b>Categorise/Classify</b>	Arrange information into particular groups according to shared qualities or characteristics
<b>Sequence</b>	Place a set of related events or things that follow each other into an order
<b>Compare and contrast</b>	Find similarities and differences
<b>Recall</b>	Remember and recount something learned

**Concepts**

<b>Change</b>	How something or someone changes over time.
<b>Chronology</b>	Arranging things that happened in the past in order.
<b>Causation</b>	The connections between events where one thing happens as a result of another.
<b>Empathy</b>	Placing myself in another person’s position to better understand the things they do.
<b>Significant individual</b>	Someone important or influential.
<b>Similarity and difference</b>	What is the similar and different between different things, including time periods.

**Key vocabulary**

<b>Rosa Parks</b>	A black woman who helped bring equality to the world
<b>segregation</b>	Separated from a group.
<b>arrested</b>	To catch and stop somebody.
<b>equality</b>	Being equal or having equal opportunities.
<b>law</b>	The rules in which people must follow.
<b>museum</b>	A building with historical artefacts.
<b>past</b>	A time that has already happened.
<b>society</b>	People living together in a community.
<b>statue</b>	A model made to look like a person or thing
<b>transport</b>	A way of moving goods or people from one place to another.
<b>Emmeline Pankhurst</b>	A woman who helped bring equality to the world
<b>America</b>	A country

**Assessment points**

- **Recognise** Rosa Parks.
- **Identify** why she was arrested.
- **Describe** what she did that made her famous.
- **Observe** the way black people were treated.
- **Select** the different ways segregation could happen.
- **Categorise** different statues.
- **Sequence** the main events in her life.
- **Compare and contrast** the lives of Rosa Parks and Emmeline Pankhurst.
- **Recall** why there is a bus in the Henry Ford Museum.
- **Reason** why Rosa Parks was arrested.
- **Summarise** why there is a bus in the Henry Ford Museum.

**National Curriculum Coverage**

- The lives of significant individuals in the past who have contributed to national and international achievements.
- Changes within living memory

**Target Tracker statements**

- Discuss the lives of significant individuals.
- Use a wide vocabulary of everyday historical terms.
- Describe changes within living memory and aspects of change in national life.
- Show an awareness of the past, using common words and phrases relating to the passing of time.
- Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.

**SEN/D minimum expectations**

Children to explain who Rosa Parks was. With support, children can begin to explain what has changed as a result of these actions.

**High prior attainment and extension opportunities**

Children to think about, discuss and reason whether Rosa Parks should have been arrested.

