

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	
Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Concepts	
change	The process or actions by which someone or something becomes different
continuity	Some things do not change much over time.
similarity and difference	Drawing comparisons between people’s way of life at two points in time.
chronology	Arranging things that happened in the past in order.
Key vocabulary	
ultrasound	A scan using sound waves to observe a foetus.
foetus	A young human before birth
baby	A very young child who has not yet begun to walk or talk
toddler	A young child who is learning or who has recently learned to walk
child	A young human
adult	A human that has grown to full size and strength.
then	(At) that time (in the past)
now	At the present time
before	At a time earlier than...
after	At a time later than...
change	To become different
grow	To increase in size, become more advanced and developed.
similar	Looking or being almost the same
different	Not the same
older	Having lived for more years.
younger	Having lived for fewer years.
bigger	Larger in size
smaller	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.



Motcombe School

Flying high together

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

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

Concepts

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

Key vocabulary

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



Motcombe School

Flying high together

Objective

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

Enquiry

What is 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 Queen Elizabeth II is our current monarch.
- To know that Queen Elizabeth II has 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

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

Concepts

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

Key vocabulary

monarch	A king or queen
rule	To be in charge of a country
crown	A circular decoration for the head, usually made from gold and jewels
sword	A weapon with a long, sharp metal blade and a handle
sceptre	A decorated stick that is carried by a king or queen during some official ceremonies as a symbol of their authority
medal	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	
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned
Concepts	
change	The process or actions by which someone or something becomes different
continuity	Some things do not change much over time.
similarity and difference	Drawing comparisons between people’s way of life at two points in time.
chronology	Arranging things that happened in the past in order.
Key vocabulary	
Autumn	The season of the year between summer and winter
Winter	The season of the year between autumn and spring
Spring	The season of the year between winter and summer
Summer	The season of the year between spring and autumn
first	Coming before all others in order or time
next	Being the first one after the present one or after the one just mentioned
before	Earlier than
after	Later than
now	At the present time
then	(At) that time (in the past)
celebration	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.
Children will learn about another historically significant ocean journey when they learn about the Titanic.
Children will learn about another significant individual: Rosa Parks.

Skills

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

Concepts

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

Key vocabulary

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

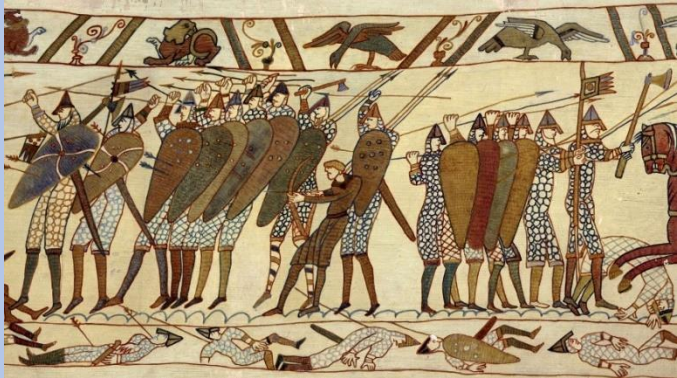


Objective

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

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

Concepts

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

Key vocabulary

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

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.

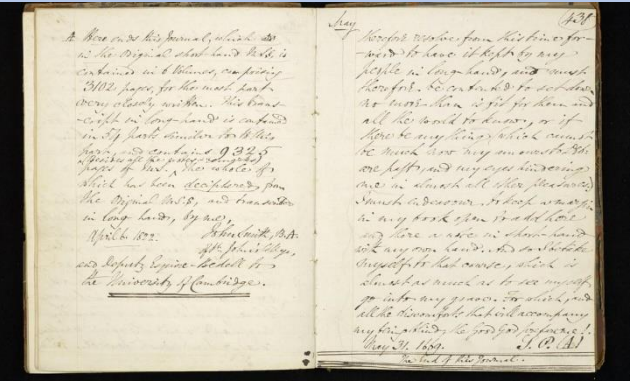


Objective

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

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

Concepts

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

Key vocabulary

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

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

Concepts

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

Key vocabulary

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

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

Concepts

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

Key vocabulary

Alexander Graham Bell	The person who invented the telephone
artefacts	An object made by a person or machine
communication	Sharing and exchanging information
internet	A global computer network
printing press	A machine for printing text or pictures
telephone	A communication tool
Tim Berners-Lee	The person who invented the internet
William Caxton	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 15th century.
- **Reason** which communication tool was the most influential.
- **Summarise** why people visit Lyme Regis beach.

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	
Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned
Concepts	
Chronology	Arranging things that happened in the past in order.
Causation	The connections between events where one thing happens as a result of another.
Empathy	Placing myself in another person’s position to better understand the things they do.
Similarity and difference	What is the similar and different between different things, including time periods.
Significance	People or things that are of great importance in terms of their impact.
Sources	Written, visual or artefactual evidence.
Key vocabulary	
Captain Smith	Captain of the Titanic.
Carpathia	A steamship that rescued some people on the Titanic.
iceberg	A large floating mass of ice detached from a glacier or ice sheet and floats in the sea.
John Wesley Woodward	A musician on the Titanic who often played in Eastbourne.
lifeboat	A boat designed to rescue people.
maiden voyage	The first journey of a ship.
memorial	A statue or structure to remind people of a person or an event.
passenger	A person who is traveling in a car, bus, train, airplane or ship.
survivor	A person who remains alive after an event in which others have died.
transatlantic	Crossing the Atlantic.

Assessment points

- Recognise** types of memorial.
- Identify** where the Titanic was going from and to.
- Describe** what happened to the Titanic.
- Observe** the different types of passenger living spaces.
- Select** the main reasons why some people did not make it to America.
- Categorise** primary and secondary Titanic resources.
- Sequence** the events of the Titanic’s voyage.
- Compare and Contrast** 1st, 2nd and 3rd class living areas.
- Recall** who John Wesley Woodward was.
- Reason** why no 1st class children died.
- 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 1st class passengers survived but 3rd class didn’t. Speculate why nowadays people usually fly to America rather than travel by boat.

Motcombe School



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

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

Concepts

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

Key vocabulary

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

