

## Progression planning for history

Key history concepts which will be covered and revisited:

1. To build an overview of world history
2. To communicate historically
3. To investigate and interpret the past
4. To understand chronology

Tier 2 history vocabulary: chronology, artefact, event, timeline, sequence, the past

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus/ Big Question	<u>Transport</u>		<u>Against all odds</u> <u>(Florence Nightingale and Mary Seacole)</u>		<u>London's burning</u> <u>(Great fire of London and Samuel Pepys)</u>	
Tier 3 <b>history</b> subject specific vocabulary	Train Plane Normanton Railway Canal Boat Motor vehicles Martin Frobisher		Florence Nightingale 1820 Crimean war 1853-1856 Victorians "Lady with the lamp" Nurse Mary Seacole Hospital Injuries War/conflict Queen Victoria - 1837		Samuel Pepys 1666 Pudding Lane Thomas Farriner Charles 2 <sup>nd</sup> The great plague (1665) Fire brigade Cause and effect Fire	
What should children know, be able to do and remember?	<p><b>All children</b> can talk about changes in Normanton that have happened over time. Understand different modes of transport.</p> <p><b>Most children</b> can discuss how different modes of transport have changed town and cities in particular their local area of Normanton.</p> <p><b>Some children</b> can place significant changes on a timeline and make comparisons between the past and now.</p>		<p><b>All children</b> should be able to talk about Florence Nightingale and Mary Seacole as nurses 'from the past' and that she helps change hospitals</p> <p><b>Most children</b> should be able to know some dates about Florence, e.g. when she was born and other facts about her for example that she was born in Italy. They should be able to place events on a simple timeline and talk about events which came before and after. They will make links between modern day hospital practice and Victorian time hospitals and begin to understand that Florence's and Mary's actions effected the quality of hospitals today</p> <p><b>Some children</b> will make clear links between the changes made to hospitals because of Florence and</p>		<p><b>All children</b> should be able to talk about the Great Fire of London and make links to Samuel Pepys.</p> <p><b>Most children</b> should be able to discuss the significant event in more detail such as the date of when it began, who was involved and begin to recognise the impact of the fire.</p> <p><b>Some children</b> can place events on a timeline, understand the cause and effect of the significant event and how it impacts on London today. Some children can use tier 3 vocabulary confidently and can discuss the dates and significant people in detail.</p>	

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		<p>Mary and be able to see the difference using sources of evidence e.g. photographs and newspaper clippings.</p> <p>Some children should be comfortable with understanding chronology and begin to use timelines independently.</p>	
<p>Links to the key curriculum drivers</p>	<p><b>Basic skills</b> – using simple chronological language such as ‘in the past’ ‘before I was born’. Children carry out basic field work as part of this topic. Looking at sources of evidence (e.g. books/photos/newspapers)</p> <p><b>Diversity and spirituality</b> – Children have chance to explore and learn more about the area in which they live and the changes that have occurred in the last 100 years. Children can discuss the difference in changes to people who live in the area, e.g. the introduction of the different European food shops bringing people from different cultures into the area.</p> <p><b>Aspirations</b> – Children learn about their local area and how changes have improved life in Normanton and created a wide range of jobs.</p>	<p><b>Basic skills</b> - use of the timeline to place events in chronological order. Looking at sources of evidence (e.g. books/photos/newspapers)</p> <p><b>Aspirations</b> – children look at Florence as a significant female in history.</p>	<p><b>Basic skills</b> - use of the timeline to place events in chronological order. Looking at sources of evidence (e.g. books/photos/newspapers) enjoy the ‘luxuries’ of first class and aspire to have some of the things they did. E.g. nice clothes and cars.</p>
<p>Wider curriculum links/ opportunities (National curriculum, British values, Christian values)</p> <p>Focus on relevant texts/ books</p>	<p><b>Science</b> – common animals found in the local area.</p> <p><b>Geography</b> – Field work and observations</p> <p>Visit – Local visits to places in Normanton, railway museum, Normanton train station, Stanley ferry.</p>	<p><b>Science</b> – Human body and senses</p> <p><b>Geography</b> – Location knowledge and finding places on a map</p>	<p><b>DT</b> – designing buildings and improving the design to recreate a better product</p>
<p>Building blocks required /Prior knowledge</p>	<p>Early Learning Goal: Children talk about past and present events in their own lives and in the lives of family members. Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>In the previous topic of changes within Normanton the children began to look at changes in sources of evidence (photos/newspapers). They used language of ‘in the past’ ‘when I was little’ ‘a long time ago’</p>	<p>Children have already previously studied a significant person and event. Children have begun to use timelines and place events in chronological order using vocabulary such as ‘before’ and ‘after’.</p>

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Tier 2 history vocabulary: chronology, artefact, event, timeline, sequence, the past

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus/ Big Question	<u>World War Two</u> Is it okay to fight for what you believe in?	<u>Space</u> Why can't I live on Mars?	<u>Mega structures</u> Where in the world have you been and where would you like to go?	<u>Titanic</u> – How infamous was the 'unsinkable' Titanic?	<u>Nocturnal animals</u> Do all living things sleep at night time?	<u>Plant Detectives</u> How does your garden grow?
Tier 3 <u>history</u> subject specific vocabulary	World war Rationing Evacuee/evacuation Solider Propaganda 1939 – 1945 Winston Churchill Gasmask Blitz Home front Land girls Home guard	Neil Armstrong 1969 Apollo 11 Buzz Aldrin Michael Collins Astronaut NASA Moon landing Helen Sharman		Titanic Ship Maiden Voyage Built 1912 Harland and Wolff Iceberg Sank Class system (First, second, third) Maid, chauffeur, valet		
What should children know, be able to do and remember?	<b>All children</b> should confidently be able to discuss some aspects of what happened in the war, including that London was bombed and children had to leave in order to be safe, they should know some tier three words such as solider, gas mask and bomb. <b>Most children</b> will have a wider knowledge of tier three vocabulary such as rationing, blitz and Evacuee. They will also know the names of significant people including Churchill and Hitler. <b>Most children</b> will	<b>All children</b> should have an understanding that 'in the past' 'in the last 100 years' a man landed on the moon for the first time, this should be able to name his as Neil Armstrong. <b>Most children</b> should be able to name the year that Neil Armstrong landed on the moon and the companions he travelled with. <b>Most children</b> should be able to put events from the moon landing into chronological order using the dates. They should have an	<b>All children</b> should be able to talk about the famous mega structures in terms of 'oldest' and 'newest' <b>Most children</b> should be able look at dates of when the buildings were built and order them chronologically. <b>Some children</b> should be able to order the construction of buildings and place the building of the mega structures on a historical timeline.	<b>All children</b> should be able to discuss some of the events of the Titanic, including that it set sail for America but didn't make it because it hit the iceberg. <b>Most children</b> will be able to talk about the event of the Titanic in more detail such as when it set sail and where from, where it was heading and how long it should have taken and why it never made. They should have some understanding of the		

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	<p>have learnt that the war lasted from 1939 to 1945. <b>Some children</b> will have a wider knowledge of the key aspects, for example they will know the dates that rationing began and ended, have an understanding of the roles of leaders and begin to understand the impact of the war on the people of Britain and beyond. Some children will have carried out their own research and reading and through this may have a larger tier three word bank.</p>	<p>understanding that the moon landing came before the present day and name one event that came before e.g. the world war or the sinking of the Titanic. <b>Some children</b> should be able to confidently discuss the moon landing using the tier three vocabulary listed above. They should be able to place the moon landing on a timeline of significant events and have an understanding of what came before the moon landing and what came after.</p>		<p>class system and why some people belonged to one class and others to a different one. Most children will be able to use most of the tier three vocabulary accurately and within the correct context. The children should be able to discuss that the sinking of the Titanic came before the Worlds wars. <b>Some children</b> should be able to confidently place the event of the Titanic sinking onto a timeline and name events that came both before and after the sinking of the Titanic. They should be able to use tier 3 words with confidence and explain their meaning to others. Some children will place the events of the Titanic into order using days and hours.</p>		
<p>Links to the key curriculum drivers</p>	<p><b>Basic skills</b> – using simple chronological language such as ‘in the past’ ‘before I was born’. Use of high quality non-fiction texts at a level that allows our children to begin to research independently and draw facts and knowledge from their own reading. Children will learn to use grams during baking when taking part in</p>	<p><b>Basic skills</b> - using simple chronological language such as ‘in the past’ ‘before I was born’. Use of high quality non-fiction texts at a level that allows our children to begin to research independently and draw facts and knowledge from their own reading. <b>Diversity and spirituality</b> - children are allowed to</p>	<p><b>Basic skills</b> - use of the timeline to add the construction of famous buildings to the correct time periods. <b>Growth and well being</b> – Children begin to become independent learners completing research using a range of platforms</p>	<p><b>Basic skills</b> - chronology to place the event of the Titanic sinking onto the a timeline, identifying that this happened ‘in the past’. Children enjoy independent research as part of this topic and refer to high quality non-fiction texts.</p>		

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	<p>baking and cooking with rations.</p> <p><b>Diversity and spirituality</b> – children begin to understand, in a child friendly way, that a lack of mutual respect and tolerance led to a war and how to stop this repeat in the future by learning how to be tolerant and respectful in the local and global community.</p> <p><b>Aspirations</b> – children learn about how the soldiers fought for our country and have become good role models in terms of bravery and commitment to something they believe in. as part of the topic children learn about the roles of women in the war including looking at the land girls and how they fought for the continuation of women’s rights in the workplace at the end of the war.</p> <p><b>Growth and well being</b> - children have become independent learners begin to complete their own research and make informed opinions on controversial topics such as our big question – is it right to fight for what you believe it.</p>	<p>openly debate and discuss the possibility of the earth beginning as the ‘big bang’ whilst also discussing the possibility of God. Children experience the ‘awe and wonder’ of space.</p> <p><b>Aspirations</b> – children study Neil Armstrong as a significant person and a role model and an aspiration. Children learn about the first women into space, Helen Sharman.</p> <p><b>Growth and well being</b> – Children begin to become independent learners completing research using a range of platforms e.g. books and the internet.</p>	<p>e.g. books and the internet.</p>	<p><b>Diversity and spirituality</b> – children discuss and debate the fairness of the class system and the survival rates of different classes. Children discuss the different groups of people who would generally have belonged in each group (e.g. gender, race, and age) and whether this is still the same today.</p> <p><b>Aspirations</b> – children learn about how class/money no longer defines what you can and can’t do if you work for what you want. Children enjoy the ‘luxuries’ of first class and aspire to have some of the things they did. E.g. nice clothes and cars.</p> <p><b>Growth and wellbeing</b> – children become independent learners through carrying out their out research using the internet and high quality non-fiction texts.</p>		
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<p>Wider curriculum links/ opportunities (National curriculum, British values, Christian values)</p> <p>Focus on relevant texts/ books</p>	<p><b>Science</b> – materials and their properties for building a bomb shelter. Looking at vocabulary such as opaque, transparent and translucent</p> <p><b>Geography</b> – locations of soldiers (Europe), evacuees and land girls. (Britain and its capital cities).</p> <p><b>Food Tech</b> – Cooking with rationed ingredients</p> <p><b>Literacy</b> – Non-fiction writing</p> <p>Visit – Armley Mills Visitors from current forces</p>	<p><b>Science - (Main curriculum driver for space)</b> links to the curriculum strand of ‘scientific enquiry’ throughout this topic children study and learn about the planets and earth’s movement in space. Children also begin to explore circuits and electrical equipment.</p> <p><b>Geography &amp; ICT</b> – children learn to use google maps to locate places in the world. children use the search tool ‘DK find out’ to research about space.</p> <p><b>Literacy</b> – Space poetry</p> <p><b>DT</b> – Making moving vehicles (moon buggies)</p>	<p><b>Geography (Main curriculum driver for Mega structures)</b> children read and create maps, identify the seven continents and five oceans, place landmarks into locations and discuss physical and human geographical features of the places where the mega structures stand.</p> <p><b>ICT</b> – children use the search tool ‘DK find out’ to research about mega structures.</p> <p><b>Literacy</b> – Non-fiction writing.</p>	<p><b>Literacy</b> – Non fiction reports.</p> <p><b>Maths</b> – graphs detailing the survival and fatality rates.</p> <p><b>ICT</b> – children use DK find out and the internet to research about the Titanic.</p> <p><b>SEAL</b> – children discuss the fairness of the class system and the separation of groups in society.</p> <p><b>DT</b> – food tech, children bake scones for the Titanic afternoon tea.</p>	<p><b>Main curriculum driver – Science</b></p>	<p><b>Main curriculum drivers – Science &amp; Geography</b></p>
<p>Building blocks required /Prior knowledge</p>	<p>Children have studied the Victorians in Year 1 and have some knowledge of homes and schools in the past, building blocks required will be to make the links between the time periods and what has changed. Children have some knowledge of understanding ‘the past’ and events within their living memory. They have knowledge of what a ‘significant event’ or ‘significant person’ is.</p>	<p>Children read ‘man on the moon’ as a literacy focus and so have some tier 3 space vocabulary e.g. astronaut. Children have learnt to use timelines and place events in chronological order. They have begun to understand significant people and events. Some vocabulary learnt through the WW2 topic will be transferrable into this topic, such as ‘artefact’ ‘significant’ and ‘evidence’</p>	<p>Children have previously located the continents and oceans and have some understanding of place location. In year 1 children have previously studied human and physical geography.</p>	<p>Children have studied the 1800s and very early 1900s in Year one with their topic of the Victorians so have some prior knowledge of life at this time. Children have previously looked at timelines and have put significant events into the correct place. Children’s use of tier 2 vocabulary should be improving and they should be able to transfer it into any historical topic.</p>		