

3. Progression & Coverage of Core Knowledge & Skills – HISTORY (UTW) Year: Reception Subject Leader: S.Marshall

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Topic	All about me	Festivals + Celebrations	Once upon a time...Traditional Tales	People Who Help Us	Significant author (Julia Donaldson/ Eric Carle)	Who lives in my garden? (Local area)
Coverage Overview	<ul style="list-style-type: none"> - Images of familiar situations from the past. - School - how it might have been the same/different for my parents. - Order some events of my day - Order a basic time line of how I have changed since birth. 	<ul style="list-style-type: none"> -Toys – Past & Present - Characters from stories, including figures from the past – Guy Fawkes - Historical traditions through events – Remembrance Day. 	<ul style="list-style-type: none"> - The past through settings, characters & events encountered in books – what is the same / different to now? 	<ul style="list-style-type: none"> - Lives of the people around me & their roles in society. - Similarities & differences between things in the past & now – eg transport, uniforms 	<ul style="list-style-type: none"> - Compare & contrast characters from stories & talk about the similarities & differences of THEN & NOW. 	<ul style="list-style-type: none"> - Changes of Bingham/ Nottingham – how they have changed over time – Now & Then - Local history - why is our school is called Robert Miles?
Core Knowledge	<ul style="list-style-type: none"> -I know how to order key events of my day. -I know some of the ways I have changed since I was a baby from birth to starting school. 	<ul style="list-style-type: none"> -I know that the toys we play with now are different from those in the past. -I know that Guy Fawkes tried to blow up the Houses of Parliament -I know that people wear poppies to remember people who have died at war. 	<ul style="list-style-type: none"> -I know some of the similarities & differences between THEN & NOW in the context of some Traditional Tales. -I know that a traditional tale is a story that has been told and retold over many years. 	<ul style="list-style-type: none"> - I know that things change over time and begin to talk about this (focus; fire service vehicles -I know why our school is called Robert Miles Infants. -I know that Florence Nightingale was a nurse a long time ago who helped soldiers to get better. 	<ul style="list-style-type: none"> -I know some facts about Julia Donaldson & Eric Carle & talk about the books they have written. 	<ul style="list-style-type: none"> -I know some facts about how Bingham/Nottingham has changed over time.
Skills Development	<ul style="list-style-type: none"> -I can order & sequence familiar events. -I will begin to answer how & why questions about the lives of significant others. 	<ul style="list-style-type: none"> -I can tell you about some key features of significant events. - I can tell you why people wear poppies. 	<ul style="list-style-type: none"> -I can recognise how stories can show how life has changed over time. 	<ul style="list-style-type: none"> -I can tell you some similarities & differences in how life was THEN & NOW. -I can tell you some of the ways that Florence Nightingale helped people. 	<ul style="list-style-type: none"> -I can understand the passage of time in the context of an individual's life. 	<ul style="list-style-type: none"> -I can talk about how the passage of time is significant in respect of growth & change.
Critical Vocab	time, order, Before, after, later, yesterday, today, old, new, used, now, then	Guy Fawkes, Gunpowder plot, Houses of Parliament, Diva, World War, poppy	Long, long ago, in the past, now	Change, modify, improve, modernise, same, different	Age, time, span.	Days, weeks, months, years, passage of time
Assessing Impact	Verbal interactions/Mini quizzes/Teach for 5					

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Topic	In the garden		Time travellers		Around the world in 80 days	
	(GEOGRAPHY FOCUS)	Events beyond living memory -Gunpowder Plot -Remembrance Day -Great Fire of London	(GEOGRAPHY FOCUS) Significant individual - Captain Scott of the Antarctic – Explorer (Link to Geography)	Events beyond living memory & Significant individual -Wright Brothers – 1 st flight -Moon Landing – Neil Armstrong -Vincent Van Gogh (link to Art)	Significant individual -Mary Anning (Palaeontologist) -Helen Keller	Local History -How has Bingham changed over time? -What is the Buttercross? -Who was Robert Miles & why is our school named after him?
Core Knowledge		- I know about the event of key the Great Fire of London. - I know some facts about the Gunpowder Plot. - I understand what Remembrance Sunday is.	- I understand who Captain Scott is and what he did that was significant.	- I understand who the Wright Bothers are and what they did that was significant. - I know who Neil Armstrong was and what he did that was significant. - I know there are similarities and differences between travel during different periods of time. - I know who Vincent Van Gogh is.	- I understand who Mary Anning / Helen Keller are and why they are significant in history. - I know what a timeline is showing.	- I understand that Bingham has changed over time. - I know about the significance of 'The Buttercross' in Bingham market place. - I understand who Robert Miles is.
Skills Development		- I can explain that the word 'past' means something that has already happened. - I can ask questions to help my understanding. - I can place events on a chronological timeline, with support. - I can explain some differences in ways of life in the past. - I can recall facts about the key historical events I've learnt about.	- I can recall facts about Captain Scott and his expedition. - I can explain how expeditions might have changed over time.	- I can use some learnt historical vocabulary accurately. - I can use specific sources to support my understanding of historical events, with support. - I can explain how transport/travel has changed over time. - I can recall facts about the people I have learnt about.	- I can use different sources to support my understanding of significant historical individuals, with support. - I can explain who Mary Anning/Helen Keller are and what they did that was significant. - I can explain that a timeline is showing events in chronological order.	- I can tell you some historical facts about my local area. - I know why our school is named after Robert Miles and I can recall some facts about his life.
Critical Vocab		long ago, in the past, a long time ago, time line, research, similar, changed, better, worse, discover, explore, worn, Remembrance, soldier, procession, memorial, commemorate, honour, war, Guy Fawkes, plot, parliament, treason, (Catholic), fire, material	Previous vocabulary, plus: explorer, expedition, significant.	Previous vocabulary, plus: periods, significant, time, inventors, explorers, artists, transport, travel, change, timeline, historical events.	Previous vocabulary, plus: braille, deaf, blind, chronological, fossils, prehistoric, palaeontologist, ancient	Previous vocabulary, plus: Bingham, local, town, significance,
Assessing Impact	Verbal interactions/Mini quizzes/Fact File/Teach for 10					

3. Progression & Coverage of Core Knowledge & Skills – HISTORY

Year: 2

Subject Leader: S.Marshall

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Topic	Great People who have changed the World		All Creatures Great and Small		Land Ahoy!	
Coverage Overview	Changes within living memory - Historical objects & ways of life - Use of historical vocabulary - Artefacts – same/different – How have they changed? Events beyond living memory & Significant individuals Karl Benz, Charles Macintosh, Marie Curie, Nelson Mandela, Rosa Parks, Ludwigg Guttman (founder of Paralympics), Emmeline Pankhurst, Ada Lovelace (Newstead Abbey) -Key composers of historical importance (Bach, Vivaldi, Mozart, Haydn – Music Link) - Life of significant individuals. - Use a variety of sources to understand key features of individuals and events. - What is a Timeline? (place events within a chronological framework) - Respond to a line of enquiry.		(GEOGRAPHY FOCUS)	Significant individual & changes within living memory Dick King-Smith (World Book Week Link). - Use a variety of sources to learn about significant individual. - Life of significant individual. - Changes in ways of life from a different period of time.	Events beyond living memory & Significant individuals Christopher Columbus - Changes in ships, travel, transport over time. - Use of historical vocabulary - Use a variety of sources to understand key features of individuals and events.	Events beyond living memory & Significant individuals Robert Miles - Life of significant individual. Significant individual in own locality William Booth Salvation Army - Life of significant individual. - Changes in an area of Nottingham – past compared to present. - Use a chronological framework (class timeline) to link people/events and develop understanding of time over period.
Core Knowledge	- I understand that objects and ways of life have changed from the past. - I know what learnt historical vocabulary means. - I understand how a timeline shows time in a chronological order. - I know about the lives and events of significant people who have made changes to the world (see names above). - I understand that music has changed over time.			- I know about the lives and events of a significant individual in History: Dick King-Smith. - I understand that we can use a variety of sources to understand key features of events/significant people. - I understand that specific ways of life are different now compared to the past.	- I know facts about Christopher Columbus and the event that took place (expedition). - I understand how transport/ships/travel have changed over time - I know that using historical vocabulary shows a good understanding of my learning. - I understand how we can use a variety of sources to understand key features of events/significant people.	- I know why Robert Miles was significant in our local area. - I know about the significance of Nottingham born, William Booth & his work with the Salvation Army. - I understand that life has changed over time for people who have lived in Nottingham. - I know that the class timeline is displaying all the events/significant individuals which we have learnt about in a chronological order of time.

Skills Development	<ul style="list-style-type: none"> - I can say how objects have changed from the past to the present. - I can recall facts about events & significant people in history. - I can use clues to make sensible predictions. - I can place people and events on a chronological timeline. - I can use a range of historical vocabulary correctly (see below). - I can create a multi-model fact page (non-chronological report) to share information of a significant person. - I can share my opinion about music I listen to from different historical periods. 		<ul style="list-style-type: none"> - I can research in different ways (video clips, books, artefact clues, Internet, teacher discussion) to find out about significant individual, with support. - I can use clues to make sensible predictions. - I can place people and events on a chronological timeline. - I can use a range of historical vocabulary correctly (see below). - I can recall the name and facts of a significant person and explain what they did. - I can explain a difference in a way of life now compared to the past. 	<ul style="list-style-type: none"> - I can recall facts about Christopher Columbus' expedition. - I can use taught historical vocabulary correctly. - I can explain ways in which ships/travel/transport has changed over time. - I can research in different ways (video clips, books, artefact clues, Internet, teacher discussion) to find out about significant individual, with increased independence. 	<ul style="list-style-type: none"> - I can talk about the impact of some significant people from my locality. - I can ask questions to broaden my own understanding. - I can tell you historical facts about my local area. - I can explain some ways in which life has changed for the people of Nottingham over time. - I can explain what our class timeline is showing and what chronological order means.
Critical Vocab	past, present, future, significance/significant, important, influential, special, inspiring, inventor, composer, famous, change, historical, event, predict, clues, memory, locality, facts, time, explorers, period, source, timeframe, chronology, beyond living memory, timeline, chronological order, period, same, different, famous		Previous vocabulary, plus: author, ways of life, differences, compare.	Previous vocabulary, plus: compass, ship, transport, travel, expedition.	Previous vocabulary, plus: locality, local area, evidence, debate, opinions, legend, myth, city, Nottingham, surrounding, research, sources, Salvation Army, church, Christian, homeless, leader.
Assessing Impact	<div>Missing word vocabulary quiz. <i>past, present, future, change, timeline, inventor/invention, significant, chronological order.</i></div> <div>Matching statements to pictures of significant people. OR Create multi-model fact page on a 'Great Person that changed the world' (written or Word document).</div>		<div>To create a PowerPoint on Dick King-Smith – including key facts.</div> <div>OR</div> <div>Video children sharing facts about Dick King-Smith.</div>	<div>True or false statements to show understanding of event.</div> <div>OR</div> <div>To write a post card/letter from Christopher Columbus to show understanding of event.</div>	<div>Information leaflet about William Booth/Robert Miles.</div> <div>OR</div> <div>Video children sharing facts about William Booth/Robert Miles.</div>