South Ossett Infants Academy

History: EYFS & Key Stage 1

Progression of Learning Objectives

"We are not makers of history. We are made by history."

Martin Luther King

History: EYFS	
Lower Foundation	**Upper Foundation**
Understanding the World • Begin to make sense of their own life story and family's history. • Understand key features of the lifecycle of plants and animals.	**ELG: Understanding the World:** • Talk about members of their immediate family and community. • Comment on familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Understand the effect of changing seasons on the world around them.

History Coverage: EYFS

Topics Include: All about Me
Under the Sea
Pirates
Journeys

- know that the past has already happened
- know that people and things get older and change over time.
- know that yesterday has already happened, today is now and tomorrow is in the future.

Vocabulary

Age, year, minutes, morning, afternoon, yesterday, today, tomorrow, weekend, last week, next week, days of the week, children, parents, grandparents, change, A long time ago, same, different, baby, child, grown-up, before, next, now, then

History: Key Stage One

National Curriculum

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Knowledge & Understanding	Historical Enquiry	Chronological Understanding	Historical Understanding
They know and recount stories about the past. They show knowledge and understanding of some of the main events and people they have studied.	They find answers to some simple questions about the past from sources of information. They observe or handle sources of information to answer questions about the past on the basis of simple observations	Pupils recognise the difference between present and past in their own and other people's lives. Pupils show their developing sense of chronology by using terms concerned with the passing of time	Children are beginning to identify a way in which the past is represented such as photographs and stories. Children are beginning to identify a way in which the past is represented such as photographs, stories and films

History Coverage: Key Stage One

	Cycle A	Cycle B
Within Living Memory Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	How the Seaside has Changed	
Beyond Living Memory Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Queen Victoria Old and New Objects	The Titanic The Great Fire of London
Lives of Significant People The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Significant People from abroad – international achievements The Space Race and Neil Armstrong	
Local History Significant historical events, people and places in their own locality		Local Artists

History: Key Stage One

Topics Include: Great Fire of London; Samuel Pepys
Queen Victoria; Old and New Objects
How the seaside has changed
Local Artists
The Titanic
The Race to Space - Significant People from Abroad; Neil Armstrong

	Within Living Memory	Beyond Living Memory	Lives of Significant People	Local History
Cycle A	**How the Seaside Has Changed** • When learning about how the seaside has changed examine and recognise some objects from the past; postcards, an old camera, old bathing suit. • When talking about how the seaside has changed use words and phrases like old, new and a long time ago. • Order some seaside objects by age; black and white postcard, old camera, new swimming costume and a colour postcard. **Key Concepts and Abstract Terms** **New:** Leisure and Lifestyle **Revisited:**	**Queen Victoria; Old and New Objects** • Know and order the key events in the Life of Queen Victoria. • Know that toys Victorian children played with were different to their own; china dolls, rocking horses, tea sets, toy soldiers, train sets, marbles etc. • Know the main differences between their school days and those of Victorian children; 80 children in a class, no displays, very strict, copying off the board onto slates, harsh punishments. **Key Concepts and Abstract Terms** **New:** Child Labour Crime and Punishment Leisure and Lifestyle Monarchy **Revisited:**	**The Space Race and Neil Armstong** • Know that there was a 'race to space' between the USA and Russia (Soviet Union) to prove which was the most powerful country. • Know that animals were launched into space first and that Laika was the first dog to orbit the Earth in 1957. • Know that the first man in space was Yuri Gagarin in 1961 and the first woman was Valentina Tereshkova in 1963 but neither landed on the moon. • Know that Neil Armstrong was a famous American astronaut and the first person to walk on the moon in 1969. • Answer historical enquiry questions about Neil Armstrong using books and the internet. **Key Concepts and Abstract Terms** **New:** **Power** **Equality and Diversity** **Revisited:**	
	Vocabulary - How the Seaside Has Changed Old New A long time ago Postcard Camera Swimming costume Beach hut Pier Wheel Lighthouse Boat Bathing suit Grace Darling shipwreck	**Vocabulary – Queen Victoria; Old and New Objects** Punch and Judy Train Abacus Whip and top Teddy Cup and ball Rocking horse Yo-Yo China Dolls Tea Set Marbles Slates	**Vocabulary – The Space Race and Neil Armstrong** Race to Space USA Russia Laika Earth Orbit Engineer Apollo Space Flight NASA Launch Rocket	

<table>
<tr><td></td><td></td><td></td><td>Yuri Gagarin
Valentina Tereshkova
Neil Armstrong
Astronaut
Moon

How the Seaside Has Changed
• Explain how Grace Darling's bravery encouraged other women to be brave as she was an English lighthouse keeper who rescued survivors from a shipwreck in 1838.</td><td></td></tr>
<tr><td rowspan="2">Cycle B</td><td rowspan="2"></td><td>The Titanic
• Know the key events (chronology) in the timeline of the Titanic; the titanic sets off on her maiden voyage, April 12th 1912, April 14th the titanic hits an iceberg, captain calls for help – sinking is unavoidable, less than half the passengers get onto a lifeboat, many passengers stranded in icy waters, 1503 people die and 705 survived.
• When discussing the Titanic use words and phrases like; before, after, past, present, then and now and other key vocabulary.
• Make comparisons between 1st, 2nd and 3rd class facilities on the Titanic, using sources of information.

<u>Key Concepts and Abstract Terms</u>
<u>New:</u>
Equality and Diversity
Trade
<u>Revisited:</u>
Leisure and Lifestyle (Yr1)</td><td>The Great Fire of London
• Explain that Samuel Pepys recorded the events of the fire of London in his diary.
Vocabulary – The Great Fire of London
Escaping
Burning
Smoke
London
Cart
Pudding Lane
Samuel Pepys
River Thames
Leather Bucket
Axe
Fire
Diary
King Charles II
Tower of London</td><td>Local Artists
• Know the name of a famous artist who was born close to Middlestown; Barbara Hepworth.
• Research the life/works of the famous local artist Barbara Hepworth.
• Know that in 1903; the year Barbara Hepworth was born, the local area was very different to how it is now – coal mining was a big industry, Edward VII was the monarch, lots of people worked in factories etc.

<u>Key Concepts and Abstract Terms</u>
<u>New:</u>
Local Significance
<u>Revisited:</u>
Leisure and Lifestyle (Yr1)</td></tr>
<tr><td>Vocabulary – The Titanic
Iceberg
Atlantic
First Class
Second Class
Third Class
Sink
New York
Titanic
Propellor
Life Belt
Unsinkable
Disaster
Lifeboat
Passengers
Survivors
White Star Line</td><td></td><td>Vocabulary - Local Artists
Barbara Hepworth
Artist
Wakefield
Coal Mining
Edward VII
Monach
Factories
Sculptor
Last century
Yorkshire Sculpture Park
Then and Now</td></tr>
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		Collision		Industrial
		The Great Fire of London • Know the main events of the Fire of London; fire starts, Samuel Pepys recorded the events in his diary, houses pulled down, people use river for possessions, St Pauls Cathedral destroyed, fire put out. **Key Concepts and Abstract Terms** **New:** **Government** **Revisited:**		