

Writtle Infant School: History Progression of Learning

EYFS		
Educational Programme	Objectives	What you will see in Early Years
<p><u>Communication and Language</u> The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites</p>	<p><u>During Reception year</u> -Understand how to listen carefully and why listening is important. -Ask questions to find out more and to check if they understand what has been said to them. -Engage in storytimes.</p>	<p><u>Statutory ELG: Listening, Attention and Understanding</u> Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>
	<p><u>During Reception year</u> -Learn new vocabulary -Use new vocabulary through the day -Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. -Describe events in some detail. -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p><u>Statutory ELG: Speaking</u> Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

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<p>them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>			
<p><u>Understanding the World</u> Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>	<p><u>During Reception year</u></p> <ul style="list-style-type: none"> - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. 	<p><u>Statutory ELG: Past and Present</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> - Encouraging children to talk about their own home and community life, and to find out about other children’s experiences. -Sharing stories about people from the past who have an influence on the present such as Queen Elizabeth, King Charles, Jesus, the Prophet Muhammad among others. -Offering opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born for example by bringing into school photographs of themselves as babies to complete a personal timeline.

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Key Stage 1			
Skills	Area of Study	Year 1 Topics	Year 2 Topics
<ul style="list-style-type: none"> Develop an awareness of the past using common words and phrases relating to the passing of time. Know where the people and events studied fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past. Identify different ways it is represented. 	<p>Changes within living memory Where appropriate should reveal aspects of change in national life.</p>	<p>Autumn 1 - Consider significant events in our own lives and how these are celebrated/remembered. - Discuss and explore their own past favourite toys as a baby etc.</p> <p>No Ipads! What did children play with?</p> <p>Spring 1 - Understand some of the ways we find out about the past. How things have changed compared with 100 years ago.</p>	<p>Autumn 1 - Houses now and then, how were houses built during The Great Fire of London 1666 and now- styles of buildings, artefacts, link to materials.</p> <p>Spring 2 - Schools now and then, what was school like for your parents/grandparents? Look at houses now and then.</p>
	<p>Events beyond living memory that are significant nationally or globally.</p>	<p>Summer 2 - Topic - Seasides now and then. Describe historical events, within a basic chronology beyond living memory. Use a variety of historical resources. Ask questions and use a variety of historical sources- including older adult's memories, artefacts etc.:</p>	<p>Autumn 2 - World War One/World War Two- link to remembrance- 2 minute reflection</p> <p>Cbeebies Poppies Animation- https://www.youtube.com/watch?v=pvub7Be7oA</p> <p>Link to books- Where the poppies now grow/The Christmas Truce/Flo of the Somme/Peace Lily - written by Hilary Robinson</p>
	<p>Lives of significant individuals in the past who have contributed to national and international achievements. Comparison of aspects of life in the different periods.</p>	<p>Autumn 2 - Guy Fawkes.</p> <p>Spring 2 -</p>	<p>Autumn 2 - Polar explorers Mathew Henson, Ernest Shackleton Roald Amundsen</p>

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		<p>Find out about individuals who have contributed to national/international achievements Recognise that there are reasons why people acted as they did.</p> <p>Mary Read British female pirate Anne Bonney female pirate sunken gold/ships Shipwrecks</p> <p>Summer 1 - Famous Astronauts: Neil Armstrong Buzz Aldrin Tim Peake First Moon landing</p>	<p>Robert Falcon-Scott</p> <p>Spring 1 - Famous female mountaineer- Junko Tabei</p> <p>Summer 1 - Queen Victoria/Elizabeth II/ Charles III</p> <p>Summer 2 - Rosa Parks Mary Seacole</p>
	<p>Significant historical events, people and places in own locality.</p>		<p>Spring 1 - Guglielmo Marconi - link to the invention of the radio (local achievement)</p> <p>Alexander Graham Bell- invention of the telephone</p>

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Key historical skills and concepts				
Chronology is a key concept in the study of History and should be a starting point for each topic.				
	Continuity and Change	Cause and consequence	Similarity and difference	Significance
EYFS				
All about me	Understanding that I change over time but I still remain me, the same person.	I grow up over time and that makes me older and I can do more things.	Some things about me have stayed the same and some things have changed.	Understanding that what came before is called the past.
Year One				
Chronology is a key concept in the study of History and should be a starting point for each topic.				
	Continuity and Change	Cause and consequence	Similarity and difference	Significance
	Identify some changes between then and now - Know some things that stay the same. - Identify how one thing changes over a period of time.	Recognise why people did things, why events happened and what happened as a result	Identify similarities and differences between then and now.	Understand what is meant by 'importance' and what makes a person or event important
Toys	Children still play with toys. Some of the toys children play with are different now compared with in the past.	New materials and technology have caused the change in toys - eg plastic, electronics . Children have more leisure time and less time playing outdoors without adult supervision. Children now have more toys than in the past.	What things have changed? What has stayed the same? Do children still play?	The invention of new technology such as Ipads and the internet has changed how we play.
Guy Fawkes	Changes in clothing. Continuity - King, monarchy, religion, power	Caused by Guy Fawkes wanting Christians called Catholics to have more power than Christians called Protestant	Similarities - Houses of Parliament, King, protestants in charge Differences - clothing, attitude to religion , execution	The impact at the time when James I was saved.

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		Consequence - Guy Fawkes is executed		The impact on our national celebrations which are still in place today 400 years later.
Moon Landing	Changes and advancement in the development of technology. People always striving to explore new places.	Causes - new technology made space travel possible. Consequences - humans setting foot on the moon for the first time ever.	Similarities - Explorers travelling around the world and the seas Differences - Need special clothing and vehicles . First time on another world	A new type of exploration became possible for humanity.
Year 2				
Chronology is a key concept in the study of History and should be a starting point for each topic.				
	Continuity and Change Identify what has stayed the same and what has changed -Identify how one thing changes over a period of time	Cause and consequence Understand what a consequence is and give examples. - Recognise actions and events are both cause and consequence - Recognise that an event or action can cause a range of consequences Understand the link between cause and consequence of an event or action	Similarity and difference Identify similarities and differences within a period of time and between different periods of time - Compare the similarities and differences between the actions of 2 significant individuals who have contributed to national and international history.	Significance Understand the term 'significant' and give some examples. - Identify the reasons for historical significance
Schools	Schools existed in the past but were very different to schools today.	The country needed children who were educated and would grow up and work in a variety of industries. This has created a skilled society and led to advances in every area such as science, technology and health.	Comparisons between Victorian and Writtle Infant School	What were the everyday lives like of children like ourselves? Why have schools changed?
Remembrance - WW1 and WW2	Changes in the way wars are fought. In some respects there has been no change in the amount of wars and the reasons behind them.	Basic causes of World Wars One and Two. Consequences were children evacuated, rationing, soldiers died,	There are still wars raging. Tyrants still exist. NATO remains a powerful force for peace.	The impact of wars and why we remember the people who died or lived through them.

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		tyrant overthrown, NATO is formed	New weapons make wars even more deadly.	That there are still wars in the world.
Polar Explorers	Changes in travel and technology made this exploration possible.	Humans have a desire to explore. We know much more about the climate and conditions of Polar regions due to exploration.	Similarity to moon and space explorers and other explorers of the world. Polar explorers need special equipment and clothing.	Their impact on travel, knowledge and our modern world.
Marconi	New technology changed the way we communicate.	Need for communication as travel improved and people explored the world. Consequences of improved communication which in turn helped travel and security.	A new invention similar to new toys and new technology in moon landing. Differences are that it was primarily a communication device.	The impact on how people were able to communicate with each other across the world.
The Great Fire of London	Changes made to fire prevention and fire fighting. Changes made to the way houses are built.	Fire started in Bakery and spread across London. Consequences were the change in building materials and birth of the fire service.	A king was in charge and made decisions. There was no proper system to act in a fire emergency like there is now.	The impact it had on the people of the time and on London.
Queens Victoria and Elizabeth II	Changes in the way we are able to interact with the monarchy through television and computers.	Both born into the monarchy. Victoria reigned during the great age of British expansion and Elizabeth during the expansion of technology and travel.	Both born in London. Educated at home. Both crowned at Westminster Abbey. Both lived to be old and reigned as queen throughout. Both lived at Buckingham palace. Differences - Elizabeth was able to make less decisions for the country.	The king or queen is the head of state in the UK and the Commonwealth.
Junko Tabei	Changed the way women were seen in Japan and across the world.	Women were frowned upon for climbing so Junko created the first woman only climbing club in Japan which helped encourage women to climb mountains.	Similarity to famous explorers - increasing our knowledge of less well known parts of the world. Differences - a female pioneer who had to fight to become part of this activity and paved the way for women climbers.	A female mountaineer in a male dominated activity involving physical strength and courage.