

Subject: History

Overview:

The study of history involves engaging pupils in investigating questions about people and events in the past in order to enable them to better understand their lives today and for a future as an informed and enlightened citizen of the world. Through the study of history at Lilliput, pupils also develop a wide range of critical thinking skills, which enable them to understand the contested nature of knowledge about historical events and to reach conclusions and make judgements about the past.

Pupils will be learning to:

	Progression				
Themes within subject	Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3 – TBC
Chronology	Refer to yesterday, morning, afternoon (3-4)	To know one thing that I can do now that I couldn't do when I was a baby To know that events come in sequence and tell my teacher what comes next in the school day Recognise that some things happened before they were born	Sequence at least 2 events they have heard about, or artefacts/pictures they are shown, eg toys, in chronological order. Eg 'old' and 'new'. (FN, Toys) Talk about 3 or 4 important events in their own lives eg moving house, birthday, new baby, visitors. (throughout)	Sequence several artefacts and events. (GFoL) Sequence photos/images e.g. how castles changed over time (3 images). (Castles) Recount changes in own life over time and sequence events accurately. (throughout)	Use short timeline to place significant events in order. Eg events during the term. Understand that timelines can go a long way back into the past. Sequence time periods studied so far
Evidence and enquiry	Talk about a photo of themselves (3-4)	To say one thing that has changed about me	Use pictures, photographs, artefacts, stories, and	Use pictures, photographs, artefacts, visitors/visits to	Use a range of sources of evidence eg text books, ICT,

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	Talk about what their parents have told them about their life (3-4)	over time after looking at photographs of my birthday Understand that photos are a way of showing what happened in the past. Understand that stories can give an idea what happened in the past.	visitors/visits to think about the past (throughout) Ask and answer a simple question about the past using artefacts and pictures. (FN, toys) Begin to understand that we can use sources to learn about the past – e.g. National Archives (FN, toys).	ask a range of questions (What? Where? Who? and start to ask why?) and find simple answers. (throughout) Compare 2 sources of the same event/person and identify the differences. (GFoL) Say which source they think is the most useful in a given context. (GFoL) Say which factor/perspective is the most important e.g. reasons the Great Fire spread.	artefacts to give evidence, identifying which is most useful. Describe how different types of evidence tell us different things e.g. plan of Pharaoh's tomb versus description of entering it. Begin to see reasons why the past can be represented in different ways. Suggest more complex questions and find relevant information to answer them.
Interpreting, connecting	Start to understand that photos and stories show what has happened to them in the past (3-4)	Know we do different things at different times of the day and different times of the year e.g. Christmas To know that we remember the people who helped us in the past To know what a tradition is and can say one thing that they do as a tradition at home (linked to any holiday/celebration)	Identify similarities and differences between two artefacts eg. toys Identify change in their lives eg Compare toys they like now with toys they liked as a baby. Start to make guesses to explain why some people in the past acted as they did through discussion with adults – <i>link to developing inference.</i>(FN and HP)	Suggest why an individual acted as they did, and say why they think that. (MA and NM) Describe why some people in history were not celebrated and why (e.g. Mary Anning because she was a woman, Nelson Mandela because he was black in Apartheid South Africa)	Consider impact eg identify what were the positive things and negative things about Egyptian society. Start to present information about the past in different ways for different purposes. Identify things in the past that have altered the landscape locally eg iron age forts.

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		Say one thing that is the same in a story about the past compared to now (ELG) Say one thing that is different in a story about the past compared to now (ELG)		Understand basic cause and effect e.g. cause of fire of London and why it spread. Compare aspects of life in different times e.g. medieval castles. Describe changes locally, eg seaside towns (geography)	Compare their own life to children living in past times eg iron age
Possible vocabulary	<i>yesterday, today, photo, morning, afternoon</i>	<i>first, then, why, now, soon, born</i>	<i>old, new, young, days, months, years, before, after, again, now, discovered, rescue (continued in MTP)</i>	<i>Past, present, future, change (continued in MTP)</i>	<i>Pharaoh, fort, settlement, cause, era, evidence, timeline, civilisation, ancient, during, pyramid, archaeologist, hieroglyphics, Bronze age, Stone Age, Iron age, Hunter-gatherer, mummification</i>

	N	R	1	2	3
Subject knowledge.	No specific YN facts	<u>Magical Me!</u> To know one thing that I can do now that I couldn't do when I was a baby <u>Celebrations</u> Know we do different things at different times of the day and different times of the year e.g. Christmas <u>Land and Sea</u> To know that dinosaurs are extinct	<u>Florence Nightingale</u> Know: - she trained to be a nurse - she went to help look after injured and poorly soldiers in the Crimean war. - she taught other nurses how to look after patients by keeping the hospitals clean and how to treat their injuries. - she set up a school for nursing in London. Hospitals are named after her	<u>Knights and Castles</u> Know: - A castle is an important building where important people live. - Castles have changed over time. - Rich and poor people had very different lives living in a castle. - Corfe Castle is a significant local place - William the Conqueror built Corfe Castle.	<u>Stone age to iron age:</u> Know: - there were four different types of humans in stone age - what hunter gatherers were - early humans lived in caves, later simple wood shelters - they had to look for food and protect selves from wild animals.

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		<u>People Who Help Us</u> To say one thing that is the same/different between transport now and in the past <u>Fantasy</u> To use photographs and stories to talk about how fictional characters have changed (Peter Rabbit, Fireman Sam, Postman Pat). <u>Our Country</u> Know that we live in Britain and our capital city is London. Know that our Queen is Elizabeth II <u>Cultural Capital:</u> Bonfire Night – Guy Fawkes Remembrance Day - Captain Tom Moore Dinosaurs – David Attenborough, Mary Anning, handling artefacts (fossils), extinction Transport – how it has changed over time (photos) Local Area – how it has changed (photos)	(Nightingale Covid Field Hospitals). <u>Toys past and present</u> Know: - some toys have changed over time. - some new toys are made out of modern materials. <u>Pirates – Harry Paye</u> Know: - Harry Paye was a pirate from Poole. - Harry used his ship to steal lots of treasure and goods. - Harry gave the treasure he stole to the people of Poole. - Some people thought Harry was good, some people thought he was bad. <u>Cultural Capital:</u> <u>Tim Berners-Lee</u> <u>Born 1955</u> British computer scientist inventor of the World Wide Web. He lived locally. <u>Mary Seacole</u> <u>1805-1881</u> Know: -she was British, mother from Jamaica, father from Scotland -she went out on her own to the Crimean war to help wounded soldiers. -she helped soldiers get better	- Lady Bankes defended the castle. <u>Great Fire of London</u> Know: - it started in a bakery - it spread because houses were very dry, close packed buildings and burned easily, and there was a strong wind and hot dry weather. Houses were made of wood Lasted 3 days Stopped due to firebreaks and wind stopping Samuel Pepys wrote an account of it. <u>Nelson Mandela</u> Know: - In South Africa white people had more rights than black people. - Mandela believed that everybody should be treated the same. - He fought for change, but he was put into prison for 27 years. - When he left prison, Nelson Mandela continued to fight for change. In 1994, aged 77, Nelson Mandela became the	-early humans used stone tools, then tin, copper. -they then discovered bronze. -bronze is harder, made by mixing tin and copper --Stonehenge was built in the stone age to bronze age -they later mined iron, which is a harder metal and made tools and weapons better. - then there was more farming and there were larger kingdoms. <u>Egyptians:</u> Know: -importance of Nile for stable society – water, food, transport -there was rich soil brought down when it flooded -having a stable society meant growth of writing, medicines, building possible. - they built pyramids -about life and death of Pharaohs: why gods are so important - other Egyptian inventions
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				first black President of South Africa. <u>Cultural Capital:</u> Grace Darling – Know: -she lived in a lighthouse - her father rowed to another island for vegetables - a ship broke up on rocks -she rescued sailors -she became famous Mary Anning - Local English fossil collector and palaeontologist. - her findings contributed to changes in scientific thinking about prehistoric life and the history of the Earth. - Not able to fully participate in the scientific community and not eligible to join the Geological Society of London as she was a woman. Roald Dahl - He wrote many stories, books and poems that we read today.	
National Curriculum/ELGs		<u>Understanding the World</u> <u>ELG: Past and Present</u> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities	NC changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. NC events beyond living memory that are significant nationally or globally	NC changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. NC events beyond living memory that are significant nationally or globally	

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		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. <u>ELG: People, Culture and Communities</u> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life	NC 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 NC significant historical events, people and places in their own locality.	NC 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. NC significant historical events, people and places in their own locality.	
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		in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.			
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