

# Trumps Green Infant School History Curriculum River

## Reception

Units- Toys in the past, celebrations and national events, Seaside in the past.

Chronological understanding:

Compare and contrast characters from stories, including figures from the past. Understand past and present by investigating similarities and differences between things in the past and now, drawing on their experiences of national celebrations and what has been read in class;

**Vocabulary:** Past, present, future, remember, memory, celebrate, celebration, compare, Guy Fawkes, Parliament, London, fireworks, yesterday, today, tomorrow, order, sequence.

Historical enquiry:

Understand the past through settings, characters and events encountered in books read in class and storytelling;

Investigating and exploring artefacts such as old and new toys.

Asking and answering questions.

Using a range of sources such as physical items, pictures and videos to extract information.

**Vocabulary:** similarity, difference, changes, information, change over time Past, present, future, toys, Victorian, technology, mechanical, cuddly, sequence, order, understand, yesterday, today, tomorrow.

Historical interpretation:

Understand the past through settings, characters and events encountered in books read in class and storytelling; **Vocabulary:** past, present, celebrations

Recount an event verbally, pictorially or through writing. Interpret stories that may be set in the past. Understanding that memories may be different depending on who the memories belong to.

Making sense of the similarities and differences, and explaining our ideas. Ordering and sequencing of a story

Organisation and communication:

Children listen attentively in a range of situations

Children listen to stories accurately, anticipating key events and

## Year 2

Chronological understanding:

Discuss the past, using correct vocabulary and phrases relating to the passing of time.

Sequence a set of events, explain, and justify their choice.

Describing where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.

**Vocabulary:** similarities, differences past, time lines, centuries, decades, present, historical impact, chronological, order, sequence, time line, chronological evidence, sources of chronology, historical event, past, present, future,

Historical enquiry:

Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.

Can discuss possible cause of events and consequences.

Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.

Question the reliability of sources and decide what a reliable source might be.

Extracting appropriate data in relation to the enquiry question.

**Vocabulary:** artefacts, sources, objects, significant, research, reliable sources, diaries, accounts, pictures, photographs, recounts, confirm, check legacy, documentary,

## Year 1

Units- Historic homes, Trailblazing Transport, The Great Fire!

Our local lake, Chomping Chocolate!

Chronological understanding:

Place known events and objects in chronological order.

Sequence events and recount changes within living memory.

Use common words and phrases relating to the passing of time. Using appropriate tenses.

Can recall changes within living memory.

Understanding where the units covered fit within a simple timeline and in relation to the present day.

**Vocabulary:** chronological, order, before, after, sequence, time line, chronological evidence, sources of chronology, historical event, past, present .

Historical enquiry:

Find answers to some simple questions about the past from simple sources of information.

Describe some simple similarities and differences between artefacts.

Sort artefacts from 'then' and 'now'.

Ask and answer relevant basic questions about the past.

Extracting and recalling data in a variety of ways including videos, books, and pictures.

Extracting appropriate data in relation to the enquiry question.

**Vocabulary:** artefacts, sources, significant, Technology, explore, similarities, differences, timelines, Victorian, exist, materials, compare, explore, investigate, collect, analyse,

Historical interpretation:

Relate his/her own account of an event and understand that others may give a different version.

Can distinguish between fact and fiction.

Understand that some historical events are within living history and some beyond.

Describe significant historical places in our own locality.

Understanding similarities and differences between historic events and the present day.

**Vocabulary:** compare, account, similar, different, events, describe,

Historical interpretation:

Describe changes within living memory and aspects of change in national life.

Describe events beyond living memory that are significant nationally or globally.

Deciding what data is useful and relevant to answering the enquiry question.

Discuss misconceptions and explain why these may occur.

Discuss how reliable a source is.

Understand that some historical events are within living history and some beyond. In this context, discuss which events are likely to have more reliable sources.

**Vocabulary:** compare, account, similar, different, events, data, Similarities, differences, compare, contrast, information, interpretation, impact of changes.