

Reception

Curriculum River- History

Chronological understanding

Use every day language related to time in the context of our study on ourselves & growth and change, toys, life events, traditional tales, minibeasts and celebrations. Placement of events studied and exploring memories of celebrations, holidays or shared celebrations and where they sit on a historical timeline e.g. yesterday, today and tomorrow.

Vocabulary: past, present, then, now, Victorian, morning, afternoon, evening, yesterday, months, years

Historical enquiry:

Looks closely at similarities, differences, patterns and change. Which celebrations happen annually? What events happen less frequently or only once?

To know that information can be retrieved from books and computers in the context of our study related to ourselves, toys, growth and change, seaside's, celebrations and toys from the past. Gaining first hand experiences from personal accounts on educational programs.

Using primary sources to investigate the past in the context of our study on toys in the past, recognising similarities and differences.

Vocabulary: similar, different, changes, information, computer, then and now, now and next.

Historical interpretation:

Can talk about past and present events in their own lives and lives of family members—ourselves, toys, growth and change, celebrations

Vocabulary: past, present, celebrations, change.

Organisation and communication:

Children listen attentively in a range of situations and retain information with regular recaps and opportunities to apply knowledge throughout continuous provision and future learning.

Children listen to stories accurately, anticipating key events and respond to what they hear with relevant comments, questions and actions -

Answer questions that evidence their understanding of the knowledge outcomes for each topic of study.

Vocabulary: Question words- what, why, who, when, where, how.

Year 1 and 2 Cycle A

Curriculum content- Emboldened Explorers, Nurturing Nurses, Castles, The Gunpowder Plot.

Chronological understanding

- Show an awareness of the past using common words and phrases relating to the passing of time in the context of study related to significant people who initiated change that impacts our lives today e.g. Significant nurses (Florence Nightingale) changes to healthcare and social change related to the roles of women.
- Describe where the people and events studied fit within a chronological Sequence and give reason for their order e.g. How our knowledge evidences the era by the way significant people lived- differences in life experienced by Florence Nightingale in contrast to Edith Cavell in the era in which they lived.
- Placement of events/people studied and where they sit on a history through regular referral to our class timelines. Who lived first, Guy Fawkes or Ibn Battuta (explorer)? How was their experience of life comparable or different?

Historical enquiry:

- Ask and answer questions to build on knowledge of historical facts associated with the units studied.
- Show understanding and talk about some of the ways in which we find out about the past and identify different ways in which it is represented. For example, knowledge gained from teacher input, information from books, first-hand accounts, documentation.
- To talk about/explain what a source is and how to retrieve information, thinking critically about its relevance or validity. Personal accounts vs official documentation.
- Can talk about what has caused events and what the consequences/lasting impact of those events are e.g. Florence Nightingale's legacy and impact on the way healthcare is received today. Progress within society regarding the role of women or tolerance of different belief systems.
- What knowledge do we want to gain and how will enquiry help us achieve this.

Historical interpretation:

- Talk about or describe changes within living memory and aspects of change in national life.
- Describe events beyond living memory that are significant nationally or globally and their impact.
- Describe significant historical events, people and places in our own locality (castles-Windsor).
- Make comparisons between events and explain similarities and differences.
- Identify and talk about similarities and differences between ways of life in different periods studied such as people living at the time of the gunpowder plot compared to how the significant nurses lived.
- Can discuss primary sources understanding this might be a first-hand account or official documents. Discussing how reliable a source may be.

Year 1 and 2 Cycle B

Curriculum content- The Great Fire of London, Elegant Edwardians, Chomping Chocolate.

Chronological understanding:

- Place known events and objects in chronological order—Life in the Edwardian Era, the Great Fire of London
- Sequence events and recount changes within living memory—life in the past and the progress of change, the transition of power within monarchy, the Great Fire of London
- Can recall knowledge of changes within living memory -life in the past during the periods studied. Placement of the events studied and where they sit on a historical the timeline e.g. understanding the order and time line of life in Edwardian Britain and the great fire of London.

Historical enquiry:

- Ask and answer questions to build on knowledge of historical facts associated with the units studied.
- Show Understanding and talk about some of the ways in which we find out about the past and identify different ways in which it is represented. For example, Samuel Pepys diary, Rebuilding of London act 1666 or photographs from King Edward VII coronation and understanding that the sources will be different depending on the era studied.
- To talk about/explain what a source is and how to retrieve information, thinking critically about its relevance or validity. Official documentation versus paintings from the past such as paintings of the Great fire of London.
- Can say what has caused events and what the consequences of those events are.
- What knowledge do we want to gain and how will enquiry help us achieve this.

Historical interpretation:

- Relate his/her account of an event and understand that others may give a different version—the Great Fire of London paintings.
- Describe events beyond living memory that are significant nationally or globally and their impact.
- Make comparisons between events and explain similarities and differences.
- Can distinguish between fact and fiction—the Great Fire of London, Comparing life in the past to today. Remembrance
- Identify and talk about similarities and differences between ways of life in different periods studied such as people living at the time of the Great Fire of London

History Skills Vocabulary: Chronology, Sequence, enquiry, investigate, source, interpretation, reliable source, primary source, secondary source, artefacts, sources, objects, significant, research, reliable sources, diaries, accounts, pictures, photographs, recounts, confirm, check, compare, account, similar, different, events, data, information, interpretation, compare and contrast, impact of changes, legacy,

Topic specific Vocabulary: gunpowder, religion, parliament, remember, belief, plot, cellar, basement, anonymous, bonfire, fireworks, catholic. Protestant, Explorer, Muslim, Culture, transport (modern and traditional), Navy, climates, extreme environments, expedition, bravery, challenge, aviator, determination, continents, oceans, Atlantic, Antarctica, war, cholera, traitor, hero, society expectations, perspective, healthcare, determination, infection, cleanliness, culture, Castle: A large building fortified against attack. Drawbridge, Moat, Tower, Gate, Monarch, King, Queen, Castle, Subjects, Knight, Serf, Feast, Turret, Arrow slit, Portcullis, Fortification, Siege.