

History Curriculum Knowledge and Skills Progression Map

<p>EYFS Framework</p> <p><u>Communication and Language</u> ELG: Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><u>Understanding the World</u> ELG: Past and Present Talk about the lives of 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 being read in class and storytelling.</p>
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Subject Content:	
<p style="text-align: center;"><u>KS1</u></p> <ul style="list-style-type: none"> ● Changes Within Living memory ● Events Beyond Living Memory ● The Lives of significant people ● Local History: Significant Historical Events, People and Places 	<p style="text-align: center;"><u>KS2</u></p> <p>Chronology from the stone age to 1066 Chronology beyond 1066 Local Study Ancient Ancients (approx. 3000 years ago) Civilizations from 1000 years ago Ancient Greece</p>
National Curriculum Programmes of Study; Colour Coded Cross Referencing Key –	
<p style="text-align: center;"><u>KS1</u></p> <ul style="list-style-type: none"> ● Develop an awareness of the past ● Know where the people and events studied fit within a chronological framework ● Identify similarities and differences between ways of life in different periods ● Choose and use parts of stories and other sources to show understanding of key features of events ● Understand some of the ways in which we find out about the past and identify different ways in which it is presented 	<p style="text-align: center;"><u>KS2</u></p> <ul style="list-style-type: none"> ● Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied* ● Note connections, contrasts and trends over time and develop appropriate use of historical terms* ● Address and devise historically valid questions about change, cause, similarity and difference and significance* ● Construct informed responses that involve thoughtful selection and organisation of relevant historical information* ● Understand how knowledge of the past is constructed from a range of sources* <p><i>Where the identified knowledge/skill links to more than one NC requirement, the proceeding ** indicate the NC links.</i></p>

Reception 2020-21

EYFS Framework Reception Compromised content (Spring 2021)

Communication and Language

ELG: Speaking

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Understanding the World

ELG: Past and Present

Talk about the lives of 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 being read in class and storytelling.

Year 1 2021-22				
KS1 Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 2 Week 1, 2 and 3	Spring 2 Week 4 and 5	Summer 2 Weeks 4 and 5
	Topic	History of Hackney <i>Subject Content: Local History: Significant Historical Events, People and Places</i>	Space explorers - Apollo 11 <i>Subject Content: Significant Individuals</i>	Toys from the Past <i>Subject Content: Changes <u>within living memory</u> (first generation)</i>
	Key Knowledge	<p>Recovery content: Understand the past through settings, characters and events encountered in books being read in class and storytelling.</p> <ul style="list-style-type: none"> Hackney has changed over time, from prehistory to the present day, and historical sources, such as objects, photographs, drawings and maps, can help us to identify what Hackney was like during different time periods. Local transport has changed over time. Tudor houses have key recognisable features, and had similarities and differences to the houses we live in today (Sutton House in Hackney is a rare example of a red brick building from the Tudor period) Buildings, including our school, have changed over time... William Patten school was built in the Victorian era when education became available to all. Some original features (like the bell) remain Lots of Hackney was destroyed in World War II. The government invited people from all over the British Empire to settle in Britain and help rebuild the country, and do important jobs (e.g. working in the NHS).* Mary Wollstonecraft was a writer who wanted education for all and campaigned for equal rights. She opened a school for girls. * In 1948 a ship called the Empire Windrush arrived in London, from the Caribbean, with people coming to live and work in Britain. We call these people, and others from the Caribbean that came at a similar time, the Windrush generation. The Windrush generation have influenced Hackney (and British) culture, e.g. food and music. We celebrate the Windrush on Windrush day, and with sculptures such as Veronica Ryan's fruit sculpture outside Hackney Town Hall. Another local event with Caribbean roots is Hackney Carnival. Carnival happens every year and is known for its bright and colourful costumes, music and dancing. Other significant individuals from Hackney include Diane Abbot, William Patten, Joseph Jackson Fuller, and James Stephen. 	<ul style="list-style-type: none"> The Moon landing refers to the first time a human walked on the moon. It took place on July 20, 1969 and the astronauts were Neil Armstrong and Buzz Aldrin. They are American. The Moon landing was a result of the 'Space Race' between the USA and the USSR. To know the events of the Moon Landing in 1969 and the chronology of what happened, including the launch of Apollo 11 from Florida (16th July), landing on the moon using the Eagle module (20th July), spending over 21 hours on the moon, and returning to Earth, landing in the Pacific Ocean on 24th July. The first person on the moon was Neil Armstrong. Armstrong and Aldrin walked on the moon and did experiments as well as taking samples and photographs. Collins stayed in orbit around the moon in the command module. Sources help us to find out about the past and that these take different forms; eg photographs and film footage of the moon landing, written articles/films about and featuring the astronauts talking about their experience. Rock samples were also brought back to be studied. Primary sources are from the time of the event in history. Exploration has developed over time - from Christopher Columbus in the 15th Century to Roald Amundsen and Neil Armstrong in the 20th Century. There are similarities and differences between expedition items 50 and 500 years ago. Key female figures had major achievements during Apollo 11 and throughout the history of exploration (these include Katherine Johnson, Valentina Tereshkova, Mae Jemison, Helen Sharman, Christina Koch and Jessica Meir) 	<p>Recovery content:</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Toys have changed over time. Historically, toys were made of wood and metal. Plastic had not been invented yet. In the present day many toys are made of plastic. In the past, toys with moving parts were generally mechanical. You had to move a part of the toy to make another part move.* Now we have electricity - Many modern toys are electrical and can move when you turn them on.
Cross Curricular Links	<ul style="list-style-type: none"> Geography (Autumn 1: Local Area) Art: Create a sculpture in the style of Veronica Ryan 	<ul style="list-style-type: none"> Literacy - report writing and asking questions D&T making rockets 	<ul style="list-style-type: none"> Science; Materials, circuits D & T; use of mechanics in the context of moving toys 	
KS1 Skills End Points:	Key Skills	<p>Recovery content:</p> <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Talk about the lives of people around them and their roles in society 		
<ul style="list-style-type: none"> Knows that changes occur over time and to consider specific changes within a historical context. Understands that objects and events in history reflect the era in which they were made/occurred Recalls specific dates and individuals associated with an historical era Knows that a primary source of information was created at the time of the study and that a secondary source was created after it. <p>NC Statements:</p> <ul style="list-style-type: none"> Develop an awareness of the past Know where the people and events studied fit within a chronological framework Identify similarities and differences between ways of life in different periods Choose and use parts of stories and other sources to show understanding of key features of events Understand some of the ways in which we find out about the past and identify different ways in which it is presented 				

<ul style="list-style-type: none"> • Can illicit information and draw conclusions from primary sources of history. • Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era. • Can articulate historical understanding verbally and through writing. • Can compare related historical and modern objects and consider the influence of an historic event or change in history. 	<ul style="list-style-type: none"> • Develop knowledge of chronology by ordering photographs - making a timeline • Deduce information from historical sources, particularly in relation to chronology **** • To use different historical sources to discuss and explain what Hackney was like at different time periods. • Compare photos of the past to those in the present in the same location - William Patten school*** • Relate key events and happenings to a historical context (eg no education for the poor or for girls depending on the era) • identify changes from the past, such as modes of transport, from historical photographs (primary sources) *** • Find out about the Windrush generation by looking at sources e.g posters. 	<p>Examine different historical sources and use them to support ideas, explaining what has been learnt from the sources</p> <p>Chronologically order events from the Moon Landing</p> <p>Identify the achievements of key figures by reading secondary sources</p> <p>Sort expedition items that were used over 500 years ago from those that were used 50 years ago by Neil Armstrong, and to identify similarities and differences.</p> <p>Write a simple newspaper article about the moon landing using information from primary and secondary sources</p> <p>Begin to develop awareness of which of these are primary and secondary sources.</p> <p>Develop an awareness of the chronology of exploration</p>	<ul style="list-style-type: none"> • Describe the characteristics of old toys. • Begin to distinguish between the past in living memory and beyond when putting toys in chronological order and when discussing toys of parents and grandparents. • put up to 3 objects in chronological order. • Speak about toys that belonged to their parents and grandparents. • Use real historical toys to compare the properties of old and new toys.* • Experience real and replica toys from the past (delivered to school and in the V&A Museum of Childhood) and also learn from second-hand sources about which toys existed in different times (e.g. interviewing parents and grandparents).* • Identify old toys and new toys, and to explain some similarities and differences.
<p>School Context</p>			
<ul style="list-style-type: none"> • Visit to Sutton House, Homerton • Visit to Abney Park Cemetery • Children consider history of shops in their immediate locality and the school itself to understand that changes occur over time. 	<ul style="list-style-type: none"> • Trip to design museum) / inflatable planetarium 	<ul style="list-style-type: none"> • Children deepen understanding of local community heritage through handling historical toys of own parents and grandparents. • Visit to the Museum of Childhood • Examine toys that children in the local area would have had (boxes provided by Hackney Museum). 	