

HISTORY

EYFS ELG

ELG UTW

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 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.

	Year R	Year 1	Year 2
Chronology	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past: sharing stories that include images from the past and figures from the past. [Looking at old fashioned books about Christmas, origins of celebrations: Christmas story]</p>	<p>Develop an awareness of the past using common words and phrases relating to the passing of time</p> <p>They should begin to know where the people and events they study fit within a chronological framework using a simple timeline</p>	<p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</p>
Vocabulary	<p>Old fashioned, old, a long time ago, in the past, happened already, Yesterday, today, tomorrow, last week, when I was little, when I grow up, now, a long time ago, then, same, different older, younger, future, family</p>	<p>before, after, yesterday, a long time ago, very long ago, 100 years ago, past, present, future, now, then, chronological order, nowadays, timeline, chronology, many years ago</p>	<p>100 years ago, Victorian, time periods, century, event, significant, 19th century, 20th century, 21st century</p>
Sticky knowledge	<p>All children will:</p> <p>Compare and contrast characters from stories, including figures from the past (e.g. Florence Nightingale)</p>	<p>All children will:</p> <ul style="list-style-type: none"> - Know that toys have changed over time, and can say how they have changed. - Know how to sequence events from the past into chronological order using a timeline. - Know what vocabulary to use when talking about the past. 	<p>All children will:</p> <ul style="list-style-type: none"> - Be able to plot key events from Queen Victoria and Queen Elizabeth IIs reigns - Order significant developments in the history of flight (Wright Brothers, Spitfire, Moon landings)



	Year R	Year 1	Year 2
	Understand some of the ways in which we find out about the past: photos, stories, artefacts	Know some examples of sources that we can use to find out information. Understand some of the ways in which we find out about the past: photos, stories,	Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Ask and answer questions choosing and using parts of stories and other sources e.g. photos, video, newspapers, to show they know and understand key features of events Use a wide vocabulary of everyday historical terms
Being an historian			
Vocabulary	History, old, past, already happened, find out, discover, learn, storytelling, events, photos, stories, artefacts, accounts.	Diaries, plans, maps, newspapers, paintings,.	Black & white photographs, colour photographs, museums, primary source ,secondary source, historian, newspaper, letter, poster, website, non-fiction, film, personal accounts.
Sticky knowledge	All children will: Know that stories can help me learn about the past.	All children will: Know that we find out about history from a range of sources e.g. artefacts, books, illustrations, photos	All children will: Name some examples of primary and secondary sources that we can use to find out about the past.

	Year R	Year 1	Year 2
	Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past	Identify similarities and differences between ways of life within different periods Identify changes within living memory Events beyond living memory that are significant nationally	Identify similarities and differences between ways of life within different periods (Queen Victoria and Queen Elizabeth] Understand the changes within living memory Events beyond living memory that are significant globally
Similarities and differences			
Vocabulary	Same, similar, different, change, baby, toddler, child, teenager, adult, change, growing up, past who, what, when, where, how? Younger, older, smaller, bigger, growing	Changes, invented, batteries, plastic, electronic, wooden, handmade, mass produced, memory, young, old, History, Great fire of London, London, capital city, before, after, yesterday, a long time ago, very long ago, 100 years ago, past, present, future, now, then, chronological order, nowadays, timeline	lessons, learning, education, family, work, play, same, different, similar, punishment, past, present, curriculum, blackboards, chalk, factory, ink, cane, dunce cap, drill Queen Victoria, Queen Elizabeth II, technology, rule, transportation, telegraph, letter, telephone, email, message, voice call, car, steam train, electric train, trap, carriage
Sticky knowledge	All children will: -Comment on images of familiar situations in the past (e.g. talking about when they were a baby compared with now, talking about their time in Reception and comparing the start of the year with the end) - Compare and contrast characters from stories, including figures from the past (e.g. talk about the lives of significant individuals from stories they have heard such as Florence Nightingale, Grace Darling, St. Valentine, Nativity and Jesus)	All children will: -Know that toys have changed over time - Describe how toys have changed over time -Explain why the fire spread so quickly. - Describe how firefighting equipment has changed over time. - Describe how buildings and building materials have changed over time.	All children will: - Be able to identify similarities and differences in school life from Victorian times to now - Be able to identify differences in communication technology and transportation from Victorian times to the reign of Queen Elizabeth

Cause & effect	Year R	Year 1	Year 2
		Events beyond living memory that are significant nationally	Events beyond living memory that are significant globally
Vocabulary		Thames, water pump, hook, bucket, wood, stone, brick, resistant, burn, wooden	first class, second class, third class, maiden voyage, unsinkable, lifeboat, life jacket, captain, United Kingdom, Southampton, New York, travel, passenger, radio
Sticky knowledge		<p>All children will:</p> <ul style="list-style-type: none"> - Know the impact the GfOL had on buildings and the rebuild of London in terms of materials used, streets being widened, space between houses etc. 	<p>All children will:</p> <ul style="list-style-type: none"> - Know some of the reasons that caused the Titanic to sink - Know some of the changes to ship safety that were made after the Titanic disaster (radios, lifeboats and iceberg locating)

Significant people and events	Year R	Year 1	Year 2
	Compare and contrast characters from stories, including figures from the past	<p>The lives of significant individuals in the past who have contributed to national achievements. [GFoL: Samuel Pepys, Christopher Wren, Charles 2nd]</p> <p>Events beyond living memory that are significant nationally.</p>	<p>Understand about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Understand the significant historical events, people and places in their own locality</p>
Vocabulary	past, happened, before, done, long time ago, once upon a time, yesterday	<p>History, Great fire of London, London, capital city</p> <p>Samuel Pepys, baker, Christopher Wren, Thomas Farrinor architect, Charles 2nd, royalty, monarchy, important, remember, residents, witness The Monument St Paul's Cathedral</p>	<p>Neil Armstrong, the Wright Brothers, Katherine Johnson, RJ Mitchell, Queen Victoria, Queen Elizabeth II, impact, pioneer, inventor, discovery, find, significant</p> <p>Southampton, city, local, dock, maiden voyage, passenger terminal, boarding, flight, invention, discovery, significance, area Apollo 11, Saturn V, Eagle, Spitfire, Wright Flyer</p>
Sticky knowledge	<p>All children will:</p> <p>Comment on images of familiar situations in the past (e.g. talk about the lives of significant individuals from stories they have heard such as Florence Nightingale, Grace Darling, St. Valentine, Jesus and nativity story and make comparisons with nursing today)</p>	<p>All children will:</p> <ul style="list-style-type: none"> - Be able to plot when the fire of London started and the main events over the four days. - Know that Samuel Pepys was a historian who wrote about the events of the GfOL in his diary - Know that Christopher Wren was an architect who helped to redesign London after the fire - Know that Charles II was King during the GfOL and gave the order to destroy houses to stop the fire spreading 	<p>All children will:</p> <ul style="list-style-type: none"> - Know and describe the main events of the Titanic: setting sail from Southampton, travelling to New York, hitting an iceberg and the death of many people. - Know that Queen Victoria was the monarch of England from to 1837 to 1901 and the contributions she made - Know that Queen Elizabeth is our current monarch and has been the longest serving monarch in the nation's history. - Know key contributions of each monarch - Know that the Wright brothers achieved the first successful powered flight in 1903. <p>Know that Bessie Coleman was the first African-American woman and first person of self-identified Native American descent to hold a pilot license.</p>



			<ul style="list-style-type: none">- Know that the spitfire was developed in Southampton by RJ Mitchell and the key role played by the plane in the 2nd WW- Know that Neil Armstrong was the first man to walk on the moon in 1969.-Know that Apollo 11 was the first moon landing.
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