

History Pathway



| | Nursery | Reception | Year1 | Year 2 |
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| Topic and Key Events/People | <ul style="list-style-type: none"> From Baby to Now (own life story) Family History Remembrance Day Homes through time (and their contents) Looking at household objects now and objects then using book 'Peepo' Past events in their lives (school trip, time in Nursery). | <ul style="list-style-type: none"> Me & My Family (chronological understanding) Bonfire Night Remembrance Transport Toys School – playground games | <ul style="list-style-type: none"> Neil Armstrong Matthew Henson Marry Anning Great Fire of London | <ul style="list-style-type: none"> George Stephenson Florence Nightingale Mary Seacole Word War II |
| Enquiry questions linked to key people/events | | | <p>Why was Neil Armstrong important? Why was Matthew Henson important? What were the main similarities and differences between them?</p> <p>What was Mary Anning known for?</p> <p>What happened during the Great Fire of London? What did that mean for the future?</p> | <p>Who was George Stephenson and why was he so significant?</p> <p>Why should we remember Florence Nightingale and Mary Seacole?</p> <p>What was life like for children during WW2?</p> |
| Key knowledge learned when teaching the above | <p>Remembrance Day – a long time ago there was a battle and some people were injured and we use poppies to remember them</p> | <p>Remembrance – November 11th is Remembrance Day At 11am on the 11th we have a moment of silence to remember the soldiers who have fought in the wars We wear poppies to remember the soldiers</p> | <p>Neil Armstrong was the first man to walk on the moon. Matthew Henson was the first man to reach the North Pole. Neil Armstrong and Matthew Henson were both explorers. Neil Armstrong explored the moon and Matthew Henson explored North Pole.</p> <p>Mary Anning was a famous fossil hunter.</p> | <p>George Stephenson invented the Rocket which paved the way for the development of passenger trains The invention of the Rocket lead to the building of the first railway line Railways being built around England and the world enabled people to be able to travel to new places</p> <p>Florence Nightingale was a nurse</p> |

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| | | <p>Bonfire Night – Guy Fawkes was a man who wanted to blow up Parliament, but didn't manage it. We remember this event on November 5th every year</p> | <p>She found bones from two dinosaurs. She was from the UK.</p> <p>Great Fire started in 1666 caused by a spark in a bakery in Pudding Lane. The houses were very close together and made of wood. Learn about the equipment used to fight the fire. Learn about the changes made to the construction of buildings due to what happened and advancements in fire safety.</p> | <p>Mary Seacole was someone who wanted to help soldiers using what she had learned They both improved conditions for soldiers Hospitals are better because of the changes Florence made</p> <p>Some children had to be evacuated for safety Food was rationed What children had was very different to what children have now</p> |
| <p>Chronological Understanding</p> | <p>Discuss important times and events in their lives</p> <p><i>Changes in living memory. To develop an understanding of change over time and the sequence of events.</i></p> | <p>Recognise the difference between past and present and old and new.</p> <p>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</p> | <p>Place known events and objects in chronological order.</p> <p>Sequence events and recount changes within living memory.</p> <p>Use common words and phrases relating to passing of time: old, new, a long time ago, the olden days, past, present.</p> | <p>Show an awareness of the past, using common words and phrases relating to the passing of time: in order, a long time ago, recently, decades and centuries, in my lifetime, modern, old-fashioned.</p> <p>Describe where the people and events studied fit within a chronological framework.</p> <p>Identify similarities and differences between ways of life in different periods.</p> |
| <p>Historical Enquiry</p> | <p><i>Begin to understand 'how' and 'why' questions.</i></p> | <p>Sort objects by difference.</p> <p>Draw on their experiences and what has been read in class.</p> <p>Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why</p> | <p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Ask and answer relevant basic questions about the past using a wide range of sources and artefacts (speaking and listening focus).</p> | <p>Observe and handle sources to answer questions about the past on the basis of simple observations.</p> <p>Use why, what, who, how, where to ask questions and find answers.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to</p> |

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| | | | Sort and compare artefacts and pictures from 'then' and 'now' | show that they know and understands key features of events |
| Historical Interpretation | <p>Begin to make sense of their own life-story and family's history</p> <p><i>Talk about what is true and not true.</i></p> | <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>Relate their own account of an event and understand that others may give a different version.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p> | <p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories</p> |
| Knowledge & Understanding | <p>Investigate stories and pictures about themselves and their families</p> <p><i>Talk about past events in their own lives and in the lives of family members.</i></p> <p><i>To develop an understanding of celebrations and events that are commemorated annually.</i></p> | <p>Recognise some similarities and differences between things in the past and now.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, because, explain</p> <p><i>To develop an understanding of celebrations and events that are commemorated annually.</i></p> | <p>Recognise the difference between past and present in their own and others' lives.</p> <p>Know and recount episodes from stories about the past.</p> | <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times.</p> |
| Organisation & Communication | <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> | <p>Talk about the lives of the people around them and their roles in society. Drawing drama/role play writing – labelling</p> | <p>Discuss using simple appropriate vocabulary.</p> <p>Write simple captions and sentences, label and annotate drawings and photographs.</p> | <p>Write captions and sentences. Label and annotate a picture/painting showing significant features.</p> <p>Use increasingly period specific vocabulary and dates in writing, oral explanations.</p> |

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| | | | Orally retell/perform. | Retell events in simple, structured way using temporal markers (yesterday, last month, tomorrow) Can use 'another reason' and 'also' which connects ideas. Make increasing use of subject- specific precise vocabulary. |
| Vocabulary | Today, yesterday, tomorrow, old, new, homes, drawings, photographs, important, inventions, artefact, camera, remembers, different, same similar | Today, yesterday, tomorrow, week, new/recent, memory, photograph, clue, inventions, artefacts, old, new, remembers, parent, grandparent, different, similar, who?, what?, when?, where? | old, new, date, decade, change, year, different, timeline, living memory, invention, modern, explorer, remembers, similar, memories, artefact, past, present, future, era, period, oral history, before, after, then, next, past/present, memories, sources, chronological order, century, society, significant, sources of evidence, artefacts, reliable, unreliable, memorial, remember, year, modern, important people, real, not real, key events, younger, older, similarities/differences, who?, what?, when?, where? why? | Reliable, unreliable, source, sequence, timeline, events, evidence, research, chronological order, pioneer, century, past, present, era / age of exploration, period of time, important people, resource, living memory, real, not real, key events, younger, older, similarities/differences, national, international, technology, inventions, who?, what?, when?, where? why?, what if? |

From previous year

Stretch vocab