

History Pathway



Skills that children will be assessed on				
	Nursery	Reception	Year1	Year 2
Topic and Key Events/People	- 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). - The Queen (Remarkable People Day)	- Me & My Family (chronological understanding) - Bonfire Night - Remembrance - Transport - Toys - School – playground games - Greta Thunberg /David Attenborough(Remarkable People Day)	- Neil Armstrong - Matthew Henson - Marry Anning - Great Fire of London - Rosa Parks (Remarkable People Day)	- George Stephenson - Florence Nightingale - Mary Seacole - Word War II - Mark Jackson (Remarkable People Day)
Enquiry questions linked to key people/event			Why was Neil Armstrong important? Why was Matthew Henson important? What were the main similarities and differences between them? What was Mary Anning known for? What happened during the Great Fire of London? What did that mean for the future?	Who was George Stephenson and why was he so significant? Why should we remember Florence Nightingale and Mary Seacole? What was life like for children during WW2?
Key knowledge learned when teaching the above	Remembrance day – a long time ago there was a battle and some people were injured and we use poppies to remember them	Remembrance – November 11 th is Remembrance day At 11am on the 11 th we have a moment of silence to remember the soldiers who have fought in the wars	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	Our school is next to a railway and trains have changed a lot since they were first invented George Stephenson invented the Rocket which paved the way for the development of passenger trains

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	The Queen was our ruler for 70 years She ruled longer than any other king or queen	We wear poppies to remember the soldiers Greta Thunberg is a young woman who is working to make people aware of climate change David Attenborough is a man who has spent his life educating people about wildlife	explored the moon and Matthew Henson explored North Pole. Mary Anning was a famous fossil hunter. She found bones from two dinosaurs. She was from the UK. 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 Rosa Parks was an American activist who changed the way black people were treated	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 Florence Nightingale was a nurse 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 Some children had to be evacuated for safety and some were evacuated to our school Food was rationed What children had was very different to what children have now Mary Jackson was the first black engineer to work at NASA She made it easier for women to work in places like NASA Her calculations helped America to win the space race
Chronological Understanding	Discuss important times and events in their lives <i>Changes in living memory. To develop an understanding of change over time and the sequence of events.</i>	Recognise the difference between past and present and old and new. Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night	Place known events and objects in chronological order. Sequence events and recount changes within living memory.	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.

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			Use common words and phrases relating to passing of time: old, new, a long time ago, the olden days, past, present.	Describe where the people and events studied fit within a chronological framework. Identify similarities and differences between ways of life in different periods.
Historical Enquiry	<i>Begin to understand 'how' and 'why' questions.</i>	Sort objects by difference. Draw on their experiences and what has been read in class. Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why	Find answers to simple questions about the past from sources of information e.g. artefacts. Ask and answer relevant basic questions about the past using a wide range of sources and artefacts (speaking and listening focus). Sort and compare artefacts and pictures from 'then' and 'now'	Observe and handle sources to answer questions about the past on the basis of simple observations. Use why, what, who, how, where to ask questions and find answers. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understands key features of events
Historical Interpretation	Begin to make sense of their own life-story and family's history <i>Talk about what is true and not true.</i>	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Relate their own account of an event and understand that others may give a different version. Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories

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Knowledge & Understanding	Investigate stories and pictures about themselves and their families <i>Talk about past events in their own lives and in the lives of family members.</i> <i>To develop an understanding of celebrations and events that are commemorated annually.</i>	Recognise some similarities and differences between things in the past and now. Talk about the lives of the people around them and their roles in society. Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, because, explain <i>To develop an understanding of celebrations and events that are commemorated annually.</i>	Recognise the difference between past and present in their own and others' lives. Know and recount episodes from stories about the past.	Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.
Organisation & Communication	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Talk about the lives of the people around them and their roles in society. Drawing drama/role play writing – labelling	Discuss using simple appropriate vocabulary. Write simple captions and sentences, label and annotate drawings and photographs. Orally retell/perform.	Write captions and sentences. Label and annotate a picture/painting showing significant features. Use increasingly period specific vocabulary and dates in writing, oral explanations. 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.

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Vocabulary From previous year Stretch vocab bold words are words children should know by the end of the year	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?
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