



Wootton Bassett Infants' School

History Progression of skills and knowledge

Year A

National Curriculum	EYFS/Year 1	KS1
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>Everyone Together -I can recognises differences between family life today to family life in the past from looking at pictures.</p> <p>How have toys changed through time? -I can talk about Bonfire Night and listen to the story of Guy Fawkes and the Gun powder plot. -I can explain how the seasons have changed. - I can describe toys from the past with 'time' vocabulary. -I can sequence photos of toys, describing what differences I can see and using time vocabulary -I can describe and ask questions about toys from the past. -I can describe continuities and changes in toys over time.</p> <p>On-going</p>	<p>What was it like to be a child when our school was built? I can describe and ask questions about life in Victorian times. I can describe and ask questions about schools in Victorian times. I can describe continuities and changes in Royal Wootton Bassett over time. I can recall facts about Queen Victoria. I can compare the toys I play with now with the toys from Victorian times. I can describe toys from Victorian times using vocabulary linked to passing of time, explaining how they are different.</p> <p>Who has helped us to enjoy reading? I can Recognise time is recorded into BC and AD in relation to the history of chocolate. Sequence periods of time in chronological order.</p> <p>How did people travel the world? I can Explain why paintings are one of the only historical sources we have from older periods of time. I can sequence the events in the Great Fire of London. I can sequence the events in Nellie Bly's life. Using sources of information, I can describe a sequence of the events that occurred during the Great Fire of London.</p>

	<p>-I can say the date including days of the week, months of the year and the year number.</p> <p>- I can use past tense words to explain what I have done in the past.</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>	<p>Everyone Together - I can describe my family and explain my family tree.</p> <p>How have toys changed through time? -I can sequence photos of toys, describing what differences I can see and using time vocabulary I can describe and ask questions about toys from the past. I can describe continuities and changes in toys over time.</p> <p>Marvellous Magic Who makes us feel better? I can sequence and describe the events in Mary Seacole’s life. I can compare being a nurse during Mary Seacole’s time and being a nurse today.</p> <p>What is it like to be an explorer? I can identify Ernest Shackleton I can describe events in Ernest Shackleton’s life I can recall changes in transport over time. I can explain changes in transport over time.</p>	<p>What was it like to be a child when our school was built? I can describe and ask questions about life in Victorian times. I can describe and ask questions about schools in Victorian times. I can describe continuities and changes in Royal Wootton Bassett over time. I can recall facts about Queen Victoria. I can identify Queen Victoria’s reign on a timeline. I can compare the toys I play with now with the toys from Victorian times. I can describe toys from Victorian times using vocabulary linked to passing of time, explaining how they are different.</p> <p>Who has helped us to enjoy reading? I can Sequence events from Roald Dahl’s life, observe changes during his life. I can Recognise time is recorded into BC and AD. Sequence periods of time in chronological order. I can Compare and describe the times that the significant figures lived in.</p> <p>How have people travelled the world? I can Sequence events in Nellie Bly’s life. I can Select three events that were the most important. Using sources of information, I can recreate a sequence of the events that occurred during the Great Fire of London. I can create a simple timeline using equidistant intervals of time, to sequence and describe the order of the events during the Great Fire of London.</p>

<p>They should use a wide vocabulary of everyday historical terms.</p>	<p>Everyone Together -I can recognises differences between family life today to family life in the past.</p> <p>How have toys changed through time? -I can talk about Bonfire Night and listen to the story of Guy Fawkes and the Gun powder plot. -I can explain how the seasons have changed. - I can describe toys from the past with 'time' vocabulary. -I can sequence photos of toys, describing what differences I can see and using time vocabulary -I can describe and ask questions about toys from the past. -I can describe continuities and changes in toys over time.</p> <p>What is it like to be an explorer? I can identify Ernest Shackleton I can recall events in Ernest Shackleton's life I can describe changes in transport over time. I can explain changes in transport over time.</p>	<p>I can compare how women's life has changed over time.</p> <p>What was it like to be a child when our school was built? I can describe and ask questions about life in Victorian times. I can describe and ask questions about schools in Victorian times. I can describe continuities and changes in Royal Wootton Bassett over time. I can recall facts about Queen Victoria. I can compare the toys I play with now with the toys from Victorian times. I can describe toys from Victorian times using vocabulary linked to passing of time, explaining how they are different.</p> <p>Who has helped us to enjoy reading? I can Sequence events from Roald Dahl's life, observe changes during his life. I can describe the history chocolate using everyday historical terms.</p> <p>How and where did Shakespeare spend his time? Observe details in historical events to explain what life was like in London during the 16th century using prior knowledge.</p>
<p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know</p>	<p>Everyone Together -I can ask questions and recognises differences between family life today to family life in the past.</p>	<p>What was it like to be a child when our school was built? I can describe and ask questions about life in Victorian times. I can describe and ask questions about schools in Victorian times. I can describe continuities and changes in Royal Wootton Bassett over time.</p>

<p>and understand key features of events.</p>	<p>How have toys changed through time? -I can explain how the seasons have changed. -I can describe and ask questions about artefacts (toys) from the past. -I can describe continuities and changes in toys over time.</p> <p>Marvellous Magic Who makes us feel better? I can describe and ask questions about a nurse and what they do. I can make Observations about Mary Seacole from looking at paintings and photographs. I can recall facts about Mary Seacole’s life</p> <p>What is it like to be an explorer? I can ask questions about explorers and exploration. I can make observations about Ernest Shackleton from paintings, pictures and books. I can identify Ernest Shackleton I can recall events in Ernest Shackleton’s life I can describe changes in transport over time. I can explain changes in transport over time.</p> <p>On-going</p>	<p>I can recall facts about Queen Victoria. -I can describe and ask questions about a range of artefacts from Victorian toys. I can compare the toys I play with now with the toys from Victorian times. I can describe toys from Victorian times using vocabulary linked to passing of time, explaining how they are different.</p> <p>Who has helped us to enjoy reading? I can Sequence events from Roald Dahl’s life, observe changes during his life.</p> <p>How have people travelled the world? I can Explain why Samuel Pepys’ diary is a historical source. I can Recognise what we mean by significance in an historical story.</p>
---	---	---

	<p>-I can say the date including days of the week, months of the year and the year number.</p> <p>- I can use past tense words to explain what I have done in the past.</p>	
<p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>How have toys changed through time? -I can describe and ask questions about artefacts (toys) from the past. -I can describe continuities and changes in toys over time.</p> <p>Marvellous Magic Who makes us feel better? I can make Observations about Mary Seacole from looking at paintings and photographs.</p> <p>What is it like to be an explorer? I can ask questions about explorers and exploration. I can make observations about Ernest Shackleton from paintings, pictures and books. I can explain changes in transport over time.</p>	<p>What was it like to be a child when our school was built? I can describe details about life in Victorian times by looking at pictures, artefacts and first hand accounts. I can Ask questions about and recognise some historical artefacts from Victorian times and explain the purpose of the objects. I can describe continuities and changes in Royal Wootton Bassett over time. I can recall facts about Queen Victoria. -I can describe and ask questions about a range of artefacts from Victorian toys.</p> <p>Who has helped us to enjoy reading? Observe a range of sources that tell us about how chocolate was made in the past and about the Aztec people.</p> <p>How have people travelled the world? I can Explain why paintings are one of the only historical sources we have from the Tudor period. I can Explain why Samuel Pepys’ diary is a historical source.</p>
<p>Describe changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Everyone Together -I can recognises differences between family life today to family life in the past from looking at pictures.</p> <p>How have toys changed through time? -I can explain how the seasons have changed.</p>	<p>Who has helped us to enjoy reading? I can sequence events from Roald Dahl’s life, observe changes during his life.</p>

	<p>- I can describe toys from the past with 'time' vocabulary.</p> <p>-I can sequence photos of toys, describing what differences I can see and using time vocabulary</p> <p>-I can describe and ask questions about toys from the past.</p> <p>-I can describe continuities and changes in toys over time.</p>	
Describe events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	<p>How have toys changed through time?</p> <p>-I can talk about Bonfire Night and listen to the story of Guy Fawkes and the Gun powder plot.</p> <p>What is it like to be an explorer?</p> <p>I can make observations about Ernest Shackleton from paintings, pictures and books.</p> <p>I can recall events in Ernest Shackleton's journey on the Endurance.</p> <p>Other</p> <p>-I understand/ describe (Y1) why we wear a Poppy and how it links to WW1</p>	<p>What was it like to be a child when our school was built?</p> <p>I can describe details about life in Victorian times by looking at pictures, artefacts and first hand accounts.</p> <p>I can Ask questions about and recognise some historical artefacts from Victorian times and explain the purpose of the objects.</p> <p>I can describe continuities and changes in Royal Wootton Bassett over time.</p> <p>I can recall facts about Queen Victoria.</p> <p>-I can describe and ask questions about a range of artefacts from Victorian toys</p> <p>How have people travelled the world?</p> <p>I can Identify and describe one event that occurred during the Great Fire of London that they feel was more important than others.</p> <p>I can Describe and sequence the events of the Great Fire of London by designing a graphic novel page for Samuel Pepys's escape from the great Fire of London.</p> <p>I can describe Nellie Bly's accomplishments and explain why her achievements are so important.</p> <p>Other</p> <p>-I can describe the significance of WW1 and why we wear a poppy.</p>
Describe the lives of significant individuals in the past who have	<p>Marvellous Magic</p> <p>Who makes us feel better?</p>	<p>What was it like to be a child when our school was built?</p> <p>I can recall facts about Queen Victoria.</p>

<p>contributed to national and international achievements.</p>	<p>I can describe and ask questions about a nurse and what they do. I can make Observations about Mary Seacole from looking at paintings and photographs. I can recall facts about Mary Seacole's life</p> <p>What is it like to be an explorer? I can ask questions about explorers and exploration. I can make observations about Ernest Shackleton from paintings, pictures and books. I can identify Ernest Shackleton I can recall events in Ernest Shackleton's life I can describe changes in transport over time. I can explain changes in transport over time.</p>	<p>Who has helped us to enjoy reading? I can Identify that Roald Dahl was a children's book author and ask questions about his life. I can Recall and describe details about Roald Dahl from school trip.</p> <p>How have people travelled the world? I can describe Nellie Bly's accomplishments and explain why her achievements are so important.</p>
<p>Compare the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Marvellous Magic Who makes us feel better? I can sequence and describe the events in Mary Seacole's life. I can compare being a nurse during Mary Seacole's time and being a nurse today.</p> <p>What is it like to be an explorer? I can make observations about Ernest Shackleton from paintings, pictures and books. I can recall events in Ernest Shackleton's journey on the Endurance.</p>	<p>What was it like to be a child when our school was built? I can recall facts about Queen Victoria.</p> <p>Who has helped us to enjoy reading? I can Compare and describe the times that the significant figures lived in. (Roald Dahl, Michael Rosen and Jill Tomlinson) I can Compare and describe the times that the significant figures lived in.</p> <p>How have people travelled the world? I can compare Nellie Bly's accomplishments to the achievements of other inspirational women (including Ellen Macarthur)</p>

	I can compare Ernest Shackleton's accomplishments to the achievements of Tenzing Norgay.	
Describe significant historical events, people, and places in their own locality	<p>Everyone Together Compare my childhood to my parents' childhood and identify similarities and differences.</p> <p>Other I can recall some facts about our local heroes: -Lance Corporal Johnson Beharry -Edward Hyde, Earl of Clarendon -Edith Bessie New - Sir Christopher Wren -Mary Bruce -Stephanie Millward</p>	<p>What was it like to be a child when our school was built? I can describe continuities and changes in Royal Wootton Bassett over time. I understand some of the history of our school.</p> <p>Other I can recall some facts about our local heroes: -Lance Corporal Johnson Beharry -Edward Hyde, Earl of Clarendon -Edith Bessie New - Sir Christopher Wren -Mary Bruce -Stephanie Millward</p>

Knowledge End Points

	EYFS/ Year 1	KS1
T1 and T2	<p>Everyone Together Children will talk about themselves and their families and learn about a simple family tree.</p> <p>Vocabulary: Start to use words to show passing of time such as: <i>younger, older, when, years, years old, baby, toddler, child, then, now, before, after, mum, dad, parents, grandparents, aunts, uncles, brother, sister, cousin</i></p>	<p>What was it like to be a child when our school was built? Children will learn about the Victorian period in the context of our school building built during Victoria's reign They will learn how Wootton Bassett was different during Victorian times. Through immersive experiences, the children will learn about what it meant to be a Victorian child such as what a school day was like, what clothes they wore and what toys they played with. The children will also find out about the history of the Teddy Bear and the chronology of the Steiff company.</p>

	<p>How have toys changed through time?</p> <p>Children will learn that toys that they play with now have been played with by their parents and even in some cases their grandparents and beyond. Children will begin to use knowledge of materials to help them to put toys in chronological order. For example, plastic toys are more modern and wooden toys have been made for a century.</p> <p>Key 5 facts:</p> <ul style="list-style-type: none"> - All families are different but every family grows in generations - Toys I play with like Barbies and Lego my parents and my grandparents played with. - Older toys are made from wood, metal and porcelain, newer toys are sometimes made with plastic. - Toys like dolls and marbles were played with during the Victorian times. - We celebrate Bonfire Night to remember the Gun Powder Plot. <p>Vocabulary:</p> <p>Children continue to develop their use of vocabulary to show passing of time: <i>day, week, month, season, earlier, soon, before, after, last, growth, decay, long time ago, hundreds of years ago, remember, Houses of parliament, King James 1, Queen Victoria, toys, chronological order, years old, older, newer, ancient, modern, past, oldest, newest, inventions/ invented, Victorian</i></p> <p>Concepts: Chronology, Tradition, Heritage, Childhood</p>	<p>Key 5 facts:</p> <ul style="list-style-type: none"> - Our school was built in 1858 - Queen Victoria was the monarch when our school was built. She reigned for 64 years. - Victorian schools were very different. The children use slates and chalk for writing. - Victorian Homes were different, people used carpet beaters, chamber pots and irons that were heated on the stove - Soft animal toys are Victorian toys. Teddy bears were invented in 1902 by Richard Steiff. <p>Vocabulary</p> <p>Children will be exposed to and encouraged to use this vocabulary: <i>chronological order, timeline, Queen Victoria, century, 1920s, dunce hat, years old, older, newer, ancient, modern, past, oldest, newest, World War 1, inventions/ invented, Victorian times, Prince Albert, Monarch, reign, Monarchy, Empire</i></p> <p>Concepts: Chronology, Tradition, Heritage, Childhood</p>
T3 and T4	<p>Marvellous Magic</p> <p>Who makes us feel better?</p> <p>The children will look at medicine and the history of nursing. They will research Mary Seacole's life, reenact some of her activities and compare her work to the jobs of modern nurses. They will compare the differences between the modern medicine and</p>	<p>Who has helped us to enjoy reading?</p> <p>Children will learn key information about Roald Dahl, and Quentin Blake. They will sequence events from Roald Dahl's life, understanding he was in the Royal Air Force before becoming a writer and can list some of the books he has written. The children will learn about significant items in Roald Dahl's life such as his writing hut and his collection of curiosities.</p>

<p>hospital equipment today in comparison to older equipment. They will learn about the development of the x-ray machine.</p> <p>Key facts:</p> <ul style="list-style-type: none"> • Mary Seacole was a nurse from Jamaica • Mary Seacole made her own medicines • Mary Seacole moved to the United Kingdom and set up her own hospital. • Marie Curie invented the first mobile X ray machine • Nurses wear different uniforms today compared to Mary Seacole • Hospitals are different today as there is more technology and inventions to use. <p>Vocabulary Children will be exposed to and encouraged to use this vocabulary: <i>hundreds of years ago, old-fashioned, invented, old, new, nursing, hotel, hospital, war, medical, health, nurse, porter, doctor, training, potions, pestle and mortar, soldier, Jamaica, herbs, travel, prejudice, wounds, x ray, experiments, Marie Curie, invention, radiation.</i></p> <p>Concepts: Chronology, good vs evil, heritage, transport, discovery,</p>	<p>This knowledge will be enriched with a themed book corner. The children will start to understand that timelines and see where the life of Dahl fits in. They will see developments of communication on a timeline as we move from the invention of printed text to digital text in various forms. The children will notice significant differences such as clothing, housing, inventions of the time and technology. They will also explore the history of chocolate and briefly look at the Aztecs.</p> <p>Key facts:</p> <ul style="list-style-type: none"> • Roald Dahl was a children’s author who wrote books like Charlie and the chocolate factory • Roald Dahl wrote his books in his writing hut • Roald Dahls role in WW2 • The history of chocolate <p>Vocabulary Children will be exposed to and encouraged to use this vocabulary: <i>chronological order, timeline, sequence, over time, modern, technology, progress, inventions, developments, printing press, WW2, Royal Air Force, Roald Dahl, BC, AD, ancient, recorded history, sources, reliability, century, decade, digital, internet</i></p> <p>Concepts: heritage, town/ countryside, belonging, resilience, empathy, childhood, friendship, good vs evil, Chronology, communication</p>
<p>What is it like to be an explorer? Children will learn to classify different types of transport and how that transport has changed over time. They will learn that the development of technology over years means that all types of transport has become safer, faster, smaller, and better for the environment. Children will then learn about different ways to explore the world from the past. The focus will then be about Ernest Shackleton his achievements, and the Endurance’s expedition to Antarctica. The children will use timeline skills to map out the time line of events from the journey. The children</p>	<p>How have people travelled the world? The children will then learn about the Great Fire of London in 1666 and understand why Samuel Pepys’ diary is an important source to unlock what happened. The children will be able to sequence of events to be able to explain how it caused so much damaged and what happened after the fire.</p> <p>Key 5 facts:</p> <ul style="list-style-type: none"> • The Great Fire of London happened in 1666. • Samuel Pepys wrote a diary about what happened, and we use this as a source of information

will also look at Tenzing Norgay to compare similarities and differences between the ice explorers.

Key 5 facts:

- **Transport has changed a lot, different materials are used and different ways to power how the transport moves**
- **Sir Ernest Shackleton was a British polar explorer.**
- **Sir Ernest Shackleton led an expedition on the Endurance.**
- **Tenzing Norgay was part of the first team to climb to the top of Mount Everest.**

Vocabulary

Children will be exposed to and encouraged to use this vocabulary: *chronological order, timeline, sequence, classify, over time, modern, technology, Antarctica, Endurance, Sir Ernest Shackleton, Victorian, Tenzing Norgay, navigate, exploration, journalist, scientific, sank, ice, comparison, difference, similarities, achievements, accomplishments,*

Concepts: travel, transport, adventure, discovery, Chronology, exploration,

Rumble in the Jungle

Children reflect on their time in Reception, understanding how they have grown, what they are now able to do which they couldn't do when they joined in reception using language to show passing of time.

Vocabulary:

Children will be exposed to and encouraged to use this vocabulary: *before, next, after, finally, days of the week, months of the year, years old, grow, new, decay, change*

Concepts: chronology, childhood,

- **Nellie Bly explored the world in 72 days, without a chaperone**
- **How in 1889, Nellie Bly travelled the world.**
- **How have explorers have contributed and made a significant impact to the future.**

Vocabulary

Children will be exposed to and encouraged to use this vocabulary: *chronological order, timeline, sequence, over time, monarch, reign, Nellie Bly, steam ship, rickshaw, chaperone, recorded history, primary sources, reliability, cuffs, bloomers, era, Samuel Pepys, diary, Pudding Lane, St Paul's Cathedral, eye-witness account.*

Concepts: heritage, town/ countryside, belonging, resilience, empathy, danger, Chronology, communication

Year B

National Curriculum	EYFS	Key Stage 1
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>Amazing me -I can compare myself now and to when I was a baby.</p> <p>Sensational Seasons -I can explain how the seasons have changed.</p> <p>On-going -I can say the date including days of the week, months of the year and the year number.</p>	<p>How have toys changed over time? I can sequence photographs and physical toys in chronological order. I can describe and ask questions about toys from the past. I can describe continuities and changes in toys over time. I can compare the toys they play with now with the toys their parents played with. I can describe toys from different periods using vocabulary linked to passing of time, explaining how they are different.</p> <p>What was it like to live in a castle? Describe and sequence pictures of castles. Explain the choices to order the pictures in that way. Recall facts about and describe life in a medieval castle. Compare and contrast between the role of a knight and the role of a messenger.</p> <p>How do people travel the world and beyond? I can identify and categorise ways that people have travelled. I can describe and sequence from historical sources how transport has changed over time. I can sequence the events of the moon landing.</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>	<p>Amazing me -I can sequence photos of the Queen, describing what differences I can see.</p> <p>Into the Woods. -I can compare my clothes to the clothes of the Highway Rat.</p>	<p>How have toys changed over time? I can sequence photographs and physical toys in chronological order. I can identify continuities and changes in toys over time. I can compare the toys they play with now with the toys their parents played with. I can identify differences between the present and 100 years ago. I can compare the toys I play with now with the toys from the Victorian period.</p>

		<p>I can describe toys from different periods using vocabulary linked to passing of time, explaining how they are different.</p> <p>How do people travel the world and beyond? I can describe and sequence from historical sources how transport has changed over time. I can sequence the events of the moon landing.</p> <p>What was it like to live in a castle? Describe and sequence pictures of castles. Explain the choices to order the pictures in that way. Describe features of a castle.</p>
<p>They should use a wide vocabulary of everyday historical terms.</p>	<p>Amazing me -I can compare myself now and to when I was a baby. -I can sequence photos of the Queen.</p> <p>Sensational Seasons -I can talk about Bonfire Night and listen to the story of Guy Fawkes and the Gun powder plot.</p>	<p>How have toys changed over time? I can sequence photographs and physical toys in chronological order. I can describe and ask questions about toys from the past. I can describe continuities and changes in toys over time. I can compare the toys they play with now with the toys their parents played with.</p> <p>How do people travel the world and beyond? I can describe and sequence from historical sources how transport has changed over time</p> <p>What was it like to live in a castle? Describe features of a castle. Make observations of paintings to understand what life was like in a medieval castle. Recall facts about and describe life in a medieval castle. Compare and contrast between the role of a knight and the role of a messenger.</p>
<p>They should ask and answer questions, choosing and using</p>	<p>Amazing me</p>	<p>How have toys changed over time? I can describe and ask questions about toys from the past.</p>

<p>parts of stories and other sources to show that they know and understand key features of events.</p>	<p>-I can ask questions about photos from the past.</p>	<p>How do people travel the world and beyond? I can describe and ask questions about an astronaut and what they do. I can explain the big question by selecting facts from my own knowledge.</p> <p>What was it like to live in a castle? Make observations of paintings to understand what life was like in a medieval castle. Recall facts about and describe life in a medieval castle. Compare and contrast between the role of a knight and the role of a messenger.</p>
<p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Amazing me -I can compare myself now and to when I was a baby. -I can sequence photos of the Queen, describing what differences I can see.</p>	<p>How have toys changed over time? I can describe and ask questions about toys from the past. I can describe continuities and changes in toys over time. I can compare the toys they play with now with the toys their parents played with.</p> <p>What was it like to live in a castle? I can make observations of paintings to understand what life was like in a medieval castle. I can Recall facts about and describe life in a medieval castle. Compare and contrast between the role of a knight and the role of a messenger.</p>
<p>Describe changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Amazing me -I can sequence photos of the Queen, describing what differences I can see.</p>	<p>How do people travel the world and beyond? I can describe and sequence from historical sources how transport has changed over time. I can observe a photograph of Neil Armstrong to determine who he is and why he is important. I can sequence the events of the moon landing. I can identify how life was different for Neil Armstrong and Mae C Jemison I can explain what knowledge I have learnt about changes to transport.</p>

<p>Describe events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p>Sensational Seasons -I can talk about Bonfire Night and listen to the story of Guy Fawkes and the Gun powder plot. - I can talk about wearing a poppy for Remembrance Day.</p>	<p>How have toys changed over time? I can describe life a hundred years ago. I can some identify significant events from the 1920s (e.g., WW1, the first films at the cinema, women being able to vote)</p> <p>Other -I understand why we wear a Poppy and how it links to WW1.</p>
<p>Describe the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Dinosaurs -I can talk about Mary Anning and why she is special. - I can talk about Eric Carle and the books he wrote.</p>	<p>How do people travel the world and beyond? I can observe a photograph of Neil Armstrong to determine who he is and why he is important. I can sequence the events of the moon landing. I can describe Mae C Jemison and understand why she is important.</p>
<p>Compare the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>What Makes me Amazing Diversity Week: I can explain why Mary Seacole was helpful. I notice differences between nurses from the past and nurses today.</p>	<p>How do people travel the world and beyond? I can compare similarities and differences between Neil Armstrong and Mae C Jemison. I can identify how life was different for Neil Armstrong and Mae C Jemison.</p>
<p>Describe significant historical events, people, and places in their own locality</p>	<p>Not taught</p>	<p>How have toys changed over time? Compare my childhood to my parents' childhood and identify similarities and differences. I understand some of the history of our school. What was it like to live in a castle?</p>

		Recognise Barbury Castle as a hill fort and identify some features of a Motte and Bailey castle that would help improve its design.
--	--	---

Knowledge End Points

	EYFS	Key Stage 1
T1 and T2	<p>Amazing me Children will be able to see significant changes to themselves from babies- both physical and developmental (such as learning to talk, walk, jump, starting preschool etc).</p> <p>Vocabulary: Start to use words to show passing of time such as: <i>younger, older, when, years, years old, baby, toddler, child, then, now, before, after</i></p> <p>Sensational Seasons Children understand that seasons change with the passing of time, noticing that some changes happen every day and some happen over longer period times such as temperatures dropping slowly as we move from autumn to winter. Children learn about Bon Fire night and how Guy Fawkes and the Gun Powder plot are remembered as part of the celebration.</p> <p>Key 5 facts:</p> <ul style="list-style-type: none"> - I was a baby and now I am a child - I am growing up in lots of different ways: I now have teeth, longer hair, longer legs, body, and arms. - We start school in autumn when the leaves fall off the trees - After autumn, winter comes. It gets darker and colder. - We celebrate Bonfire Night to remember the Gun Powder Plot. <p>Vocabulary:</p>	<p>How have toys changed over time? Children will learn that toys that they play with now have been played with by their parents and even in some cases their grandparents and beyond. Children will begin to use knowledge of materials to help them to put toys in chronological order. For example, plastic toys are more modern and wooden toys have been made for a century. Children will learn key differences between their lives and lives of children 100 years ago. For example, children 100 years ago were living just after WW1, films at the cinema were black and white, most homes didn't have electricity. They will learn that homes had items such as coal ovens, metal irons and children wore different clothes. They recognise differences between schools today and 100 years ago such as single desks, cold classrooms, children writing on chalk slates. They will learn that our school was built during the Victorian period and that the Victorian period was named after Queen Victoria. Children will learn that Victorian toys included porcelain tea sets and dolls, marbles, and footballs.</p> <p>Key 5 facts:</p> <ul style="list-style-type: none"> - Toys I play with like Barbies and Lego my parents and my grandparents played with. - Older toys are made from wood, metal and porcelain, newer toys are sometimes made with plastic. - Our school was built in when Queen Victoria was queen

	<p>Children continue to develop their use of vocabulary to show passing of time: <i>day, week, month, season, earlier, soon, before, after, last, growth, decay, long time ago, hundreds of years ago, remember, Houses of parliament, King James 1</i></p> <p>Concepts: Chronology, Tradition, Heritage, Childhood</p>	<ul style="list-style-type: none"> - Children 100 years ago had to sit at single desks in a cold classroom. - Toys like dolls and marbles were played with during the Victorian times. <p>Vocabulary Children will be exposed to and encouraged to use this vocabulary: <i>chronological order, timeline, Queen Victoria, century, 1920s, dunce hat, years old, older, newer, ancient, modern, past, oldest, newest, World War 1, inventions/ invented, Victorian times</i></p> <p>Concepts: Chronology, Tradition, Heritage, Childhood</p>
T3 and T4	<p>Into the Woods The children will discuss the setting of the Highway Rat, noticing how the character is dressed and how we don't dress like that today. Children learn some of the different clothing of Highway men items such as masks, cloaks. The children understand that cars were not invented so people travelled in stagecoaches pulled by horses or on horseback. Poor people had to walk.</p> <p>Vocabulary Children will be exposed to and encouraged to use this vocabulary: <i>hundreds of years ago, old-fashioned, invented, old, new, Highway men, carriage, swords, cloaks, masks, stagecoach, soldiers, Red coats, crime, robbers, robbery.</i></p> <p>Concepts: Chronology, good vs evil, heritage, transport</p> <p>Dinosaurs Children will learn about different types of dinosaurs and understand that they lived a long time ago. They are now extinct creatures and the only way we know about dinosaurs are through bones and fossils. These are our sources of information and that scientists called Archaeologists and Palaeontologists study bones and fossils to find out more about dinosaurs. The children will learn that Mary Anning was a British scientist who trained with her father to be a palaeontologist and fossil collector. She discovered the first</p>	<p>How do people travel the world and beyond? Children will learn to classify different types of transport and how that transport has changed over time. They will learn that the development of technology over years means that all types of transport has become safer, faster, smaller, and better for the environment. Children will then learn about different astronauts from the past: that astronauts come from different countries, there are both men and women astronauts and that they are all trained in different jobs before becoming an astronaut. The focus will then be about Neil Armstrong, his achievements, and the Apollo 11 mission to land on the moon. During this learning, the children will refer to their knowledge of Queen Elizabeth II, noting that Neil Armstrong was invited to meet the Queen after his space mission. The children will use timeline skills to map out the sequence of the moon landing, seeing on a basic scale how time passed. The children will learn about the life of Mae C Jemison, how she trained to be an astronaut and that she was the first black woman to travel into space. Using their knowledge, they will identify key similarities and differences between these two astronauts, noting the change in time from Neil Armstrong walking on the moon in 1969 and Mae C Jemison flying into space in 1992.</p> <p>Key 5 facts:</p>

<p>complete plesiosaurus on the Jurassic coast in the South of England.</p> <p>Key 5 facts:</p> <ul style="list-style-type: none"> - The Highway rat is like a Highwayman who lived a long time ago. - We know about dinosaurs from bones and fossils - Mary Anning found fossils in our country - Dinosaurs lived a long time and are now extinct. <p>Vocabulary Children will be exposed to and encouraged to use this vocabulary: <i>ancient, thousands of years ago, extinct, bones, fossils, species, dinosaur species (Tyrannosaurus Rex, Diplodocus, Plesiosaurus, triceratops, stegosaurus etc) study, investigate, Archaeologist,</i> Concepts: discovery, Chronology, exploration, heritage</p>	<ul style="list-style-type: none"> - Transport has changed a lot, but most vehicles need wheels - Neil Armstrong was the first astronaut to walk on the moon - Astronauts can be men and women from anywhere in the world - Mae C Jemison was the first Black woman to travel in space. <p>Vocabulary Children will be exposed to and encouraged to use this vocabulary: <i>chronological order, timeline, sequence, classify, over time, modern, technology, Space Race, United States of America, Soviet Union (Russia), 1969, 1960s, 1990s, Nasa, Neil Armstrong, Queen Elizabeth II, Buzz Aldrin, Apollo 11, Michael Collins, Mission Control, Lunar Module, Mae C Jemison, African American, Endeavour, engineer, comparison, difference, similarities, achievements, accomplishments,</i> Concepts: travel, transport, adventure, discovery, Chronology, exploration, communication</p>
<p>Ready, Steady Grow? Children look at changes over time in plant life and life cycles of animals. Children notice changes over the weeks to the caterpillars in the classroom using everyday terms for passing of time. Children learn about Eric Carle and the books he wrote. The children understand that even though they enjoy these books today, they were written 50 years ago. Children reflect on their time in Reception, understanding how they have grown, what they are now able to do which they couldn't do when they joined in reception using language to show passing of time.</p> <p>Key 5 facts:</p> <ul style="list-style-type: none"> - Caterpillars grow bigger and then become cocoons and then they turn into butterflies 	<p>What was it like to live in a castle? The children will learn about different types of castles in British history: hill forts, Motte and Bailey Castles and stone keep castles. They will see the features of each castle, what material they were made of and how they are different. Using these clues, the children will place these buildings into chronological order. The children will learn the local history of Barbury Castle and understand what happened to the hill fort- that was it defeated during the Battle of Beranburgh in 556 and became part of the Saxon kingdom Wessex. The children will then look at life inside a Motte and Bailey Castle understanding what children did during the time such as helping in the kitchen or training to be a Squire. Children will use artwork to</p>

	<ul style="list-style-type: none"> - Eric Carle wrote the Hunger Caterpillar and other books like the Bad Tempered Ladybird and The very busy spider. - Some of our favourite books were enjoyed by our parents when they were little. - Understand the words before and after when talking about my year in reception. <p>Vocabulary: Children will be exposed to and encouraged to use this vocabulary: <i>life cycle, before, next, after, finally, days of the week, months of the year, years old, grow, new, decay, change</i></p> <p>Concepts: heritage, chronology, childhood,</p>	<p>find clues to what jobs people had such as thatcher, farmers, ladies in waiting and Lords and Ladies.</p> <p>Key 5 facts:</p> <ul style="list-style-type: none"> -Castles started as Hill Forts made of wood. -Barbury Castle was defeated by the Saxons. -Motte and Bailey Castles have features such as a moat, a draw bridge and a keep. -People living in the castle included the Lord and Lady as well as knights, cooks and blacksmiths. -Boys who trained to be knights called squires. <p>Vocabulary Children will be exposed to and encouraged to use this vocabulary: <i>chronological order, sequence, classify, changes over time, centuries, Saxons, Medieval period, Hill Fort, Motte and Bailey, Drawbridge, arrow slits, keep, bailey, mote, defence, Lord, Lady, knight, squire, pages, Barbury Castle, cooks, blacksmith, armoury, coats of arms, stables, sources.</i></p> <p>Concepts: tradition, heritage, empathy, chronology, home, childhood,</p>
--	--	---