



## Wootton Bassett Infants' School

### History Progression of skills and knowledge

National Curriculum	EYFS	Year 1	Year 2
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.	<p><b>Amazing me</b> -I can compare myself now and to when I was a baby.</p> <p><b>Sensational Seasons</b> -I can explain how the seasons have changed.</p> <p><b>On-going</b> -I can say the date including days of the week, months of the year and the year number.</p>	<p><b>How have toys changed over time?</b> I can <b>sequence</b> photographs and physical toys in chronological order. I can <b>describe</b> and <b>ask questions</b> about toys from the past. I can <b>describe</b> continuities and changes in toys over time. I can <b>compare</b> the toys they play with now with the toys their parents played with. I can <b>describe</b> toys from different periods using vocabulary linked to passing of time, <b>explaining</b> how they are different.</p> <p><b>What was it like to live in a castle?</b> <b>Describe</b> and <b>sequence</b> pictures of castles. <b>Explain</b> the choices to order the pictures in that way. <b>Recall facts about and describe</b> life in a medieval castle. <b>Compare and contrast</b> between the role of a knight and the role of a messenger.</p>	<p><b>What was it like to be an evacuee?</b> I can <b>Compare</b> some details between children today and children in the 1940s.</p> <p><b>Who has helped us to enjoy reading?</b> I can <b>Recognise</b> time is recorded into BC and AD in relation to the history of chocolate. <b>Sequence</b> periods of time in chronological order.</p> <p><b>How and where did Shakespeare spend his time?</b> I can <b>Explain</b> why paintings are one of the only historical sources we have from the Tudor period. I can <b>Sequence</b> the events in the Great Fire of London. I can <b>Sequence</b> the events in Nellie Bly's life. Using sources of information, I can recreate a <b>sequence</b> of the events</p>

		<p><b>How do people travel the world and beyond?</b>  I can <b>identify and categorise</b> ways that people have travelled.  I can <b>describe and sequence</b> from historical sources how transport has changed over time.  <b>I can sequence</b> the events of the moon landing.</p>	<p>that occurred during the Great Fire of London.</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><b>Amazing me</b>  -I can sequence photos of the Queen, describing what differences I can see.  <b>Into the Woods.</b>  -I can compare my clothes to the clothes of the Highway Rat.</p>	<p><b>How have toys changed over time?</b>  I can <b>sequence</b> photographs and physical toys in chronological order.  I can <b>identify</b> continuities and changes in toys over time.  I can <b>compare</b> the toys they play with now with the toys their parents played with.  I can <b>identify</b> differences between the present and 100 years ago.  I can <b>compare</b> the toys I play with now with the toys from the Victorian period.  I can <b>describe</b> toys from different periods using vocabulary linked to passing of time, <b>explaining</b> how they are different.</p> <p><b>How do people travel the world and beyond?</b>  I can <b>describe and sequence</b> from historical sources how transport has changed over time.  <b>I can sequence</b> the events of the moon</p>	<p><b>What was it like to be an evacuee?</b>  I can <b>compare</b> some details between children today and children in the 1940s.</p> <p><b>Who has helped us to enjoy reading?</b>  I can <b>Sequence</b> events from Roald Dahl's life, <b>observe</b> changes during his life.  I can <b>Recognise</b> time is recorded into BC and AD. <b>Sequence</b> periods of time in chronological order.  I can <b>Identify</b> Michael Rosen and <b>explain</b> how he is connected to the communication timeline.  I can <b>Identify</b> Jill Tomlinson and <b>explain</b> how she is connected to the communication timeline.  I can <b>Compare and describe</b> the times that the significant figures lived in.</p>

		<p>landing.</p> <p><b>What was it like to live in a castle?</b>  <b>Describe</b> and <b>sequence</b> pictures of castles. <b>Explain</b> the choices to order the pictures in that way.  <b>Describe</b> features of a castle.</p>	<p><b>How have people travelled the world?</b>  I can <b>Sequence</b> events in Nellie Bly's life.  I can <b>Select</b> three events that were the most important.  Using sources of information, I can recreate a <b>sequence</b> of the events that occurred during the Great Fire of London.  I can create a simple timeline using equidistant intervals of time, to <b>sequence and describe</b> the order of the events during the Great Fire of London.  I can compare how women's life has changed over time.</p>
<p>They should use a wide vocabulary of everyday historical terms.</p>	<p><b>Amazing me</b>  -I can compare myself now and to when I was a baby.  -I can sequence photos of the Queen.  <b>Sensational Seasons</b>  -I can talk about Bonfire Night and listen to the story of Guy Fawkes and the Gun powder plot.</p>	<p><b>How have toys changed over time?</b>  I can <b>sequence</b> photographs and physical toys in chronological order.  I can <b>describe</b> and <b>ask questions</b> about toys from the past.  I can <b>describe</b> continuities and changes in toys over time.  I can <b>compare</b> the toys they play with now with the toys their parents played with.</p> <p><b>How do people travel the world and beyond?</b>  I can <b>describe and sequence</b> from historical sources how transport has</p>	<p><b>What was it like to be an evacuee?</b>  <b>Compare</b> some details between children today and children in the 1940s.  <b>Describe</b> an Anderson shelter using historical terminology.</p> <p><b>Who has helped us to enjoy reading?</b>  I can <b>Sequence</b> events from Roald Dahl's life, <b>observe</b> changes during his life.  I can describe the history chocolate using everyday historical terms.</p>

		<p>changed over time</p> <p><b>What was it like to live in a castle?</b>  <b>Describe</b> features of a castle.          Make <b>observations</b> of paintings to understand what life was like in a medieval castle.  <b>Recall facts about and describe</b> life in a medieval castle. <b>Compare and contrast</b> between the role of a knight and the role of a messenger.</p>	<p><b>How and where did Shakespeare spend his time?</b>  <b>Observe</b> details in historical events to <b>explain</b> what life was like in London during the 16<sup>th</sup> 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 and understand key features of events.</p>	<p><b>Amazing me</b>          -I can ask questions about photos from the past.</p>	<p><b>How have toys changed over time?</b>          I can <b>describe</b> and <b>ask questions</b> about toys from the past.</p> <p><b>How do people travel the world and beyond?</b>          I can <b>describe</b> and <b>ask questions</b> about an astronaut and what they do.          I can <b>explain</b> the big question by <b>selecting</b> facts from my own knowledge.</p> <p><b>What was it like to live in a castle?</b>          Make <b>observations</b> of paintings to understand what life was like in a medieval castle.  <b>Recall facts about and describe</b> life in a medieval castle. <b>Compare and contrast</b> between the role of a knight and the role of a messenger.</p>	<p><b>What was it like to be an evacuee?</b>  <b>Describe</b> some details about evacuation <b>and explain</b> a reason about why evacuation had to happen.  <b>Ask questions about</b> and <b>recognise</b> some historical artefacts from WW2 and <b>explain</b> the purpose of the objects.  <b>Recall</b> facts about WW2 from school trip.</p> <p><b>Who has helped us to enjoy reading?</b>          I can <b>Identify</b> that Roald Dahl was a children's book author and <b>ask</b> questions about his life.</p> <p>I can <b>Sequence</b> events from Roald Dahl's life, <b>observe</b> changes during his life.</p>

			<p><b>How have people travelled the world?</b>  I can <b>Explain</b> why Samuel Pepys' diary is a historical source.  I can <b>Recognise</b> what we mean by significance in an historical story.</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><b>Amazing me</b>  -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><b>How have toys changed over time?</b>  I can <b>describe</b> and <b>ask questions</b> about toys from the past.  I can <b>describe</b> continuities and changes in toys over time.  I can <b>compare</b> the toys they play with now with the toys their parents played with.</p> <p><b>What was it like to live in a castle?</b>  I can make <b>observations</b> of paintings to understand what life was like in a medieval castle.  I can <b>Recall facts about and describe</b> life in a medieval castle. <b>Compare and contrast</b> between the role of a knight and the role of a messenger.</p>	<p><b>What was it like to be an evacuee?</b>  I can <b>Describe</b> details about being an evacuee using firsthand letters.  I can <b>Ask questions about</b> and <b>recognise</b> some historical artefacts from WW2 and <b>explain</b> the purpose of the objects.  I can <b>Describe</b> and <b>explain</b> being an evacuee in the form of a letter and accounts.  <b>Who has helped us to enjoy reading?</b>  <b>Observe</b> a range of sources that tell us about how chocolate was made in the past and about the Aztec people.  <b>How have people travelled the world?</b>  I can <b>Explain</b> why paintings are one of the only historical sources we have from the Tudor period.  I can <b>Explain</b> why Samuel Pepys' diary is a historical source.</p>
Describe changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	<p><b>Amazing me</b>  -I can sequence photos of the Queen, describing what differences I can see.</p>	<p><b>How do people travel the world and beyond?</b>  I can <b>describe and sequence</b> from historical sources how transport has</p>	<p><b>What was it like to be an evacuee?</b>  I can <b>Describe</b> details about being an evacuee using firsthand letters.  I can <b>Describe</b> and <b>explain</b> being an</p>

		<p>changed over time.</p> <p><b>I can observe</b> a photograph of Neil Armstrong to determine who he is and why he is important.</p> <p><b>I can sequence</b> the events of the moon landing.</p> <p>I can <b>identify</b> how life was different for Neil Armstrong and Mae C Jemison</p> <p>I can <b>explain</b> what knowledge I have learnt about changes to transport.</p>	<p>evacuee in the form of a letter.</p> <p><b>Who has helped us to enjoy reading?</b></p> <p>I can <b>sequence</b> events from Roald Dahl's life, <b>observe</b> changes during his life.</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><b>Sensational Seasons</b></p> <p>-I can talk about Bonfire Night and listen to the story of Guy Fawkes and the Gun powder plot.</p> <p>- I can talk about wearing a poppy for Remembrance Day.</p>	<p><b>How have toys changed over time?</b></p> <p>I can <b>describe</b> life a hundred years ago.</p> <p>I can some <b>identify</b> significant events from the 1920s (e.g., WW1, the first films at the cinema, women being able to vote)</p> <p><b>Other</b></p> <p>-I <b>understand</b> why we wear a Poppy and how it links to WW1.</p>	<p><b>How have people travelled the world?</b></p> <p>I can <b>Sequence</b> events in Shakespeare's life <b>Select</b> three events that were the most important.</p> <p>I can <b>Identify and describe</b> one event that occurred during the Great Fire of London that they feel was more important than others.</p> <p>I can <b>Describe</b> and <b>sequence</b> 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 <b>describe</b> Nellie Bly's accomplishments and <b>explain</b> why her achievements are so important.</p> <p><b>Other</b></p> <p>-I can <b>describe</b> the significance of WW1 and why we wear a poppy.</p>
Describe the lives of significant	<b>Dinosaurs</b>	<b>How do people travel the world and</b>	<b>Who has helped us to enjoy</b>

individuals in the past who have contributed to national and international achievements.	<p>-I can talk about Mary Anning and why she is special. - I can talk about Eric Carle and the books he wrote.</p> <p><b>**Diversity Week**</b>- I can talk a significant individual who has made a difference to our country (e.g., Floella Benjamin)</p>	<p><b>beyond?</b> <b>I can observe</b> a photograph of <b>Neil</b> Armstrong to determine who he is and why he is important. <b>I can sequence</b> the events of the moon landing. I can <b>describe</b> Mae C Jemison and <b>understand</b> why she is important.</p> <p><b>**Diversity Week**</b>- I can describe significant individual who has made a difference to our country and the key events from their life (e.g., Floella Benjamin)</p>	<p><b>reading?</b> I can <b>Identify</b> that Roald Dahl was a children's book author and <b>ask</b> questions about his life. I can <b>Recall</b> and <b>describe</b> details about Roald Dahl from school trip.</p> <p><b>How have people travelled the world?</b> I can <b>describe</b> Nellie Bly's accomplishments and <b>explain</b> why her achievements are so important.</p> <p><b>**Diversity Week**</b>- I can describe significant individual who has made a difference to our country and the key events from their life. I can <b>explain</b> what challenges they had to overcome (e.g., Floella Benjamin)</p>
Compare the lives of significant individuals in the past who have contributed to national and international achievements.	Not taught	<p><b>How do people travel the world and beyond?</b> I can <b>compare similarities and differences</b> between Neil Armstrong and Mae C Jemison. I can <b>identify</b> how life was different for Neil Armstrong and Mae C Jemison.</p>	<p><b>Who has helped us to enjoy reading?</b> I can <b>Compare and describe</b> the times that the significant figures lived in. (Roald Dahl, Michael Rosen and Jill Tomlinson) I can <b>Compare and describe</b> the times that the significant figures lived in.</p>

			<p><b>How have people travelled the world?</b> I can <b>compare</b> Nellie Bly's accomplishments to the achievements to other inspirational women.</p>
Describe significant historical events, people, and places in their own locality	Not taught	<p><b>How have toys changed over time?</b> <b>Compare</b> my childhood to my parents' childhood and <b>identify</b> similarities and differences. I <b>understand</b> some of the history of our school.</p> <p><b>What was it like to live in a castle?</b> <b>Recognise</b> Barbury Castle as a hill fort and <b>identify</b> some features of a Motte and Bailey castle that would help improve its design.</p>	<p><b>What was it like to be an evacuee?</b> I can <b>Describe</b> details about being an evacuee using firsthand letters and accounts.</p>



## Knowledge End Points

	EYFS	Year 1	Year 2
T1 and T2	<p><b>Amazing me</b> 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><b>Vocabulary:</b> 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><b>Sensational Seasons</b> 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><b>Key 5 facts:</b></p>	<p><b>How have toys changed over time?</b> 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</p>	<p><b>What was it like to be an evacuee?</b> Children will learn about WW2 in the context of evacuation and why children needed to be evacuated due to the Blitz. They will learn about the Blitz- what happened, the impact and how it made evacuation happen. Using the characters from The Lion, The Witch and the Wardrobe, the children will see key features of everyday life in the 1940s such as food, clothes and what children did for entertainment. Through immersive experiences, the children will learn about what it meant to be evacuated such as what the children took with them from home, the train journey and what happened when they reached their destination. Using residents, children will learn what it was like to be an evacuee moving to Wootton Bassett. Children will learn about other features of life for Britons during WW2 such as jobs of the time, rationing, spit fires, Anderson shelters, air raids, gas masks. The trip to STEAM enhances this knowledge with further role play experiences with the children acting out scenarios and initiatives that happened in everyday life- such as Dig For Victory, Make Do and Mend etc.</p>

	<ul style="list-style-type: none"> <li>- I was a baby and now I am a child</li> <li>- I am growing up in lots of different ways: I now have teeth, longer hair, longer legs, body, and arms.</li> <li>- We start school in autumn when the leaves fall off the trees</li> <li>- After autumn, winter comes. It gets darker and colder.</li> <li>- We celebrate Bonfire Night to remember the Gun Powder Plot.</li> </ul> <p><b>Vocabulary:</b> 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><b>Concepts:</b> Chronology, Tradition, Heritage, Childhood</p>	<p>Victorian toys included porcelain tea sets and dolls, marbles, and footballs.</p> <p><b>Key 5 facts:</b></p> <ul style="list-style-type: none"> <li>- Toys I play with like Barbies and Lego my parents and my grandparents played with.</li> <li>- Older toys are made from wood, metal and porcelain, newer toys are sometimes made with plastic.</li> <li>- Our school was built in when Queen Victoria was queen</li> <li>- Children 100 years ago had to sit at single desks in a cold classroom.</li> <li>- Toys like dolls and marbles were played with during the Victorian times.</li> </ul> <p><b>Vocabulary</b> 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><b>Concepts:</b> Chronology, Tradition, Heritage, Childhood</p>	<p><b>Key 5 facts:</b></p> <ul style="list-style-type: none"> <li>• Children had to be evacuated during WW2 because of German planes bombing cities known as the Blitz.</li> <li>• Children had to always carry a gas mask with them.</li> <li>• Being evacuated meant that the children were living with different adults in the countryside and not with their parents.</li> <li>• People had to have Anderson shelters in their gardens to protect them during Air raids.</li> <li>• People had to have ration books and were encouraged to grow their own vegetables.</li> </ul> <p><b>Vocabulary</b> Children will be exposed to and encouraged to use this vocabulary: <i>chronological order, timeline, war, century, 1940s, blitz, years ago, rationing, gas masks, air raids, black outs, Anderson shelters, evacuations, evacuees, spit fires, World War 2, sirens, bombings. Primary sources, secondary sources.</i></p> <p><b>Concepts:</b> Chronology, Evacuee/ refugee, Heritage, Town, Belonging, Childhood, travel, transport, danger, war/conflict, friendship, good vs evil, Resilience</p>
T3 and T4	<p><b>Into the Woods</b> The children will discuss the setting of the Highway Rat, noticing how the character is dressed and how we don't dress like</p>	<p><b>How do people travel the world and beyond?</b> Children will learn to classify different types of transport and how that transport has</p>	<p>Children will learn key information about Roald Dahl, Michael Rosen and Jill Tomlinson. They will sequence events from Roald Dahl's life, understanding he was in the Royal Air Force before</p>

	<p>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><b>Vocabulary</b> 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><b>Concepts:</b> Chronology, good vs evil, heritage, transport</p> <p><b>Dinosaurs</b> Children will learn about different types of dinosaurs and understand that they lived a long time ago. They are now extinction 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 complete</p>	<p>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><b>Key 5 facts:</b></p> <ul style="list-style-type: none"> <li>- <b>Transport has changed a lot, but most vehicles need wheels</b></li> <li>- <b>Neil Armstrong was the first</b></li> </ul>	<p>becoming a writing 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. 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><b>Key facts:</b></p> <ul style="list-style-type: none"> <li>• <b>Roald Dahl was a children's author who wrote books like Charlie and the chocolate factory</b></li> <li>• <b>Roald Dahl wrote his books in his writing hut</b></li> <li>• <b>Roald Dahls role in WW2</b></li> <li>• <b>The history of chocolate</b></li> </ul> <p><b>Vocabulary</b> 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><b>Concepts:</b> heritage, town/ countryside, belonging, resilience, empathy, childhood, friendship, good vs</p>
--	--	---	---

	<p>plesiosaurus on the Jurassic coast in the South of England.</p> <p><b>Key 5 facts:</b></p> <ul style="list-style-type: none"> <li>- <b>The Highway rat is like a Highwayman who lived a long time ago.</b></li> <li>- <b>We know about dinosaurs from bones and fossils</b></li> <li>- <b>Mary Anning found fossils in our country</b></li> <li>- <b>Dinosaurs lived a long time and are now extinct.</b></li> </ul> <p><b>Vocabulary</b> 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, Concepts: discovery, Chronology, exploration, heritage</i></p>	<p><b>astronaut to walk on the moon</b></p> <ul style="list-style-type: none"> <li>- <b>Astronauts can be men and women from anywhere in the world</b></li> <li>- <b>Mae C Jemison was the first Black woman to travel in space.</b></li> </ul> <p><b>Vocabulary</b> 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, Concepts: travel, transport, adventure, discovery, Chronology, exploration, communication</i></p>	<p>evil, Chronology, communication</p>
	<p><b>Ready, Steady Grow?</b> 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.</p>	<p><b>What was it like to live in a castle?</b> 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</p>	<p><b>How have people travelled the world?</b> 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><b>Key 5 facts:</b></p> <ul style="list-style-type: none"> <li>• <b>The Great Fire of London happened in 1666.</b></li> </ul>

	<p>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><b>Key 5 facts:</b></p> <ul style="list-style-type: none"> <li>- <b>Caterpillars grow bigger and then become cocoons and then they turn into butterflies</b></li> <li>- <b>Eric Carle wrote the Hunger Caterpillar and other books like the Bad Tempered Ladybird and The very busy spider.</b></li> <li>- <b>Some of our favourite books were enjoyed by our parents when they were little.</b></li> <li>- <b>Understand the words before and after when talking about my year in reception.</b></li> </ul> <p><b>Vocabulary:</b> 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><b>Concepts:</b> heritage, chronology, childhood,</p>	<p>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 find clues to what jobs people had such as thatcher, farmers, ladies in waiting and Lords and Ladies.</p> <p><b>Key 5 facts:</b></p> <ul style="list-style-type: none"> <li>-<b>Castles started as Hill Forts made of wood.</b></li> <li>-<b>Barbury Castle was defeated by the Saxons.</b></li> <li>-<b>Motte and Bailey Castles have features such as a moat, a draw bridge and a keep.</b></li> <li>-<b>People living in the castle included the Lord and Lady as well as knights, cooks and blacksmiths.</b></li> <li>-<b>Boys who trained to be knights called squires.</b></li> </ul> <p><b>Vocabulary</b> 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><b>Concepts:</b> tradition, heritage, empathy,</p>	<ul style="list-style-type: none"> <li>• <b>Samuel Pepys wrote a diary about what happened, and we use this as a source of information</b></li> <li>• <b>Nellie Bly explored the world in 72 days, without a chaperone</b></li> <li>• <b>How in 1889, Nellie Bly travelled the world.</b></li> <li>• <b>How have explorers have contributed and made a significant impact to the future.</b></li> </ul> <p><b>Vocabulary</b> Children will be exposed to and encouraged to use this vocabulary: <i>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.</i></p> <p><b>Concepts:</b> heritage, town/ countryside, belonging, resilience, empathy, danger, Chronology, communication</p>
--	---	---	---

		chronology, home, childhood,	
--	--	------------------------------	--