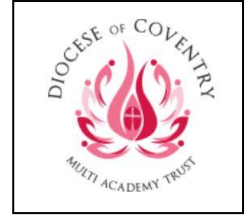




Leamington Hastings C of E Academy

History and Understanding the World (historical elements) curriculum progression grid



At Leamington Hastings C of E Academy children are taught about historical events from Britain and the wider world. A range of historical figures are studied, with both men and women and those of ethnic minorities included within studies. Children develop a curiosity about the past, asking and answering questions to deepen their knowledge. Children consider how they themselves have changed over time along with historical events within living memory and those from further in the past. Children will have the opportunity to find things out using first-hand experience and secondary sources of information such as books, photographs and videos. Real life images are used wherever possible rather than cartoon or illustrated images. As Leamington Hastings Academy contains mixed year groups, children are taught about historical events and topics through a two-year rolling program. The main historical figures and events studied as part of the curriculum are listed below, however children will also have the opportunity to take part in celebrating historical events as they occur e.g. events linked to royalty, the commemoration of Coventry Cathedral and significant anniversaries of the school opening.

Aims

Throughout the history curriculum children will:

- Develop an awareness of the past, using words and phrases associated with the passing of time
- Learn that history is a chronological narrative from the earliest times to the present day, and that the events studied fit into a chronological framework
- Learn that people’s lives have changed over time
- Identify similarities and differences between different ways of life in different time periods
- Develop a knowledge of some significant historical events from England and the wider world
- Develop a knowledge of some significant events within and beyond living memory
- Learn how historical events studied may have shaped the future
- Learn about the lives of some significant people from the past
- Learn about significant historical events, people and places in their own locality
- Carry out historical enquiry
- Ask and answer questions about the past
- Develop and use vocabulary associated with history

Areas of History	Nursery Rising 3s	Nursery Pre-School	Reception	Year 1	Year 2
	Work with an adult to place some familiar events in chronological order.		Order and sequence some familiar events in chronological order.	Begin to understand that the people / events studied fit into a	Know where the people/events studied

Historical skills	Chronology				chronological framework.	fit into a chronological framework.
					Order dates and events from earliest to latest on simple timelines.	Order dates and events from earliest to latest on a timeline, justifying the decisions made.
		Begin to understand the terms now means current and then is in the past.	Understand the terms now means current and then is in the past.	Place two objects / images into time order using now and then.	Place artefacts and events that are close together in time in chronological order.	Sequence artefacts and events that are close together in time, leaving gaps of an approximate appropriate distance.
		Work with an adult to sequence pictures from events in their own lives e.g. baby, toddler and now.		Sequence pictures from events in their own lives e.g. baby, toddler and now.	Sequence different pictures from different time periods with some support from an adult.	Sequence different pictures from different time periods.
		Begin to understand that some things happened before they were born.	Know that some things happened before they were born.	Know that some things happened before they were born and that these are things in the past.	Know that things happened in the past, a long time before they were born.	Know that events can happen in the past, present and future.
		Begin to talk about things that may have happened in their own lives, with an adult scaffolding to develop an understanding that this was in the past.	Talk about things that may have happened in their own lives, with an adult scaffolding to develop an understanding that this was in the past.	Talk about past and present events in their own lives and in the lives of family members.	Describe memories and changes that have happened in their own lives	Describe memories and changes that have happened in their own lives
		In activities with an adult, use common words related to the passing of time – today, yesterday, tomorrow, before I was born, long ago and a long time ago.		Independently use and understand common words related to the passing of time – today, yesterday, tomorrow, before I was born, long ago and a long time ago.	Use common words related to passing of time – last night / last week / last year, when my Grandad was little, present, memory, month, modern and remember.	To use words such as: 10 years ago, decade, 100 years ago, 1000 years ago, 50 years ago, in the Victorian times to communicate facts and make comparisons.

		Develop and understanding of the past through settings, characters and events encountered in books read in class and storytelling.	Develop and understanding of the past through settings, characters and events encountered in books read in class and storytelling.	Develop an understanding of the past through significant individuals and events studied (see below). -	
Historical sources and interpretation	Take part in group times with an adult, looking at and discussing pictures, photographs and artefacts to find out about the past.	Look at and discuss images of familiar situations in the past, such as homes, schools, and transport.	Observe and use pictures, photographs and artefacts to find out about the past.	Retrieve information from a given source aimed at the ability of a Year 1 child.	Retrieve information from a given source aimed at the ability of a Year 2 child.
		Listen to visitors who talk about the past. (Grandparents, Willoughby allotment museum)			
			Know that information can be retrieved from books and computers.	Identify facts that can be retrieved from a given source.	Explain why a source can / cannot answer a question.
			Name different sources of information and different ways in which the past is represented.	Understand the differences between sources of information, pictures and personal accounts.	
				Retrieve information from sources provided.	Choose and select evidence and say how it can be used to find out about the past.

					Compare information that can be retrieved from two different sources.
					Know black and white photos do not always mean that they are old.
				Start to use stories or accounts to distinguish between fact and fiction.	Know the difference between fact and fiction.
Similarities and differences	Begin to make sense of their own life-story and family's history.		Talks about past and present events in their own life and in the lives of family members.	To say what is the same about two historical individuals or events.	Find similarities and differences between individuals and events in more detail, giving a possible reason for the similarities and differences.
	Notice similarities and differences between people.	Continue developing positive attitudes about the differences between people.	Know about similarities and differences between themselves and others, and among families, communities and traditions.	To say what is different about two historical individuals or events.	
			Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (e.g. transport, homes, hobbies, technology)	To begin to identify similarities and differences in ways of life in the past between different time periods.	To identify similarities and differences in ways of life in the past between different time periods.
				To begin to identify similarities and differences in ways of life in the past and the present.	To identify similarities and differences in ways of life in the past and the present.
					Give reasons for the way of life in the past, applying wider use of the period of time (e.g. The children in Victorian era were

					often dirty because they worked in the mine).
Signifi cant peopl e and events	Take part in the sharing of texts, images, and oral stories that help children begin to develop an understanding of the past and present.	Recognise and describe special times or events for family or friends.	To know and explain significant events in history.		Explain what caused the significant event / action.
				Name some significant individuals from the past.	To know and explain the actions / choices of people in history.
		Compare and contrast characters from stories, including figures from the past. (A – Queen Victoria, Holiday makers (inc. Grandma Fantastic’s photo album)) (B- Famous Pirates, animals during the war)	Identify key actions that make a person significant.		
				Listen to stories of characters from a range of cultures and times, making relevant comments.	
Questi oning, histori cal	Be curious about people and show an interest in stories involving people from the past in group scenarios.	Be curious about people and show an interest in stories involving people from the past.	To ask ‘what’ questions find out historical information.	To ask ‘did’ and ‘do’ questions to seek new information.	
			To ask ‘when’ questions find out historical information.	To ask ‘how’ and ‘where’ questions to seek new information.	
			To ask ‘why’ questions to find out historical information.	To ask questions to identify similarities and differences.	

	enquiry		Answer literal questions e.g. who reigns over the country.	Answer questions using sources provided by the teacher.	Answer questions using a range of sources.
					Explain own knowledge and understanding, and asks appropriate questions.
	Presenting learning	Verbally discuss stories involving people from the past in group scenarios.	To write simple factual sentences verbally.	Retell the key elements of an historical event or individual's life in the correct sequence verbally.	To use parts of a <i>story</i> to retrieve and represent historical information in the correct sequence.
				Use drama / role play to communicate knowledge about the past.	Use drama / role play to communicate knowledge about the past in increasing detail.
			To write simple factual sentences in writing.	Recall and record historical events in writing.	Retell historical events or the lives of significant individuals in a series of linked sentences in increasing detail.
				Retell historical events or the lives of significant individuals in a series of linked sentences.	
		Use key words within factual sentences.	Use key topic vocabulary when speaking or when writing a series of linked sentences.	Use key topic vocabulary when speaking or when writing a series of linked sentences.	

The KS1 historical skills listed above will be used in the listed topics below:

Events with	Toys – Cycle A		Explore and describe changes of toys played with within living memory.
			Explore and describe how materials that toys are made from have changed over time.
			Explore and describe how toys reflect the lives that adults were living at the time.

n living mem ory, includ ing signifi cant indivi duals			Understand and explain where the toys 'teddy bears' came from.
			Understand and describe changes in national life – how teddy bears changed over time.
			Understand and describe changes in national life – how Lego changed over time.
			How playing with toys, including outside, has changed over time.
			List of historical skills to be used – Understanding of chronology Use a timeline to order objects Use words such as now, yesterday, before I was born, when my parents / carers were young
			Understand that Covid19 is a historical global pandemic which has been lived through recently.
			Understand and describe the changes in lives that were made.
			Understand and describe the impact of the changes in people's lives.
			Consider what changes in people's lives may need to be made in the future.
			List of historical skills to be used – Use a timeline Describe things that happen to themselves and other people in the past and in the present Recount changes in my own life over time Use a timeline to place important events Use eye witness accounts to find out about the past Changes within living memory
	Coron avirus KS1, Cycle B, Autumn 1 – Fire, Fire!		Know that the 1960s were seen as a time for freedom and change in the United States, considering clothing, art, pop culture, music and television.
	The moon landin		Ask questions about, explore and describe the life of Neil Armstrong.

	g, Neil Armst rong and Christ opher Colum bus KS1 - Cycle B - Spring 2, Here or there?		Understand that Russia and the United States were in a race to see who could be the first to explore space the most and walk on the moon.
			Understand that Neil Armstrong was part of a crew and name his crew members.
			Describe what Apollo 11 was like.
			Sequence and describe the main events of the Apollo 11 mission to the moon.
			Understand and describe what people remember about the moon landing.
			Similarities and differences between Neil Armstrong and Christopher Columbus.
			List of historical skills to be used – Describe and sequence events Use a timeline to order events Describe people and events in history Know about the lives of significant people in the past Look at evidence to give reasons and explain why people in the past may have acted the way they did. Ask questions about the past.
			Know and describe the significant events in Nelson Mandela’s life.
			Know that Nelson Mandela was rewarded with a Nobel Peace Prize.
			Describe how Nelson Mandela’s actions had a significant impact on the lives of others.
Know that Nelson Mandela was an advocate for respect and equality.			
List of historical skills to be used – Understand how to put people and events in order of when they happened Use words past and present when telling others about events in the past Use a timeline to place important events / people Use books, pictures, stories, eyewitness accounts to find out about events in the past Ask questions about the past			

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			<p>Use a wide range of information and sources to answer questions about the past</p> <p>Describe differences between then and now</p> <p>Lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Compare aspects of life in different periods</p>
<p>Events beyond living memory, including significant individuals</p>	<p>Great Fire of London –</p> <p>KS1, Cycle B, Autumn 1 – Fire, Fire!</p>		<p>Know and describe the reign on King Charles 1st in the lead up to the events of the Great Fire, along with his actions during this time.</p>
			<p>Know and describe what houses were like in 1666.</p>
			<p>Know and describe how fire was important to the lives of people in 1666.</p>
			<p>Know and describe what a day in the life of a person was like in 1666.</p>
			<p>Know and describe how the great fire started, and what contributed to the spread of the fire.</p>
			<p>Know and describe how the fire was extinguished.</p>
			<p>Know that Samuel Pepys was a significant person in The Great Fire who wrote a diary.</p>
			<p>Sequence and describe the actions Samuel Pepys took in 1666.</p>
			<p>Know and describe the impact that The Great Fire had over the four days, and that some buildings and people survived.</p>
			<p>Know and describe how London changed after The Great Fire.</p>
			<p>Know and describe how the fire brigade started.</p>
			<p>Know, describe and order events to show how firefighting has changed over time.</p>
			<p>List of historical skills to be used –</p> <p>Describe and sequence events in the past</p> <p>Use a timeline to order events</p> <p>Describe people and events in history</p> <p>Know about the lives of significant people in the past</p>

<p>Florence Nightingale / Mary Seacole</p> <p>KS1 – Cycle A, Spring 1 – Our Bodies.</p>			<p>Look at evidence to give reasons and explain why people in the past may have acted the way they did. Ask questions about the past.</p>
			<p>Know and describe the ways of life in the Victoria era, depending on if your family were rich or poor.</p>
			<p>Know that it cost a lot of money for people to visit a doctor in Victorian times, but that it is free if you use the NHS today.</p>
			<p>Know, describe and sequence the events from Florence Nightingale’s life.</p>
			<p>Know and describe how Florence fought hard to become a nurse in the Crimean War.</p>
			<p>Know that conditions in the hospital Florence worked in were unhygienic, and describe changes that she made and the impact that she had.</p>
			<p>Know that Florence was known as the ‘Lady of the Lamp’.</p>
			<p>Know and describe that Florence set up rules for nursing and set up a nursing school.</p>
			<p>Know and describe that Mary Seacole was a Jamaican nurse in the Crimean War, but is not as well known as Florence Nightingale.</p>
			<p>Know and describe the life and actions of Mary Seacole.</p>
<p>Compare nursing in the Crimean War with nursing today.</p>			
<p>List of historical skills to be used – Understand how to put people and events in order of when they happened Use words past and present when telling others about events in the past Use a timeline to place important events / people Use books, pictures, stories, eyewitness accounts to find out about events in the past Ask questions about the past Use a wide range of information and sources to answer questions about the past</p>			

			<p>Describe differences between then and now Lives of significant individuals in the past who have contributes to national and international achievements</p> <p>Compare aspects of life in different periods Look at evidence to give and explain reasons why people in the past may have acted the way they did.</p>
	<p>Christopher Columbus –</p> <p>KS1 – Cycle B, Spring 1 – Explorations.</p>		<p>Know and describe the early life of Christopher Columbus.</p> <p>Know and describe how Christopher Columbus became an explorer.</p> <p>Know and describe how ships were in 1440.</p> <p>Know and describe how Columbus’ greatest mistake became his greatest achievement.</p> <p>Know and describe what Columbus discovered on his journeys.</p> <p>Similarities and differences between Christopher Columbus and Neil Armstrong.</p> <p>Know and describe the legacy of Christopher Columbus.</p> <p>List of historical skills to be used – Understand how to put people and events in order of when they happened Use words past and present when telling others about events in the past Use a timeline to place important events / people Use books, pictures, stories, eyewitness accounts to find out about events in the past Ask questions about the past Use a wide range of information and sources to answer questions about the past Describe differences between then and now Lives of significant individuals in the past who have contributes to national and international achievements</p>

	<p>Mary Annin g -</p> <p>KS1 – Cycle A, Spring 2 – Discoveries.</p>		<p>Compare aspects of life in different periods</p> <p>Know and describe the differences in food and homes in the Victorian period, according to if the family was rich or poor.</p> <p>Know, describe and sequence the main events of Mary Anning’s life.</p> <p>Know and describe significant facts related to fossils in the Victoria era.</p> <p>Know, describe and consider the life of a female scientist in Victorian times. Compare it with the life of a female scientist today.</p> <p>Consider the scientific word of palaeontology in Victorian times and today.</p> <p>List of historical skills to be used – Understand how to put people and events in order of when they happened Use words past and present when telling others about events in the past Use a timeline to place important events / people Use books, pictures, stories, eyewitness accounts to find out about events in the past Ask questions about the past Use a wide range of information and sources to answer questions about the past Describe differences between then and now Lives of significant individuals in the past who have contributed to national and international achievements Look at evidence to give reasons why people in the past may have acted the way they did. Compare aspects of life in different periods</p>		
	<p>Remembrance day</p>		<table border="1"> <tr> <td data-bbox="1469 1323 1809 1511"> <p>Know that Remembrance Day is held on the 11th of November each year.</p> </td> <td data-bbox="1809 1323 2143 1511"> <p>Know that Remembrance Day is held on the 11th hour of the 11th day of the 11th month each year.</p> </td> </tr> </table>	<p>Know that Remembrance Day is held on the 11th of November each year.</p>	<p>Know that Remembrance Day is held on the 11th hour of the 11th day of the 11th month each year.</p>
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	<p>KS1 – Cycle A and B – Autumn 2.</p>		<p>Know that the purpose of Remembrance Day is to remember those who have served or died in wars since the end of the first World War.</p>	<p>Know that Remembrance Day was first held in 1919, one year after the end of the first World War and is sometimes referred to as Armistice Day.</p>
			<p>Know that at 11 o'clock on Remembrance Day, people stay silent for 2 minutes to remember those who fought in wars.</p>	<p>Know that at 11 o'clock on the 11th of November, and on Remembrance Sunday, people reflect for 2 minutes to remember those who died and fought in wars.</p>
			<p>Know that poppies help people to remember those who died or fought in wars.</p>	<p>Know that poppies are used as they were the first thing that grew in the battle fields after the end of the first World War.</p>
			<p>Know that people lay wreathes and poppies on statues and monuments on Remembrance Day.</p>	<p>Know that the Royal British Legion sell poppies every year to raise money for soldiers and their families.</p>
			<p>Participate in creating a poppy wreath to place on a local war memorial to remember those who served or died in the war.</p>	<p>Participate in creating a poppy wreath to place on a local war memorial to remember those who served or died in the war</p>
<p>Guy Fawke</p>			<p>Know that King James 1st was the King of England and was not liked by some people as he insisted that everyone in the country follow the same religion as he did.</p>	

<p>s and bonfire night</p> <p>KS1 – Cycle B, Autumn 1 – Fire, Fire!</p>		<p>Know and describe that Guy Fawkes was part of a group of conspirators, led by Robert Catesby, who plotted to blow up the Houses of Parliament with the King and his Government inside.</p>
		<p>Know that Guy Fawkes was the conspirator who hid in the Houses of Parliament with barrels of gunpowder, waiting to blow up the King and the Government.</p>
		<p>Know that while Guy Fawkes was hidden in London, the rest of the conspirators were hidden away in what is now known as Guy Fawkes House in Dunchurch (local link).</p>
		<p>Know that the conspirators planned to kidnap Princess Elizabeth from where she was staying at Coombe Abbey (local link) and take control of her. The conspirators planned that she would take the throne.</p>
		<p>Know that someone sent King James the 1st a warning letter, telling him what the conspirators were planning.</p>
		<p>Know that Guy Fawkes was captured before he could set light to the gunpowder. He was arrested for treason and executed.</p>
		<p>Know that King James the 1st decided that from now on, on the 5th of November, the people of England would remember the failed plan of the conspirators.</p>
		<p>Know that these events are why a ‘guy’ is often placed on top of a bonfire and why we have fireworks.</p>
		<p>Describe and order the events of Guy Fawkes and the Conspirators.</p>
		<p>List of historical skills to be used – Use words past and present when telling others about events in the past Use a timeline to place important events</p>

			<p>Use books, pictures, stories, eyewitness accounts to find out about events in the past</p> <p>Ask questions about the past</p> <p>Look at evidence to give reasons why people in the past may have acted the way they did</p>
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