

Nursery: Marvellous Me

Early Years/KS1 Topic: *How have the lives of significant inventors throughout history shaped and influenced the lives and homes of people today?

*Lives of significant individuals in the past who have contributed to national/international achievements

*Major inventions/inventors based upon the children's interests e.g. Thomas Edison, Marie Curie, Alexander Graham Bell and George Stephenson

*Over-arching Enquiry Question *NB: There will be further enquiry questions within the unit

KS2: *Geography Focus – see Geography Autumn 1 HTPD

National Curriculum

Purpose of study:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key Stage One:**National Curriculum Requirements of History****Pupils should be taught about:**

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- 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];
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

Progression of Knowledge and Skills

Nursery	Reception	Y1/Y2	Y3/Y4	Y5/Y6
<p>Three and Four-Year-Olds will:</p> <p>Links with EYFS Long term Plan:</p> <p>Understanding the World</p> <p>Nursery 1:</p> <ul style="list-style-type: none"> • Make connections between the features of their family and other families. <p>Nursery 2:</p> <ul style="list-style-type: none"> • Begin to make 	<p>Reception children will:</p> <p>Understanding the World</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. <p>ELG: Understanding the World Past and Present:</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<p>KS1 Children will:</p> <p>Chronology:</p> <p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present. ▪ Identifying some similarities and differences between their own present and aspects of the past. ▪ Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between present and past in their own and 	<p>*Geography Focus – see Geography Autumn 1 HTPD</p>	<p>*Geography Focus – see Geography Autumn 1 HTPD</p>

<p>sense of their own life-story and family's history</p> <p>Predictable interests/Learning experiences: New routines Class expectations Autumn</p> <p>Hooks for Learning:</p> <ul style="list-style-type: none"> • How have I changed? • My family <p>Texts:</p> <ul style="list-style-type: none"> • Owl Babies <p>Links with 'Working with the revised Early Years Foundation Stage Principles into Practice' document by JULIAN GRENIER':</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history – spend time with the children talking about photos, memories. Encourage them to retell what their parents told them about their 	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Links with EYFS LTP:</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. <p>Links with 'Working with the revised Early Years Foundation Stage Principles into Practice' document by JULIAN GRENIER':</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past – present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences: <p>Examples to support this are:</p> <ul style="list-style-type: none"> • Shows images of familiar situations in the past. • Look for opportunities to observe children 	<p>other people's lives.</p> <ul style="list-style-type: none"> ▪Identifying some similarities and differences between ways of life in different periods. *Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <p>Events, People and Change</p> <ul style="list-style-type: none"> ▪Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. ▪Use simple stories and other sources to show that they know and understand key features of events. <p>Communication</p> <ul style="list-style-type: none"> ▪Understand and use simple historical concepts such as now/then and same/different. ▪To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). ▪Understand historical concepts and use them to make simple connections and draw contrasts. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> ▪Use sources to answer simple questions about the past. ▪Ask and answer questions about the 		
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<p>life-story and family.</p> <p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Encourage children to bring in photos or objects from home to discuss their favourite memories. Children could create a ‘special memories’ book or treasure box. • Encourage children to bring in photos or objects from home to discuss their favourite memories. Children could create a ‘special memories’ book or treasure box. • Play different games, such as ‘Apple Pie’ or parachute games to help children learn each other’s names. • Ask children to bring in baby pictures from home. Compare pictures of the children as babies to now. How have they changed? What can they do now that they could not do as babies? 	<p>talking about experiences that are familiar to them and how these may have differed in the past.</p> <ul style="list-style-type: none"> • Offer opportunities for the children to begin to organise events using basic chronology, recognising things that happened before they were born. <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Examples to support this are:</p> <ul style="list-style-type: none"> • Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. • In addition to storytelling, introduce characters from the past using songs, poems, puppets, role-play and other story- 	<p>past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</p> <ul style="list-style-type: none"> ▪ Identify some of the basic ways the past can be represented. ▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories). <p>Knowledge, skills & Understanding Breakdown</p> <p>Year 1:</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> *Can they put up to three objects in chronological order (recent history)? *Can they use words and phrases like: old, new and a long time ago? * Do they know that some objects belonged to the past? <p>Knowledge and Interpretation:</p> <ul style="list-style-type: none"> *Do they appreciate that some famous people have helped our lives be better today? *Can they begin to identify the 		
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<ul style="list-style-type: none">• Invite children to explore their own life stories and family history using photographs. Create photo albums for each child to talk about with others in the group.• Use twigs or tree paintings and invite children to create trees of people who are special to them. Children could add hand or fingerprint leaves and then add paper heart shapes showing pictures of their special people.• Invite visitors into the setting to talk to the children about different types of families and groups of special people, such as grandparents or foster carers.• Could share stories linked to the History of Bonfire Night/Guy Fawkes	telling methods.	<p>main differences between old and new objects?</p> <p>*Can they identify objects from the past, such as vinyl records?</p> <p>Historical Enquiry:</p> <p>*Can they ask and answer questions about old and new objects?</p> <p>*Can they spot old and new things in a picture?</p> <p>*Can they answer questions using an artefact/ photograph provided?</p> <p>*Can they give a plausible explanation about what an object was used for in the past?</p> <p>Challenging: Chronological Understanding:</p> <p>*Can they put up to five objects/events in chronological order (recent history)?</p> <p>*Can they use words and phrases like: very old, when mummy and daddy were little?</p> <p>*Can they use the words before</p>		
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and after correctly?

Knowledge and Interpretation:

*Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?

*Can they explain differences between past and present in their life and that of other children from a different time in history?

Historical Enquiry:

*Can they answer questions using a range of artefacts/ photographs provided?

*Can they find out more about a famous person from the past and carry out some research on him or her?

Year 2:

Chronological Understanding:

- Can they use words and phrases like: before I was born, when I was younger?
- Can they use phrases and

		<p>words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</p> <ul style="list-style-type: none"> • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? <p>Knowledge and Interpretation:</p> <ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Can they answer questions by using a specific source, such as an information book? 		
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Challenging:
Chronological Understanding

- Can they sequence a set of objects in chronological order and give reasons for their order?
- Can they sequence events about their own life?
- Can they sequence events about the life of a famous person?
- Can they try to work out how long ago an event happened?

Knowledge and Interpretation:

- Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?
- Can they explain why someone in the past acted in the way they did?

Historical Enquiry:

- Can they say at least two ways they can find out about the past, for example

		using books and the internet? • Can they explain why eye-witness accounts may vary?		
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Progression of Vocabulary

EYFS	Y1/Y2	Y3/Y4	Y5/Y6
<p>Skills Based Vocabulary: Historical Communication; Enquiry Interpretation & Using Source</p> <p>Nursery Stories, objects, memories, life, life-story, lives, people, family, talk about, re-tell</p> <p>Reception Bravery, kindness, choices, same, different, difference, photograph, picture, books, story- telling, songs, poems, puppets, role-play</p> <p>Chronology</p> <p>Nursery Old, new, past, now, ago, family tree</p>	<p>KS1 Topic Based Vocabulary – to feature on Knowledge Organiser:</p> <p>Invention Inventor Innovation Pioneer Evolve Research Merchant Electrical Engineer Lightbulb Chemist Radioactivity Revolution Industrial Revolution World War One X Ray</p> <p>Skills Based Vocabulary: Historical Communication;</p>		

Reception

A long time ago, past, present, then, next, very old,
before, after, order, before I was born ..., when I was little,
when my Mummy and Daddy were little, when my
Grandparents were little, special

EYFS Long Term Progression Plan Suggested
Vocabulary

*Family member names

Enquiry Interpretation & Using
Sources

Historian, investigate, research,
evidence, experts, archaeologists,
artefact, evidence, source, find out,
discover, newspapers, websites,
textbooks, similarities, similar,
differences, change, compare,
reason, important, significant,
change, nationally, internationally,
discovery, invention, innovative,
historical, individuals

Chronology

Time, year, ancestor, decade,
century, historical, modern, recent,
long ago, timeline, calendar, date
order, sequence, memory, living
memory, past, present, passing of
time, chronological order,
hundreds of years ago, about a
hundred years ago