



Knowledge Progression



Year 1/2 History

| | Within Living Memory TERM: | Beyond Living Memory TERM: | The Lives of Significant People TERM: | Local History TERM: |
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| Key Vocabulary | Baby, toddler, adult, elderly, present, past, before/after, then, now, yesterday, last week, when I was younger, a long time ago, old, new, living memory, remember, memories, fact, source, interpret, recent, electricity, technology, timeline, artefacts, clay, bone, fur, spinning tops, hoops, marbles. | Before I was born, when my parents/carers were young, before, then, next, past, present, astronaut, century, chronological order, research, evidence, experts, lifetime, diary, Samuel Pepys, Apollo 11, lander, broadcast, experiment. | Florence Nightingale, Mary Seacole, Edith Cavell, Queen Victoria, Scutari, Crimean War, conditions, Red Cross, British Hotel, Neil Armstrong. | Matthew Corbett, Harry Ramsden, Abraham Moon, locality, before I was born, when my parents/carers were young, before, then, next, past, present. |
| Previous knowledge/ Learning | <p>In EYFS, our children will:</p> <ul style="list-style-type: none"> - Remember and talk about significant events in their own experience. (30-50 months) - Talk about past and present events in their own lives and in the lives of family members. (goal) - Discuss around how and why festivals and celebrations are traditionally celebrated and how we each have celebrated them in the past within our own families. (Eid, Christmas, Easter, Chinese New Year, birthdays,) | <p>In EYFS, our children will:</p> <ul style="list-style-type: none"> - Talk about past and present events in their own lives and in the lives of family members. (goal) | <p>In EYFS, our children will:</p> <ul style="list-style-type: none"> - Talk about past and present events in their own lives and in the lives of family members. (goal) - Order the life cycles of animals and minibeasts | <p>In EYFS, our children will:</p> <ul style="list-style-type: none"> - Talk about past and present events in their own lives and in the lives of family members. (goal) |
| N.C. Objectives | 1. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | 1. 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). | 1. 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. (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 Florence Nightingale and Edith Cavell). | 1. Significant historical events, people and places in their own locality |

Within Living Memory

POWERFUL KNOWLEDGE:

OUR CHILDREN WILL:

H1 - Know that the toys their grandparents played with were different to their own. These toys didn't usually require electricity and technology was not as advanced. Their grandparents wouldn't have played with tablets or computers. Lots of toys that that were played with at the time required them to use more imagination and creativity.

H2 - Know about the evolution of British toys and order these using a timeline.

H3 - Organise several British artefacts (toys) by age, beyond living memory. Answering the questions: Which things are old and which are new? What were they used for? What do we use now?

H4 - Study how technological advancements changed national life for children. They will know that the toys that our grandparents played with didn't usually require electricity like ours (e.g. clockwork toy car vs remote-control car). They wouldn't have played with tablets or computers. They would have relied on imagination – playing made up games, climbed trees and played sports.

H5 - Name some of the toys that were played with during the time of the Ancient Egyptians (a historical period that will be studied more fully in Y3/4).

HOW DOES THIS LOOK AT TRANMERE?

Cycle 1 - The Magic Toymaker:

1. Children answer questions about their favourite toy: What is your favourite toy? Where did you get the toy? How old is the toy? How old were you when you got it? What material is it made from? Why is it special to you? How does it work? Children then interview a grandparent/ older person about their favourite toy, asking the same key questions.
2. The children split a page into two, using half to paint a picture of their toy and half to paint a picture of their grandparents' toy, discussing similarities and differences.
3. The children to sort a range of toys into old and new.
4. Children create a timeline to order the evolution of British toys.
5. Look together at the 'Toy Shop' by Peter Blake 1962 – a painting which shows the artist's favourite toys as a child. Children to create their own piece of art in the same style.
6. Children to look at a painting entitled Children's Games by Flemish artist, Pieter Bruegel (1560). Children should begin to discuss the games they can see. Children to try playing some of the games.
7. The children learn that dolls are believed to be one of the earliest toys to have ever been made. Since ancient times, people have made characters using natural materials such as wood, clay, bone and fur. Dolls are known to have been played with during the time of the Ancient Egyptians. In museums, you can see other ancient Egyptian toys such as balls, toy animals, dolls and spinning tops. Some toys have hardly changed in hundreds of years. Marbles, spinning tops, toys on wheels, hoops and balls are just some of these toys. Toys are made of many different materials. The materials toys are made from help us to know how old the toy is.
8. Complete a non-fiction reading RIC based on toys from the past.

Beyond Living Memory

POWERFUL KNOWLEDGE:

OUR CHILDREN WILL:

H6 - Know about events (Great Fire of London and Moon Landing) from long ago, even before their grandparents were born.

H7 - Know that on the 2nd September 1666, a fire broke out at a baker's home on Pudding Lane in London. A maid had forgotten to put out the ovens the night before. Over four days, the fire destroyed 80% of the city. Most of what we know about the fire comes from the diary accounts of Samuel Pepys. Over 13,000 homes were destroyed and over a million people were left homeless. As a result of the disaster, the centre of London was redesigned and rebuilt with widened streets and buildings made of stone and brick.

H8 - Know that children's lives today are different to those of children a long time ago, during the Great Fire of London.

H9 - Know that on 16 July 1969, the American Apollo 11 space mission was launched from the Kennedy Space Centre. On board were three astronauts – Neil Armstrong, Michael Collins and Edwin 'Buzz' Aldrin. Four days later, on 20 July 1969, the eagle lander touched down on the Moon's surface in an area known as the Sea of Tranquillity. Neil Armstrong was the first to leave the lander and set foot on the moon. This historic moment was marked by Neil Armstrong's memorable speech: "One small step for man, one giant leap for mankind". The moment was broadcast live on TV and watched by approximately 600 million people around the world. Together they spent two and half hours exploring and performing experiments, as well as collecting rock samples and soil to bring back to Earth. They returned to Earth as heroes on 24 July 1969.

HOW DOES THIS LOOK AT TRANMERE?

Cycle 2 - Time Travellers:

1. Children to take part in a workshop, delivered by Jacob Phillips from Codswallop, about The Great Fire of London, focusing on acting out the event.
2. Children will have will have opportunities to carry out a variety of activities to learn more about Samuel Pepys and The Great Fire of London. These will include: creating a replica and redesigned city to set alight in the playground with the help from the Fire Brigade (why did the fire spread then, but wouldn't after the redesign), creating silhouette pictures of the event and looking at evidence to gain more information.
3. Children should work as a class to order events of the Great Fire of London.
4. As a class, the children create a table to compare the similarities and differences between children's lives today and the children's lives during the Great Fire of London.
5. Invite a staff member, parent or visitor to talk about their memories of the first man on the moon and Neil Armstrong. Use the BBC DVD to support learning. They may also bring in pictures/artefacts to share with the children. The children should compile questions to ask the visitor and then record their findings by creating a fact file.
6. Children to sort images of the first moon landing into chronological order.
7. Children to plan to organise a 'History Hullabaloo.' Invite parents in. Children to have history workstations organised in time event order. Children to showcase their work on the great fire of London and first moon landing.

The Lives of Significant People

POWERFUL KNOWLEDGE:

OUR CHILDREN WILL:

H10 - Know that Florence Nightingale (1820-1910) was a nurse who was sent to a military hospital in Scutari during the Crimean War. Appalled by the terrible conditions, Florence set about improving both the environment and the care that the soldiers' received. Her devotion and concern for their welfare won her much acclaim – she became fondly known as the 'Lady with the Lamp'. When she returned to England, Florence continued to campaign for better standards in hospital care and set up the first training schools for nurses. She was awarded Red Cross by Queen Victoria.

H11 - Understand that Mary Seacole could not be a nurse during the Crimean War because she was black (war office decision). Know that she used her own money to set up British Hotel (only 2 miles away from war – brave) and make her own herbal medicines because she agreed with Florence Nightingale that soldiers were not getting properly cared for. Soldiers wrote about her, leading to fame and she was awarded a Crimean medal.

H12 - Know that Edith Cavell (1865-1915) was a British nurse who gave up her life to help injured soldiers of all nationalities during World War One. She also helped soldiers to escape from German soldiers who were looking to capture and imprison them. She was arrested for this and the Germans ordered Edith to be shot as punishment. Edith is still remembered today for her courage and compassion.

H13 - Know about a famous person from outside of the UK (Neil Armstrong) and explain why they are famous.

HOW DOES THIS LOOK AT TRANMERE?

Cycle 1 - People of the Past:

1. Children to find out about Florence Nightingale, Mary Seacole and Edith Cavell through a scavenger hunt. They will need to hunt around the school grounds to find the name of the person, their job and key facts. The children will hunt for this information in pairs and record the key information.
2. Children will discuss the key questions: What types of things do these people do? How do we remember these people? Why should we remember these people from the past?
3. Children create table comparing the similarities and differences between the 3 famous people.
4. Invite Tempus Fugit or visit Thackeray Medical Museum to learn more about Florence Nightingale and what life was like at that time in the past. Class to then create fact file all about Florence Nightingale.

Cycle 2 - Time Travellers:

1. Find in 'Beyond Living Memory, point 5.

Local History

POWERFUL KNOWLEDGE:

OUR CHILDREN WILL:

- Know that the local area is different to the way it used to be a long time ago.

- Know about famous people and famous places (Michael Corbett, Harry Ramsden, Abraham Moon) from their locality (Guiseley/ Menston) and explain why they are famous.

HOW DOES THIS LOOK AT TRANMERE?

Cycle 1 - Local History and Book Study:

1. Look on Google Maps. Look at the world. Where is Europe, the UK, England, Yorkshire, West Yorkshire, /Leeds, Guiseley and Tranmere? Research when the school was built (1970). Look at aerial photographs of Tranmere over time.
2. Children to find out about Michael Corbett, watch an episode of Sooty and discuss how television has changed.
3. Children to find out about Harry Ramsden, visit Harry Ramsden's and create a timeline with pictures, showing the change in Harry Ramsden's business over the years. Talk about how useful or reliable images are as a source. What extra information can they offer a researcher? To what extent can we trust them and what might we have to consider when using them for historical research?
4. Invite Jacob Phillips (Theatre Director) or someone from Aireborough Historical Society to come in to speak to the children about the history of Abraham Moon Mill. Children will need to prepare questions that they would like answers to. Children to visit Abraham Moon Mill and write up a report to present their overall findings.
5. Ask pupils to focus on one of these people/places. Tell a story (real or imagined) using the setting and character, using digital video, comic or poster making apps.

Key Knowledge – what do we want our children to know before they leave our year group? How will we get them there? How is that personalised to Tranmere?