

 Upton Infant School		We Are Brilliant Historians!		Progression Map: Historical Events
Upton Infant School's History Curriculum Rationale				
Brilliant historians...				
- gain a coherent knowledge and understanding of the history of their own <i>locality</i>, of Britain's past and that of the wider world. - are curious to know more about the past - ask perceptive <i>questions</i>, find answers by <i>research</i> to draw <i>conclusions</i> and <i>present</i> their findings in a variety of ways. - understand how the recurring themes of <i>monarchy</i>, <i>conflict</i> and <i>technology</i> have impacted on Britain throughout history - know and understand the <i>cause and consequences</i> of people's actions and key events, their <i>legacy</i> and how their legacy has shaped Britain and the World. - develop an awareness of the past and <i>chronology</i>, using common words and phrases relating to the passing of time. know where the people and events they study fit within a chronological framework and identify <i>similarities and differences</i> between ways of life in different periods.				
History Curriculum – Historical Events				
Reception	Year One	Year Two	Year Three – next steps	
Intent				
Brilliant historians in Reception will focus on their own personal history. They will look at a significant events that have happened in their own lifetimes, for example birthday celebrations.	Brilliant historians in Year One will learn about The Gunpowder Plot, linking this to work on monarchy Children will learn about the Gunpowder Plot and they will put it into a timeline with other key historical events. They will learn about key individuals involved in the Gunpowder Plot and they will draw on primary and secondary sources to make fact sheets and posters.	Brilliant historians in Year Two will build upon their knowledge of history, drawing on previous historical process knowledge and enquiry knowledge. Children will learn how we know about the Great Fire of London, looking at primary and secondary sources of evidence. They will learn how it fits chronologically with other key events from history. They will learn about the causes and effects of the fire, and plot the key events chronologically on a timeline. Children will compare life in London at the time of the fire with the present day.		
Planning considerations for teachers				
- Can the children talk about themselves? - Can the children name members of their family and recognize who they are to them e.g. sister, uncle? - Can the children ask simple questions?	- Have you coincided your learning with November 5th? - Are you providing opportunities to link learning to other curriculum areas, for example fireworks pictures and reading fireworks poetry? - Are you making the sticky knowledge explicit, and referring to and checking prior knowledge?	- Have you introduced the subject of history and introduced some key historians? - Have you made links to previous learning, in particular Year One's learning about the monarchy? - Are you making the sticky knowledge explicit, and referring to and checking prior knowledge?		
Sticky Knowledge				
Brilliant historians... 1. know what a question is and use question words (how, why, what, when, where and who).  2. know about themselves and their family.  3. are curious about significant people and show interest in stories.  4. Can talk about a significant event in their life time e.g. birthday. 	Brilliant historians... 1. know where the Gunpowder Plot fits on a timeline.  2. know some similarities and differences between 1605 and the present  3. ask and answer questions to show they understand the Gunpowder Plot.      4. can order the events of the Gunpowder Plot onto a timeline  5. know the key people involved in the Gunpowder Plot   6. know that we use primary and secondary sources to find out about the past.     7. know some ways that we remember the past.  	Brilliant historians... 1. Brilliant historians know what Primary and Secondary sources are and can identify them.    2. Brilliant historians ask and answer questions about The Great Fire using historical sources    3. Brilliant historians know the key facts of The Great Fire of London     4. Brilliant historians can order key historical events chronologically on a timeline  5. Brilliant historians can order the events of The Great Fire of London on a timeline    	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance, construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how knowledge of the past is constructed from a range of sources.	
Our promise to make history learning brilliant				
· Birthday celebrations	· Fireworks themed celebrations	· Great Fire of London themed day		