

 Upton Infant School		We Are  Historians!		Progression Map: Historical People			
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 <i>perceptive 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 – Significant Individuals							
Reception		Year One		Year Two			
Intent							
Brilliant historians in reception will look at a significant event that has happened in their life e.g. birthday celebration. The children focus on different significant individuals e.g. Helen Sharman, Neil Armstrong and Chris Hadfield in their 'Let's Explore' topic. The children learn about old and new toys and changes in technology overtime in their 'Into the Woods' topic.		Brilliant historians in Year One will learn about our Royal Family and significant Kings and Queens from British History. They will use primary and secondary sources of evidence to ask and answer questions and order monarchs chronologically on a timeline. Children will also compare King Charles II with King Charles II, and learn about similarities and difference between life in Queen Victoria's reign with life today.		Brilliant historians in Year Two will learn about Mary Seacole. They will use primary and secondary sources to find out about her life about create a timeline of her life events. They will learn about what hospitals were like in the 1800s and compare them to hospitals today. We will look at how she is remembered today for being a significant individual.			
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?		- Are you making links to the monarchy and other areas of the curriculum, such as the Gunpowder Plot and The Great Fire of London? - 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? - Are you referring back to previous history learning, particularly regarding how the life of Mary Seacole fits chronologically on a time line? - 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• Brilliant historians know key members of the royal family, and how changes in Kings and Queens impact on national life.   2• Brilliant historians can ask and answer questions using different sources of evidence     3• Brilliant historians can name some Kings and Queens and their significance    4• Brilliant historians can order some Kings and Queens chronologically   5• Brilliant historians know about the life of King Charles III and his significance to national life      6• Brilliant historians can compare similarities and differences between life in Victorian times with today   		Brilliant historians... 1• know where Mary Seacole's life fits on a timeline.  2• know we can use primary and secondary sources to find out about the past. 3• can ask and answer questions about Mary Seacole.       4• can order the events of Mary Seacole's life on a timeline.   6• know the similarities and differences between Mary Seacole's time and the present e.g. comparing hospitals    7• know how to remember the past 		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. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	
Our promise to make history learning brilliant							
		• Hold a Royal Banquet		• Create our own fact sheets about Mary Seacole			