

# The Gattons History Knowledge and Skills overview

## Reception

EYFS History Skills			
<u>Changes within living memory</u> Begin to make sense of their own life-story and family's history. Understand the ways I have changed. Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc. Talk about the lives of the people around them and their roles in society.	<u>Events beyond living memory</u> Comment on images of familiar situations in the past <ul style="list-style-type: none"><li>• First Female Flight</li><li>• Life in castles ( traditional tales)</li></ul>	<u>The lives of significant individuals in the past</u> Compare and contrast characters from stories, including figures from the past Understand the past through settings, characters and events encountered in books read in class and storytelling. <ul style="list-style-type: none"><li>• Amelia Earhart</li><li>• Jane Goodall /David Attenborough</li></ul>	<u>Significant historical events, people and places in their own locality</u> Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <ul style="list-style-type: none"><li>• Christmas</li><li>• Remembrance Day</li></ul>
EYFS History Knowledge			
Autumn – My own timeline, Remembrance Day, Christmas then and now			
<u>Changes within living memory</u> <ul style="list-style-type: none"><li>• I know about my own life-story and family's history.</li><li>• I know how I have changed</li><li>• I know about changes that have happened within my family lifetime</li><li>• I know about the lives of the people around them and their roles in society</li><li>• </li></ul>		<u>Significant historical events, people and places in their own locality</u> <ul style="list-style-type: none"><li>• I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li></ul>	
Spring – Comparing characters from stories. Peoples roles in society - Postmen and women Nature detectives- Jane Goodall and David Attenborough - how did they raise the profile of conservation			
<u>Events beyond living memory</u> <ul style="list-style-type: none"><li>• I know about some familiar situations in the past</li><li>• I know about the lives of the people around them and their roles in society</li></ul>		<u>The lives of significant individuals in the past</u> <ul style="list-style-type: none"><li>• I know about characters from stories, including figures from the past</li><li>• Compare and contrast figures from the past</li></ul>	
Summer – Amelia Earhart ( flight) Comparing holidays grandparents memories			
<u>Events beyond living memory</u> <ul style="list-style-type: none"><li>• I know about some familiar situations in the past</li></ul>		<u>The lives of significant individuals in the past</u> <ul style="list-style-type: none"><li>• I know about the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>	

# YEAR 1

Topic: The Great Fire of London					
Autumn 2	Chronological understanding	Knowledge and understanding of past events, people and changes in the past	Historical interpretation	Historical enquiry and language	Organisation and communication
Autumn Term Skills	I can use common words and phrases relating to the passing of time. <i>e.g. now, yesterday, last week, when I was younger, a long time ago.</i>	<p>I can understand key features of events.</p> <p>I can identify some similarities and differences between ways of life in different periods.</p> <p>I can use drama to under to understand why people did things in the past.</p> <p>I can identify similarities and differences between ways of life of different periods. <i>'then and now'</i>)</p> <p>I can describe events beyond living memory that are significant nationally or globally.</p>	<p>I can compare pictures of people or events in the past.</p> <p>I can describe similarities and differences between old and new artefacts. <i>Eg. Explain what they have learned about the past using a variety of methods: diagrams, diaries, stories</i></p> <p>I can sort artefacts from 'then' and 'now'.</p>	<p>I can find answers to some simple questions about the past from simple sources of information.</p> <p>I can ask and answer relevant basic questions about the past.</p>	<p>I can talk, draw or write about aspects of the past.</p> <p>I can take part in drama to imagine something that happened in the past.</p>
Autumn Term Knowledge	I know that The Great fire of London happened in the past in 1666.	<p>I know the fire started in a bakery.</p> <p>I know the fire spread because the houses were made from wood and were close together.</p> <p>I know that houses are mostly made from brick now.</p> <p>I know that they used buckets and fire squinters to put out the fire.</p> <p>I know fires are put out with a hose now.</p>	<p>I know that building materials have changed because of the Great Fire of London.</p> <p>I know that we are better at putting out fires now because we have hoses.</p>	I know pictures, videos and other artefacts help me find out about the past.	
Autumn term vocabulary	Past London 1666	Bakery Fire Spread King Charles II Thomas Farriner	Firebreak Fire squinter Artefact	Who What When Why Where Questions	

Topic: Space Who would you rather go to space with Neil Armstrong or Tim Peake.					
Year 1	Chronological understanding	Knowledge and understanding of past even, people and changes in the past	Historical interpretation	Historical enquiry and language	Organisation and communication
Spring Term Skills Revisiting and new	I can sequence events and recount changes within living memory. <i>describe memories of key events.</i>  I can use common words and phrases relating to the passing of time. <i>e.g. now, yesterday, last week, when I was younger, a long time ago</i>	I can understand key features of events.  I can use drama to under to understand why people did things in the past.  I can identify similarities and differences between ways of life of different periods. ( <i>'then and now</i> )  I can describe changes in living memory and aspects of change in national life.	I can relate my own account of an event and understand that others may give a different version.  I can compare pictures of people or events in the past.  I can discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.  I can decide who I would rather travel with and explain why.	I can find answers to some simple questions about the past from simple sources of information.  I can ask and answer relevant basic questions about the past.	I can talk, draw or write about aspects of the past.  I can take part in drama to imagine something that happened in the past.
Spring Term Knowledge	I know the first moon landing happened on 20 <sup>th</sup> July 1969.  I know that Tim Peake travelled to the international space station 54 years later.	Neil Armstrong: first man on the moon. Buzz Aldrin: second man on the moon. Michael Collins: stayed in the spacecraft. Apollo 11: spacecraft. Tim Peake: went to the international space station. Astronaut: someone who travels to space. I know they both worked for NASA. I know that Neil Armstrong was American and Tim Peake is British. I know that Neil Armstrong travelled to space before Tim Peake.	I know Neil Armstrong and Tim Peake travelled at different times in the past.  I know that the first moon landing was important because no one had done it before.  I know that Tim Peake is a famous British astronaut.	I know pictures, videos and other artefacts help me find out about the past.	
Spring term vocabulary Repeated and new	Years ago.  Past  In living memory.  Timeline	Journey  Earth  Moon  Astronaut  Rocket  Orbit  Spacecraft  Space  Launch			

Topic: Seaside - Comparing Victorian seaside to Brighton seaside today.					
Summer 2	Chronological understanding	Knowledge and understanding of past events, people and changes in the past	Historical interpretation	Historical enquiry and language	Organisation and communication
Summer Term Skills Revisiting and new	To find out about visits to the seaside in Victorian times and compare them to seaside visits today.	<p>I can identify some similarities and differences between ways of life in different periods.</p> <p>I can describe changes in living memory and aspects of change in national life.</p> <p>I can describe events beyond living memory.</p> <p>I can compare landmarks and how they have changed over time.</p>	<p>I can relate my own account of an event and understand that others may give a different version.</p> <p>I can describe similarities and differences between old and new artefacts.</p> <p>I can talk about significant historical places in my locality.</p>	<p>I can find answers to some simple questions about the past from simple sources of information.</p> <p>I can ask and answer relevant basic questions about the past.</p>	<p>I can talk, draw or write about aspects of the past.</p> <p>I can take part in drama to imagine something that happened in the past.</p>
Summer Term Knowledge	<p>I know that the Victorian times is in the past.</p> <p>I know the year we are currently in.</p>	<p>I know that Martha Gunn was a famous 'dipper'.</p> <p>I know that in the past they had bathing boxes.</p> <p>I know that they believed going in the sea was good for you.</p> <p>I know they thought drinking sea water was good for you.</p>	<p>I know that Brighton seaside has changed over time.</p> <p>I know that old means in the past and new means more recent/current.</p> <p>I know that Brighton seaside is in my local area.</p>	I know pictures, videos and other artefacts help me find out about the past.	
Summer term vocabulary Repeated and new	<p>Years ago.</p> <p>Past</p> <p>In living memory.</p> <p>Timeline</p>	<p>West pier</p> <p>Palace pier</p> <p>Seaside</p> <p>Dipper</p> <p>Bathing box</p>			

# Year 2

Topic: Why were castles built?					
Autumn 1	Chronological understanding	Knowledge and understanding of past events, people and changes in the past	Historical interpretation	Historical enquiry and language	Organisation and communication
Autumn term skills	<p>I can sequence artefacts and events that are close together in time.</p> <p>I can order dates from earliest to latest on simple timelines.</p> <p>I can sequence pictures from different periods.</p>	<p>I can recognise some similarities and differences between the past and the present.</p> <p>I can identify similarities and differences between ways of life in different periods.</p> <p>I can understand that there are reasons why people in the past acted as they did.</p> <p>I can explain how the parts of the castle were for defence.</p>	<p>I can observe and use pictures, photographs and artefacts to find out about the past.</p> <p>I can explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p><u>Trip to Lewes Castle:</u></p> <p>I can identify the features of a castle when going on the tour.</p> <p>I can look at artefacts and talk about what they make me think.</p>	<p>I can observe or handle evidence to ask simple questions about the past.</p> <p>I can observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>I can choose and select evidence and say how it can be used to find out about the past.</p>	<p>I can talk, write and draw about things from the past.</p> <p>I can use drama/role play to communicate their knowledge about the past.</p>
Autumn term knowledge	<p>I know that a timeline tells us when events happened.</p> <p>I know that the Battle of Hastings in 1066.</p> <p>I know that Lewes castle was built about 1000 years ago.</p> <p>I know that different castles were built at different times.</p> <p>I know some castles are still standing and some are ruined.</p>	<p>I know that the Normans came from France.</p> <p>I know the Battle of Hastings took place over who should be the King of England.</p> <p>I know William the Conqueror won and was the first monarch.</p> <p>I know that a monarch is a king or a queen.</p> <p>I know that people in the Norman times built castles to protect themselves.</p> <p>I know that usually a Lord and Lady lived in a castle.</p> <p>I know the following parts of the castle: battlements, arrow slits, drawbridge, portcullis, moat, tower and keep and can label them on a picture.</p>	<p>I know that the Bayeux Tapestry helps us learn about the Battle of Hastings.</p> <p>I can look at pictures of castles, including Lewes Castle, and identify the key features - battlements, arrow slits, drawbridge, portcullis, moat, tower and keep.</p> <p>I know that castles were often built on hills so that they could see invaders approaching.</p> <p>I can look at artefacts from Norman times to find out about the cook, jester and knight.</p>	<p>I know how to form questions about the past using when, why, who, what, where, how, can, did.</p> <p>I know that we can use pictures (paintings or photos) and artefacts to find out about the past.</p>	
Autumn term vocabulary	<p>Old</p> <p>New</p> <p>Past</p> <p>Present</p> <p>ruins</p>	<p>Normans</p> <p>Monarch</p> <p>Battle</p> <p>Castle</p> <p>Attack/Defend</p>	<p>Historian</p> <p>Artefact</p> <p>Archaeologist</p>	<p>Similarities</p> <p>Differences</p>	

		Battlements, Moat, Drawbridge, Tower, Portcullis, Arrow slits, Keep			
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Topic: Would you rather go to Antarctica with Ernest Shackleton or Preet Chandi?					
Spring 2	Chronological understanding	Knowledge and understanding of past events, people and changes in the past	Historical interpretation	Historical enquiry and language	Organisation and communication
Autumn term skills	I can sequence artefacts and events that are close together in time.  I can order dates from earliest to latest on simple timelines.	I can recognise some similarities and differences between the past and the present.  I can recount episodes from significant events in history. I can describe significant individuals from the past.	I can observe and use pictures, photographs and artefacts to find out about the past.  I can explain that there are different types of evidence and sources that can be used to help represent the past.  I can decide who I would rather go with and explain why.	I can observe evidence to ask simple questions about the past;  I can observe evidence to find answers to simple questions about the past on the basis of simple observations;	I can talk, write and draw about things from the past;  I can use historical vocabulary to retell simple stories about the past;  I can use drama/role play to communicate their knowledge about the past.
Autumn term knowledge	I know that explorers have explored throughout time.  I know that Preet Chandi travelled over 100 years after Ernest Shackleton.	I know an explorer is someone who travels to new or unfamiliar places.  I know that they both explored Antarctica. I know the events of Shackleton and Chandi's journey.  I know that Shackleton's journey was important because they survived stranded on the ice for so long.  I know Preet Chandi is important because she was the first solo Black woman to reach the South Pole.  I know that all of the Shackleton crew survived over a year in Antarctica after their ship got stuck. I know that Shackleton's journey on the ship Endurance happened between 1914-1916 (beyond living memory). I know that Preet Chandi's journey took her 40 days, 7 hours and 3 minutes (or a month and 10 days) in 2021 (within living memory).  I know the events of Shackleton's journey: <ul style="list-style-type: none"> <li>The Endurance sets sail.</li> <li>The Endurance gets stuck in the ice.</li> <li>The crew set up camp.</li> <li>The Endurance breaks and sinks.</li> <li>Shackleton and 5 members of his crew go to find help.</li> <li>His crew are rescued.</li> </ul>	I know that I can use photos, artefacts, pictures, diary entries and quotes to find out about Ernest Shackleton.  I know that I can use blogs, photos and videos to find out about Preet Chandi.  I can observe information about the crews to come to logical conclusions  I can compare explorer's equipment and talk about how it has changed or improved.	I know how to form questions about the past using when, why, who, what, where, how, can, did.  .	
Autumn term vocabulary	Old, new  Past, present  Timeline  Before living memory  After living memory  Century, decade	Explorer Discover Antarctica Crew Sunk Transport Rescued  Journey Solo	Artefacts  Evidence  Historian	Who, what, where, when, why, how, can, did.	Equipment  Similar  Different

## Vocabulary progression

Reception	Year 1 - revisit Reception vocabulary and teach	Year 2 - revisit Year 1 vocabulary and teach
<p>Today - the present day  Yesterday - the day before today  Tomorrow - day after today  Present - happening now  Past - already happened  Timeline - things arranged in time order  remember - to have the memory of something  future - a time that hasn't happened yet  when I was little  A long time ago  ago- earlier than the present time  sequence - place events/stories or times in a given  old - having lived a long time or showing the effects of time such as an old toy  new - recently born , built or created  then - at that time,  now - at the present time,  before - time preceding a time or event  after- time following an event or period of time  Week  Month  Year</p>	<p><u>Autumn Term</u>  Artefact - things that remain in the world from past times.  Historical - of or having to do with history  Eye witness - a person who has seen something happen first hand.  Similarity - something that is like something else  Difference - the condition of being different from or not like.  Bakery - place that makes bread and cakes.  Diary - a daily record of a person's experiences and thoughts.  Fire brigade - people trained to put out fire.  Fire hooks - long pole with a hook, used to pull down walls and ceilings.  Firebreak - a gap that stops fire spreading to nearby buildings  Capital city - The large or important town where the government of a country is located.  Beyond living memory  Historian - someone who studies the human past.</p> <p><u>Spring Term</u>  Years ago.  Within living memory.</p> <p>Journey - to travel from one place to another  Earth - the 5<sup>th</sup> largest planet in our solar system and the 3<sup>rd</sup> in distance from the sun.  Moon - the earth's natural satellite. It revolves around the earth in about 28 days.  Astronaut - a person trained to take part in space flight.  Rocket - a flying device, shaped like a tube that is driven by hot gases released from engines at the back.  Orbit - the curved path in which a planet, satellite or spacecraft moved in a circle around another body.  Spacecraft - a vehicle designed to travel in outer space.  Space - the area that contains the entire material world and its events.  Launch - to send into the air with great force.</p> <p><u>Summer Term</u>  Bathing huts - a small house or shelter used to help people change when swimming.  Promenade - a paved public footpath along the seafront  Parasols - an object like an umbrella that provides shade from the sun.  West pier - is a platform sticking out into water, usually the sea, which people walk along or use when getting onto or off boats  Palace pier  Seaside - an area that is close to the sea, especially one where people go for their holidays, as the seaside  Pavilion - is an ornamental building in a garden or park  Prince regent  Dipper - a person who took people into the sea.  Swimming costume and bathing suit - pieces of clothing people wear when they go swimming.  Bathing machine - a small hut, on wheels so that it could be pulled to the sea, used in the 18th and 19th centuries for bathers to change their clothes  Camera - a piece of equipment used to take photographs and make films.  Bellow - a device used for blowing air.  Camera film</p>	<p><u>Ongoing:</u>  Historian - someone who studies the human past.  Artefact - things that remain in the world from past times.  Old - belonging to the past.</p> <p>New - something recently discovered or introduced. Some things are not new, but new for the individual who has never experienced/knew it before.</p> <p>Past - gone by or no longer existing.  Present - existing or occurring now.  Similarities - something that is almost the same.  Differences - something that is not the same.</p> <p><u>Autumn term</u>  Archaeologist - someone who studies the past using artefacts.  Normans - a group of people who came from a place in France called Normandy.  Battle - a sustained fight between large organised forces (armies)  Monarch - the head of state. (In the past it was a role with decision making power (laws), now it is a figure head role with limited decision making power).  Castle - a fortified structure built for those from nobility.  Attack - aggressive/violent act against a place or people.  Defend - resisting an attack, protecting it from harm or danger.  Battlements - wall structure with gaps for arrows to be shot between.  Moat - deep ditch, that may or may not be filled with water that surrounds a castle.  Drawbridge - moveable bridge.  Tower - a tall narrow structure that forms part of a castle.  Portcullis - strong heavy grate that can be lowered to block a gateway.  Arrow slits - narrow gaps where archers could shoot arrows on enemies, but enemies could not shoot arrows back at them.  Keep - built on an artificial hill, to keep the Lord and Lady safe.  Ruins - structures that have been partly or mostly destroyed (either through natural events or human actions).</p> <p><u>Spring term</u>  Living memory - events or situations which can be remembered by people that are still alive (roughly the past 80 years).  Before living memory - events or situations which are older (over 80 years).  Explorer - someone who travels to places about which very little is known, in order to <u>discover</u> what is there.  Discover - to find out something new.  Antarctica - the southernmost continent and the location of the South Pole.  Crew - a group of people who work on a ship.  Rescued - saved from a dangerous or difficult situation.  Sunk - go down below the surface (usually of a liquid).  Equipment - items used for a particular purpose.  Transport - a way of taking something (person or object) from one place to another.  Century - a period of a hundred years.  Decade - a period of 10 years.  Journey - to travel from one place to another (check with Year 1 on their language and ensure progression)  Solo - completed on your own</p>