

# **Upminster Infant School**



## **History Long Term Plan, Overview and Progression**

**HISTORY LONG TERM MAP**

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	WHEN I WAS A BABY			PLUTO AS A DWARF PLANET		
Year 1	HOW HAS MY LOCAL AREA CHANGED?	HOW HAVE TOYS CHANGED SINCE MY PARENTS WERE CHILDREN?				WHAT WERE SEASIDE HOLIDAYS LIKE IN THE PAST?
Year 2	HISTORY OF BUILDINGS HOW DID THE GREAT FIRE CHANGE LONDON?	HOW HAS TRANSPORT CHANGED THROUGH THE AGES?			WHAT MAKES QUEEN ELIZABETH I AND QUEEN VICTORIA SIGNIFICANT HISTORICAL FIGURES?	

## HISTORY PROGRESSION

	EYFS	Year 1	Year 2
AUTUMN1	<p><b>WHEN I WAS A BABY</b>  <i>I can think of something I can do now which I couldn't do when I was a baby.</i>            Provide I can sentences, a photo of children and the things they can do now they am 4/5.</p> <p><i>I can explain how babies and children are different.</i>            Compare baby clothes and clothes now.            Look after baby in class.</p>	<p><b>HOW MY LOCAL AREA HAS CHANGED</b>            Compare photographs of present day Upminster, Upminster Junior and Infants School and Roomes, with photographs from the past.  <i>I can identify changes in my local area.</i>            When were the photographs taken? What differences are there? Has anything stayed the same? Can you recognise the places? How can tell that the photographs are from the past?</p>	<p><b>HISTORY OF BUILDINGS</b></p> <p><b>Lesson 1</b>            How have local buildings changed over time?  <i>I can explain how local buildings have changed over time.</i>            Walk around Upminster and observe differences in materials and shapes. Take photographs to record for display.            What are the oldest buildings in Upminster? What clues are there to tell us about the age of a building? Are the oldest buildings the most important/significant ones?</p> <p><b>Lesson 2</b>            What was the significance of the Upminster Windmill?  <i>I can explain the significance of a local building.</i>            Make observations of the windmill from the walk. Research the importance of windmills. Draw and label the building with an explanation of its purpose.            What was the purpose of the windmill? Is it still in use today?</p> <p><b>HOW DID THE GREAT FIRE CHANGE LONDON?</b></p> <p><b>Lesson 1</b>            What was life like in Pudding Lane before the Great Fire?  <i>I can use sources to understand what life was like in London before the Great Fire.</i>            Use a timeline to identify when the Great Fire of London happened. Research what London looked like before the fire. Use images and highlight the key features. Wooden buildings with narrow, cramped, dark streets.            Are there similarities and differences between housing then and now? What are the buildings made from? Do you think a fire could spread easily in this environment?</p> <p><b>Lesson 2-3</b>            What was the story of the Great Fire of London?  <i>I can record the characteristic features of The Great Fire of London.</i>            Children sort pictures and make a timeline of The Great Fire of London.</p>

			<p>Children write simple facts detailing the characteristic features of The Great Fire of London.          What caused the fire? Why was it so destructive? How did people try to stop the fire? Why was it so significant?</p> <p><b>Lesson 4</b>          How do we know the fire happened? (Visit to the Monument and Museum of London).  <i>I can use sources to find out about aspects of the past.</i>          Research images of the Great Fire-paintings and written accounts-Pepys diary. Write simple facts about the sources of evidence and how they help us learn about the Great Fire.          What is happening in the painting? How do we know it is a painting of the Great Fire? Can we trust these sources of evidence? How do we know Samuel Pepys account of the fire is true?</p> <p><b>Lesson 5</b>          What was left in London after the Fire?  <i>I can compare London before and after the Great Fire.</i>          Research the damage caused by the fire. Compare and contrast St Pauls Cathedral before and after the fire.          Children draw pictures of St Pauls Cathedral before and after the fire. Investigate how London was rebuilt-wider, open streets with brick buildings.          What changed in London after the fire? Was it safer after the fire? What differences can you identify?</p>
AUTUMN2		<p><b>HOW HAVE TOYS CHANGED SINCE MY PARENTS WERE CHILDREN?</b></p> <p><b>Lesson 1</b>          What is my favourite toy?  <i>I make compare my toy with others in my class.</i>          Children bring in favourite toy or a photograph. Compare with other toys.          What is your toy made from? How old is it? Why do you enjoy playing with it? Is it similar to others in the class?</p> <p><b>Lesson 2</b>          How are my parents' toys different to mine?  <i>I can compare my toys with those of my parents.</i>          Examine some toys that the children's parents would have played with. Compare what they are made from.          Are older toys made from different materials?</p> <p><b>Lesson 3</b>          How have toys changed over time?</p>	<p><b>HOW HAS TRANSPORT CHANGED THROUGH THE AGES?</b></p> <p><b>LESSON 1</b>          How have different types of transport changed through history? (Cars, boats, aircraft and bicycles).  <i>I can find out about aspects of the past from a range of sources of information.</i>          Research different types of transport. Ask children to think of as many examples as they can.          Which types of transport have you used? How are the newer and older transport types different? Are there any similarities?</p> <p><b>Lesson 2</b>          Can we arrange the vehicles in each category into chronological order?  <i>I can order events and objects into chronological order.</i>          Children sort transport examples from each category into an order from oldest to newest.</p>

		<p><i>I can order three or four toys correctly.</i> Using terms such as older, before, after children order the toys in a chronological order. Which is the oldest? Which toys were made before you were born? What toys would you most enjoy playing with?</p> <p><b>Lesson 4</b> What can we learn from our relatives? <i>I can identify changes in toys and play within living memory.</i> Children collect stories from their relatives of how they played with their toys, or teachers can provide their own examples. Look for evidence of playing outside more often, no electronic toys, skipping or ball games, having less toys/ What did my relatives do differently from me? Can they teach me how to play new games?</p> <p><b>Lesson 5-6</b> How can we present our collection of toys in an informative way? <i>I can understand that the past is represented in variety of different ways.</i> Create a museum display for a toymaker's workshop. Children label their toys and their parents/grandparents. Children can create a brochure of the exhibits. Add captions and an exhibit number. Each child should end up with a complete shop window, showing four time periods/eras. Encourage the children to note any similarities and differences in the toys from each era. How have they changed over time? What information would people like to find out about your toys? What would be the best way to present the exhibits?</p> <p><b>Lesson 7-8</b> How were children's games from the past different from those we play today? <i>I can compare and contrast different types of games from the past.</i> Display the painting 'Children's Games' by Flemish artist, Pieter Bruegel (1560) which shows over 80 different games that were played in the 16th century. Try out some of the games. Talk about what all these games have in common (they are games that are played with the minimum of 'equipment' – using only one or two everyday objects, or just the imagination). Research a game that was popular in the past. The children can then draw a picture of their game and teach others how to play it. Compare and contrast the</p>	<p>How do you know that transport is the oldest?</p> <p><b>Lesson 3</b> When was the transport invented? <i>I can use a range of sources to research the invention of different transport types.</i> Children research when and how each type of transport was invented. Present information in a table. Who invented it? Is it still used today? Why do you think someone would have invented it?</p> <p><b>Lesson 4</b> What did people use for transportation before this was invented? (Visit to the Transport Museum). <i>I can identify changes in transport beyond living memory.</i> Children research early types of transport and who would have used them. Use information gained from trip. Is it still used today? Did everyone use that type of transport? Did people of different social status use different types of transport?</p>
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		<p>different games. Why might these games have been popular? How are they the same/different to the types of games we would play today? Considering modern technology, are we more likely to play alone than with other people?</p> <p><b>Lesson 9-10</b> Do older Teddy Bears have different characteristics from newer ones? <i>I can communicate my historical knowledge in a variety of ways.</i></p> <p>Children bring in their teddy bear from home. Can the children guess how the teddy bear got its name? Tell them the story of American President Theodore Roosevelt and analyse the cartoon from the Washington Post 1902. Talk about the manufacture of the first Teddy bear. Analyse pictures of early and recent Teddy Bears noting similarities and differences. Order, from oldest to newest, explaining their reasoning and describe their characteristic features. Repeat task with children's collection of bears. Make a guide, to help someone to identify if a bear is old or new. What things should they look out for? What characteristic features help you to identify older/newer bears?</p>	
SPRING1			
SPRING2	<p><b>PLUTO AS A DWARF PLANET.</b> <i>I can learn facts about the solar system.</i> Which planet is the oldest? How has Pluto changed over time?</p>		
SUMMER1			<p><b>WHAT MAKES A PERSON IN HISTORY SIGNIFICANT?</b> <b>Lesson 1</b> Story of significant historical figure-Queen Elizabeth I. <i>I can arrange the key events of Elizabeth I's life in chronological order.</i> Tell story of Elizabeth I and research the key events of her life. Who was Elizabeth I? When did she reign?</p> <p><b>Lesson 2</b> Why is Queen Elizabeth's story significant?</p>

			<p><i>I can explain the significance of the life of Queen Elizabeth I.</i>  Research the significance of being a queen at a time when men dominated authority.  How do we think Elizabeth felt being surrounded by men in court?</p> <p><b>Lesson 3</b>  Why are the events that Queen Elizabeth I took part in significant?  <i>I can use sources to explain the significance of Elizabeth's role in the Spanish Armada.</i>  Research the Spanish Armada and Elizabeth's role in this event.  Did Elizabeth play a significant role in the defeat of the Spanish Armada?</p> <p><b>Lesson 4</b>  Story of second significant historical figure-Queen Victoria.  <i>I can identify the key events of Queen Victoria's life.</i>  Tell story of Queen Victoria and research events from her life.  When did Queen Victoria reign?</p> <p><b>Lesson 5</b>  Why was Queen Victoria significant?  <i>I can identify the characteristic features of the Victorian era.</i>  Research significance of her reign-industrial production, railways, Empire expansion, trade.  Was Victoria personally responsible for the achievements of the Victorian Age?</p> <p><b>Lesson 6.</b> Review: who was more significant: Queen Elizabeth I or Queen Victoria?  <i>I can compare aspects of life in different periods.</i>  Compare and contrast the two Queens.  Which Queen was the most powerful? Which Queen had the more difficult job?</p>
SUMMER2		<p><b>HOW HAVE SEASIDE HOLIDAYS CHANGED?</b>  What were seaside holidays like in the past?  <i>I can use a range of sources to research how seaside holidays have changed.</i>  Do people go to the same seaside towns? Do less people visit the seaside now? Why did seaside trips become so popular? What evidence is there to show this?</p> <p>How has the seaside changed over the years?</p>	

		<p><i>I can identify similarities and differences between seaside resorts of the past and those of today.</i></p> <p>Compare images of seaside towns from the past and today. What caused the changes in seaside towns? Has new technology changed people's holidays? Has anything stayed the same?</p> <p>How did people travel to the seaside in the past? How has it changed today?</p> <p><i>I can identify changes in ways of life between different periods of time.</i></p> <p>Compare types of transport from the past that people used to travel to the seaside with those used today. How would you travel to the seaside? How do you think your parents/grandparents travelled to the seaside when they were younger? Have new types of transport changed the types of holidays people take? Did people in the past have less holidays?</p>	
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