

Language Provision History Learning Journey Overview

Topic	The Seaside					
Progression Step/Year Curriculum	By the end of the learning journey, I will be able to:					Vocabulary
	Historical Terminology	Cause and Consequence	Historical Enquiry and Interpretation	Understanding Connections	British & World History	
Progression Step 1	<ul style="list-style-type: none"> Name common objects and use common adjectives, eg. Hot, broken, red etc. Demonstrate some understanding of temporal language, eg. now, later. 	<ul style="list-style-type: none"> Relate present activities and past experiences. Notice obvious changes eg. Leaves changing colour. Show some basic awareness of cause-and-effect. 	<ul style="list-style-type: none"> Recognise that pictures tell stories. Ask simple “what”, “where”, “who” and “why” questions. Indicate correct pictures of characters and objects in response to questions such as “Where is the...” Listen to short stories or anecdotes of my own past. Look at pictures independently. 	<ul style="list-style-type: none"> Recognise obvious differences between the past and present in my own life. Recognise pictures of events of the more distant past. Recognise pictures of people in the more distant past. Respond when a personal experience is mentioned. Relate a current event to my own prior experience. Respond to stories of my past. Respond to objects from my past. Show an awareness of past activities of which I was involved. Recognise my family in a video clip. Recognise my family in a photo. Look at and respond to photos of myself at different ages. 	<ul style="list-style-type: none"> Name a place I have visited. Show an awareness of the purpose of some indoor places. Show an awareness of the purpose of some outdoor places. 	<i>Now, later, past, present, change, who, what, where, why, question, object, family, place.</i>
Progression Step 2	<ul style="list-style-type: none"> Make statements or phrases in the past tense. Communicate using temporal language, eg I play later? Communicate what I saw earlier in the day. Communicate what I saw yesterday. Give the day an appropriate name that may not be correct. 	<ul style="list-style-type: none"> Observe and respond to change over time, eg. Tadpoles turn into frogs. Comment on obvious change in my own life. Talk simply about how one day can be different to another. Show an awareness that some things will always happen, eg water always makes paper wet. 	<ul style="list-style-type: none"> Point out and simply describe the information in a photo or picture. Demonstrate an awareness of the purpose of some artefacts. Pair similar artefacts from different times, eg. Kitchenware or weapons. Answer “who” “what” and “where” questions. 	<ul style="list-style-type: none"> Identify a difference when looking at a photo of a place taken long ago and more recently. Identify a difference between an old and new object. Identify a difference in a photo of a person taken when they were young and older. Sequence personal events over a longer period, eg. Through photos. Communicate the similarities between a new object and a familiar one. 	<ul style="list-style-type: none"> Follow simple, short stories about events in the past. Follow simple, short stories about people in the past. 	<i>Now, later, after, before, earlier, yesterday, today, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, change, different, photo, who, what, where, old, new, past.</i>
Progression Step 3	<ul style="list-style-type: none"> Respond appropriately to time-based terminology. Discuss key times of the day in simple terms. Explain what happen at a different time of the day, eg. I played football at break. 	<ul style="list-style-type: none"> Give a simple explanation of why something happened. Suggest a reason why some in a historical story acted that way, eg. They wanted to be king. Suggest what might change or be affected after an event in 	<ul style="list-style-type: none"> Describe some aspects of an artefact in simple terms. Identifies objects as being from the past or present. Discuss information that can be found in photos or drawings. 	<ul style="list-style-type: none"> Identify a similarity between my life and that of another in history. Identify some differences in clothing, eg. Costumes in different eras. 	<ul style="list-style-type: none"> Identify a difference in my life and that of another person in history. Retell some details of a historical story. 	<i>Days of the week, now, then, later, after, before, past, who, what, where, why, question, history, past, present, information, event, people, change, life, similar, difference, place.</i>

	<ul style="list-style-type: none"> Identify some of the days of the week. 	<p>history, eg. People lose their homes after the Great Fire of London.</p>	<ul style="list-style-type: none"> Find information from a secondary source, eg. Finds pictures of different sea sides in the UK. Answer recall questions related to simple stories about events or people in the past. 	<ul style="list-style-type: none"> Describe simply how an object has changed over time, eg television, clothing. 	<ul style="list-style-type: none"> Retell some details about a person in history. Name a place I enjoy visiting, giving a simple reason. 	
Year 1	<ul style="list-style-type: none"> Place people or events into simple chronological order. Include vocabulary that shows a sense of chronology. Recognise that things change over time. Organise events in my own life in sequence. Sequence simple events. Describe elements of a period of history using some appropriate terms. 	<ul style="list-style-type: none"> Identify some things from the past that caused change in my own locality. Offer a reason about why something happened. Recognise simple cause and consequences behind actions/events in history. Recognise simple distinctions between present and past in my own and other people's lives. Recognise simple difference in old and new objects. 	<ul style="list-style-type: none"> Ask simple questions to gain understanding. Answer simple questions about an element of history. Listen and respond to stories about elements of history and retell a key part of the story. Suggest how we can find out about an element of history. Observe artefacts carefully, describing or drawing what I have seen. Use information from different sources when finding out about an element of history. Communicate knowledge pictorially and orally, showing an understanding of key features in history of events, people or simple chronology in my responses, eg. A drawing with simple labels. 	<ul style="list-style-type: none"> Recognise simple changes in an element of history over time, eg materials used for swimming attire. Describe changes in my own life and the lives of my family and friends. Recognise that some things stay the same over time, eg. Pinpoint an element of everyday life that has stayed the same over a period of time. 	<ul style="list-style-type: none"> Identify important people in a historical story or event and state some key facts about them. Identify important events in history and state some key facts about it, eg. The Battle of Hastings. 	<p><i>People, event, chronological, timeline, sequence, order, change, time, life, events, period of time, history, change, similar, difference, past, present, old, new, cause, consequence, artefact, source, facts.</i></p>
Year 2	<ul style="list-style-type: none"> Identify where people, events and societies fit in a simple chronological framework. Correctly name the period, time and society in history studied. Sequence events in a story that I have heard. Include the correct use of some simple, relevant historical terms when discussing or writing about a period, time or society in history. 	<ul style="list-style-type: none"> Discuss why an event occurred and can explain simply the result of an action/event. Begin to recognise what different people did in an important event and how it changed their or others' lives. Show some knowledge of causes and consequences of changes/actions/events brought during this time. 	<ul style="list-style-type: none"> Ask and answer questions about events, people or places studied. Identify different ways historians depict the past, eg. Paintings. List some sources when giving examples of ways I can find out about historical events, people and places in my locality. Record observations, answers to questions and annotate illustrations to show my account of what happened historically. 	<ul style="list-style-type: none"> Compare what life was like in relation to my own or another time in history. Recognise simple elements which may have stayed the same after an event in history. Recognise simple reasons behind the changes in elements of different times in history. Recognise obvious differences and similarities between elements of different times in history. 	<ul style="list-style-type: none"> Recognise why an event happened and what occurred as a result. Show some knowledge of key facts about a significant person/event studied. Locate the position of the historical place studied on a world map with some support. Describe simple the key achievements of a person or society, using evidence from 2 or more sources, eg. Story, painting, artefacts. 	<p><i>People, events, societies, past, present, history, chronological, timeline, period, time, sequence, action, result, cause, consequence, different, similar, historian, source, observations, same, who, what, where, when, why, significant person, locate, achievements.</i></p>
Year 3	<ul style="list-style-type: none"> Use simple timelines to sequence and compare objects/people/events beyond living memory. Identify the term/date given to the era I am studying. Use some given abstract vocabulary associated to different times in relation to aspect covered, eg. Empire. 	<ul style="list-style-type: none"> Suggest different reasons for the cause of change/events brought about by a person/civilisation/period in history. Give simple consequences of an event/action in history. 	<ul style="list-style-type: none"> Give example of evidence used to back up historical claims. Use simple historical evidence to answer and ask questions. Interpret simple information, eg. Found in pictures or on buildings. Use a range of sources and combine information gathered to create my own simple narrative about events/people in history. 	<ul style="list-style-type: none"> Describe how a civilisation/historical period changed over time. Identify key reasons behind changes. Make simple links across historical periods, eg. How religion stayed the same. Recognise some similarities and differences between periods in history. Recognise some similarities and differences within a period of history. 	<ul style="list-style-type: none"> Give reasons why an event, person or place is important in history. Describe simply the achievements of significant people/societies/eras. Describe mistakes made by people/civilisations in history. 	<p><i>Chronological, timeline, sequence, past, present, history, compare, memory, change, events, person, civilisation, period, consequence, cause, evidence, historical, claims, information, sources, reasons, links, similarities, differences, significant, mistakes.</i></p>

<p>Year 4</p>	<ul style="list-style-type: none"> Place events correctly in a simple timeline, showing an understanding of how it is organised, eg. Past on the left, larger numbers towards the present day for AD. Display knowledge of the sequence and duration of different societies studied in history. Use some learnt abstract historical vocabulary correctly in context. 	<ul style="list-style-type: none"> Identify simple causes and use facts and evidence to back my ideas. Identify simple consequences and use facts and evidence to back up my ideas. 	<ul style="list-style-type: none"> Explain what historical evidence can tell us about people, events or places in history eg. Archaeological remains. Extract information from different sources, showing an awareness that information can be represented in different ways. Contrast simple interpretations of an event, theme or person's actions with some support. Demonstrate an understanding of key features of a historical concept, person or event with some use of evidence to back up my ideas. 	<ul style="list-style-type: none"> Explain simply the reasons behind changes within a longer period of history, eg. Invasions. Use evidence/artefacts from a time in history to explain change/continuity in rule, eg. Bede's writings. Note and describe elements that are similar/different within and between periods of history. 	<ul style="list-style-type: none"> Describe key characteristics of a time in history. Demonstrate an understanding of the geographical importance of places studied, eg. Where the Saxons or Scots came from and why they settled where they did. Recall key facts about the role/successes of significant people in society/civilisation. Describe key achievements of a period of history using artefacts/evidence to support my ideas. Suggest how a person or society made mistakes. 	<p>Chronological, timeline, sequence, past, present, history, compare, memory, change, events, person, civilisation, period, consequence, cause, evidence, historical, claims, information, sources, reasons, links, similarities, differences, significant, mistakes, knowledge, facts, interpretation, characteristics.</p>
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