



### Planning for Learning

#### Think about:

- What do I want them to learn?
- What do I need to do to help them do this?
- What is the evidence of Learning?
- How will I assess what they have learnt?

| <b>RECEPTION</b><br><b>Journey's, Lights and Sounds, Out of this World, Amazing Animals, Once upon a time, Superheroes</b> |  |  |
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| <b>Development Matters Statements</b>  | <b>I am learning to.....</b>   | <b>Evidence of learning</b>  |
| <b><u>Historical Skills</u></b><br><i>Remembers and talks about significant events in their own experiences (PC 30-50)</i> | Talk about an event that has happened<br><br><b><u>Key Vocabulary:</u></b><br><b>Mummy, Daddy, brother, sister,</b>  | Talks about an event that has happened e.g a birthday party  |
| <i>Recognises and describes special times or event for family and friends (PC 30-50)</i>                                   | Know the names of special events<br><br>Talk about special events in my life<br><br><b><u>Key Vocabulary:</u></b><br><b>Birthday, Christmas, Easter, holiday, Eid, Diwali, fireworks night</b> | <b><u>Knowledge</u></b><br>Knows the name of special celebrations – birthday, Christmas, holiday<br><br><u>Describes</u> special events that I have been part of |
| <i>Talk about past event in their own lives and in the lives of family members (PC ELG)</i>                                | Describe past events that myself and my family have been part of<br><br><b><u>Key Vocabulary:</u></b><br><b>Past, family</b>   | <u>Talk about and describe</u> a past event that myself and my family have been part of e.g fireworks celebration,   |

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| <p><i>Know the difference between past and present events in their own lives. (PC ELG+)</i></p> | <p>Know some events that happened in my past</p> <p>Know how events in my life are different to event in my past</p> <p><b>Key Vocabulary:</b><br/>Past, present,</p>   | <p><u>Identify and name</u> some events from my past e.g going to toddler group, nursery or pre-school</p> <p><u>Talk</u> about how these events are different to events in my life know e.g</p>   |
| <p><i>Knows some reasons why people's lives were different in the past. (PC ELG+)</i></p>       | <p>Know the difference between children's toys in the past and out toys now.</p> <p>To explain why toys were different in the past</p> <p>To know how Southend was different in the past</p> <p>To explain how Southend was different in the past</p> <p><b>Key Vocabulary</b><br/>Southend, toy, past,</p> | <p><b>Knowledge</b><br/><u>Name</u> some toys from the past<br/><u>Name</u> some key features of Southend in the past -</p> <p><b>Skills</b><br/><u>Observe and identify</u> toys from the past.<br/><u>Describe</u> toys from the past<br/><u>Compare</u> toys from the past with present day toys<br/>To talk about some of the reasons why toys were different in the past<br/><u>Observe and identify</u> how Southend was different in the past.<br/>Begin to <u>explain</u> some of the reasons why it was different</p> |

| <p><b>YEAR 1 – Autumn Term</b><br/><b>Dinosaurs</b><br/><b>Come Rain or Shine</b></p>   |  |   |
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| <p><b><i>Pupils should be taught about Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></b></p>  |  |   |
| <p><b>POS statements</b></p>  | <p><b>I am learning to.....</b></p>  | <p><b>Evidence of learning</b></p>  |
| <p><b>Historical Skills</b><br/><i>Develop an awareness of the past, using common words and phrases relating to the passing of time.</i></p> <p><i>Use a wide vocabulary of everyday historical terms</i></p> | <p><b>Skills / Vocabulary</b><br/>Use “time” words and phrases such as: <b>a long time ago, recently, when my parents/carers were children and years to describe the passing of time.</b></p> <p>Use historical terms such as: <b>artefact, archaeologist, fossil, palaeontologist, evidence, extinct, prehistoric.</b></p> <p>Use everyday words to describe an artefact.</p> | <p><b>Skills</b><br/>Use the historical vocabulary listed to describe the passing of time in a sentence verbally.</p> <p>Describe that dinosaurs lived a long time ago (eg millions of years ago)</p> <p>Use the historical terms listed to describe how we know about dinosaurs.</p> <p>Describe a given artefact.</p> |
| <p><b><i>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</i></b></p>  |  |   |

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| <p><b><u>Historical Skills</u></b><br/> <i>Know where the people and events they study fit within a chronological framework.</i></p> <p><i>Develop an awareness of the past, using common words and phrases relating to the passing of time.</i></p> <p><i>Use a wide vocabulary of everyday historical terms</i></p>   | <p><b><u>Knowledge</u></b><br/> Describe significant people from the past.<br/> Recount main events in the life of a significant person.<br/> Understand the importance of Mary Anning/Grace Darling in history.<br/> Recognise that a story has happened in the past.</p> <p><b><u>Skills</u></b><br/> Ask questions about a significant person using different sources of evidence (video clips, photographs, artefacts, paintings)</p> <p><b><u>Key Vocabulary</u></b><br/> <b>Mary Anning, fossil, Lyme Regis, dinosaurs, Dorset, cliffs, beach, hammer, chisel, Ichthyosaur, skull.</b></p> <p><b><u>Key Vocabulary</u></b><br/> <b>Grace Darling, lighthouse, storm, sailor, rescue, Thomas Darling, survivor, Northumberland, SS Forfarshire, shipwreck, rowing boat, heroine, 1838.</b></p> | <p><b><u>Knowledge</u></b><br/> <b><u>Mary Anning</u></b><br/> Explain why Mary Anning is a significant person.<br/> Describe what Mary Anning found.<br/> Explain why this discovery was important.</p> <p><b><u>Grace Darling</u></b><br/> Explain why Grace Darling is a significant person.<br/> Describe what Grace Darling did.</p> <p><b><u>Skills</u></b><br/> Can ask a relevant question linked to the person e.g. Where did they live? Why did you hunt for fossils?<br/> Use common words related to the events (passing of time)</p> |
| <p><b><u>Historical Skills</u></b><br/> <i>Identify similarities and differences between ways of life in different periods.</i></p> <p><i>Develop an awareness of the past, using common words and phrases relating to the passing of time.</i></p> <p><i>Use a wide vocabulary of everyday historical terms</i></p>  | <p><b><u>Knowledge</u></b><br/> Describe the way of life at the time of the significant person.</p> <p><b><u>Skills</u></b><br/> Compare lighthouses then (1800s) and now.<br/> Compare clothing then (1800s) and now.</p> <p><b><u>Key Vocabulary:</u></b><br/> <b>Electricity, candle light, oil lamp, old, new, warning, lantern, lighthouse keeper.<br/> Bonnet, shawl, hat, woollen, rough.</b></p>  | <p><b><u>Knowledge / Skills</u></b><br/> Identify 2 ways in which ways of life are similar.<br/> Identify 2 ways in which ways of life are different e.g. differences in homes, food, etc.<br/> Identify 2 ways in which lighthouse are similar/different e.g. Now lighthouses are automated.<br/> Identify 2 ways in which clothing is similar/different e.g. ladies would wear hats/bonnets.</p>  |
| <p style="text-align: center;"><b>YEAR 1 – Spring Term</b><br/> <b>Man on the Moon</b><br/> <b>The Big Smoke</b></p>  |   |   |
| <p style="text-align: center;"><b><i>Pupils should be taught about events beyond living memory that are significant globally or nationally.</i></b></p>   |   |   |
| <p><b><u>Historical Skills</u></b><br/> <i>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i></p> <p><i>Develop an awareness of the past, using common words and phrases relating to the passing of time.</i></p> <p><i>Use a wide vocabulary of everyday historical terms</i></p> | <p><b><u>Knowledge</u></b><br/> To know who Neil Armstrong is and the significance of the Moon Landing.</p> <p><b><u>Skills</u></b><br/> Place events and artefacts in order on a timeline linking to the life of Neil Armstrong and the Moon Landing.</p> <p><b><u>Key Vocabulary: Neil Armstrong, Apollo 11, Kennedy Space Centre, NASA, Astronaut, chronological order, before, after, years.</u></b></p> <p><b><u>Knowledge</u></b></p>   | <p><b><u>Knowledge</u></b><br/> Say who Neil Armstrong was<br/> Describe the events of the moon landing.</p> <p><b><u>Skills</u></b><br/> Order the events of Neil Armstrong's life using pictures from birth to death.</p> <p>Sequence the events of the moon landing from pictures.</p> <p><b><u>Knowledge</u></b></p>  |

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|   | <p>Understand where and when The Great Fire of London started and talk about some of the events that occurred.</p> <p><b>Skills</b><br/>Sequence the events of The Great Fire of London, using dates where appropriate.</p> <p>Identify the similarities and differences between way of life in the Great fire of London and today with reference to houses, clothing, jobs etc.</p> <p><b>Key Vocabulary: wooden, brick, narrow streets, wooden beams, thatched roof, wattle, daub, bonnet, barber surgeon, apothecary, chandler, weaver.</b></p>   | <p>Say where the Great Fire took place<br/>Say when it took place<br/>Explain how London was different in the 17th century<br/>Say why the fire spread<br/>Say how the fire was stopped</p> <p><b>Skills</b><br/>Sequence and retell the events of The great fire of London, using dates.</p> <p>Identify 2 ways in which houses were similar/different<br/><i>e.g. houses were made of wood in 1666 and now they are made of bricks.</i></p> |
| <p><b>Historical Skills</b><br/><i>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i></p> <p><i>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p> <p><i>Develop an awareness of the past, using common words and phrases relating to the passing of time.</i></p> <p><i>Use a wide vocabulary of everyday historical terms</i></p> | <p><b>Skills</b><br/>Observe or handle evidence to ask questions and find answers to questions about the past. Linked to Samuel Pepys and the Great fire of London.</p> <p>Use artefacts, pictures and stories to find out about the past linked to the Great fire of London.</p> <p>Ask questions such as: What was is like for people? What happened? How long ago? Based on The Moon Landing and The Great Fire of London.</p> <p>Use pictures and artefacts to describe historical events and ask and answer questions.</p> <p><b>Key Vocabulary: artefact, parmesan cheese, wine, Samuel Pepys, King George VI, fire hook, gunpowder, Seething Lane, Pudding Lane, bakery, fire squirt, reliable, evidence.</b></p> | <p><b>Knowledge</b><br/>Describe the events of the Great Fire of London. Explain what an artefact is and what it might tell us. Describe at least one thing that a picture shows us.</p> <p><b>Skills</b><br/>Ask relevant questions.<br/>Use common words related to the events (passing of time)</p>  |
| <p><b><i>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</i></b></p>  |  |   |
| <p><b>Historical Skills</b><br/><i>Know where the people and events they study fit within a chronological framework.</i></p> <p><i>Develop an awareness of the past, using common words and phrases relating to the passing of time.</i></p>  | <p><b>Knowledge</b><br/>Describe significant people from the past e. g. Neil Armstrong, Samuel Pepys</p> <p>Recount main events in the life of Neil Armstrong, Samuel Pepys.</p>   | <p><b>Knowledge</b><br/>Describe at least 2 events from Neil Armstrong's life. Ask a question about Neil Armstrong. Describe why Neil Armstrong is important.</p> <p>Describe at least 2 events from Samuel Pepys life. Ask a question about Samuel Pepys. Describe why Samuel Pepys is important.</p>  |

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| <p><i>Use a wide vocabulary of everyday historical terms</i></p>  | <p>Understand the importance of Neil Armstrong/Samuel Pepys in history</p> <p><b><u>Skills</u></b><br/>Ask questions about a significant person using different sources of evidence (video clips, photographs, artefacts, paintings)</p> <p><b>Neil Armstrong Key Vocabulary:</b> astronaut, pilot, engineer, NASA, Kennedy Space Centre, Apollo 11, Gemini 8, Ohio, USA.</p> <p><b>Samuel Pepys Key Vocabulary:</b> Seething Lane, parliament, diary, government, Navy, quill, ink, maid, parmesan, wine,</p>  | <p>Describe why Samuel Pepys' diary is an important artefact.</p> <p><b><u>Skills</u></b><br/>Ask relevant questions.<br/>Use common words related to the events (passing of time)</p>   |
| <p><b>YEAR 1 – Spring Term</b><br/> <b>All Creatures Great and Small</b><br/> <b>Out and About</b></p>  |   |  |
| <p><b><i>Pupils should be taught about historical events people and places in their own locality.</i></b></p>   |   |  |
| <p><b><u>Historical Skills</u></b><br/> <i>Know where the people and events they study fit within a chronological framework.</i></p> <p><i>Develop an awareness of the past, using common words and phrases relating to the passing of time.</i></p> <p><i>Use a wide vocabulary of everyday historical terms</i></p> | <p><b><u>Knowledge</u></b><br/>To use own experiences and knowledge to talk about what Southend seafront / pier is like today</p> <p><b><u>Skills</u></b><br/>Describe how the seafront has changed, compare now and then, discuss observations</p> <p>Using photo sources describe how the pier has changed, look at some of the events that have occurred over time e.g. fires, buildings, boat crashes etc.</p> <p>Use different artefacts to prompt discussion about how the local area has changed (video clips, photographs, artefacts, paintings).</p> <p>Sequence a set of still images in chronological order.</p> <p><b>Key vocabulary:</b> pier, seafront, time, long time ago, change, chronological, people.</p> | <p><b><u>Knowledge / Skills</u></b><br/>Describe what the seafront / pier is like today<br/>Describe at least 2 ways in which the seafront has changed.<br/>Describe at least 2 ways in which the pier has changed.<br/>Ask questions relating to different artefacts.<br/>Begin to sequence in chronological order.</p> |

YEAR 2 – Autumn Term  
 Into the Woods  
 Rule Britannia!

***Pupils should be taught about Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life***

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| <p><b><u>Historical Skills</u></b><br/> <i>Develop an awareness of the past, using common words and phrases relating to the passing of time.</i></p> <p><i>Use a wide vocabulary of everyday historical terms.</i></p>   | <p><b><u>Knowledge</u></b><br/>         Show an understanding of the concept of a nation and a nation's history</p> <p><b><u>Skills</u></b><br/>         Use words and phrase such as before, after, <b><u>past</u></b>, <b><u>present</u></b>, then and now, a long time ago, recently, when my parents/carers were children, years, <b><u>decades</u></b> and <b><u>centuries</u></b> to describe the passing of time.</p>                          | <p><b><u>Skills/Vocabulary</u></b><br/>         Use the historical vocabulary listed to describe the passing of time in a sentence verbally.<br/>         Begin to use this language in my writing.</p> |
| <p><b><u>Historical Skills</u></b><br/> <i>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i></p> | <p><b><u>Knowledge</u></b><br/>         Compare Victorian Christmas traditions with modern traditions.</p> <p>Understand the similarities and the differences between the two periods.</p> <p>Understand the introduction of different traditions (Christmas tree, Christmas Cracker, Decorations.)</p> <p><b><u>Key Vocabulary:</u></b> Christmas traditions, Victorians, Christmas tree, Christmas cracker, Prince Albert, Germany, rich, poor.</p> | <p><b><u>Knowledge</u></b><br/>         Identify at least 2 differences in Christmas traditions.</p> <p>Identify at least 2 similarities in Christmas traditions.</p>                                   |

***Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.***

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| <p><b><u>Historical Skills</u></b><br/> <i>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i></p> | <p><b><u>Knowledge</u></b><br/>         Who was Queen Victoria?<br/>         Describe some key events in the life of Queen Victoria (eg; coronation, birth of children, marriage, death etc).</p> | <p><b><u>Knowledge</u></b><br/>         Say who Queen Victoria was.<br/>         Say who Queen Victoria was married to.<br/>         Describe at least 3 key events in her life.</p> |
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| <p><i>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i></p> <p><i>Develop an awareness of the past, using common words and phrases relating to the passing of time.</i></p> <p><i>Use a wide vocabulary of everyday historical terms.</i></p> | <p>Begin to understand that we have a Queen who rules us and that Britain has had a King or Queen for many years.</p> <p><b><u>Skills</u></b><br/>Sequence key events on a timeline using dates.</p> <p>Ask questions about historical sources (Use artefacts, pictures, stories <b><u>and online sources</u></b> to find out about the past.</p> <p><b><u>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</u></b></p> <p><b><u>Key Vocabulary:</u></b> Queen Victoria, Prince Albert, coronation, Buckingham Palace, London, The Victorians, Britain, reign, historian, artefact, chronological, sequence, royal.</p> | <p><b><u>Skills</u></b><br/>Place events and historical figures on a timeline using some key dates.<br/>Ask a question about historical sources.<br/>Can answer a question using historical vocabulary.<br/>Begin to use secondary sources to find out information.<br/>Begin to identify some of the different ways the past has been represented.</p> |
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***Pupils should be taught about events beyond living memory that are significant globally or nationally.***

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| <p><b><u>Significant People</u></b><br/>Study events beyond living memory that are significant nationally or globally.</p> <p><b><u>Historical Skills</u></b><br/><i>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i></p> <p><i>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i></p> <p><i>Develop an awareness of the past, using common words and phrases relating to the passing of time.</i></p> <p><i>Use a wide vocabulary of everyday historical terms.</i></p> | <p><b><u>Knowledge</u></b><br/>To appreciate that some famous people (Alexander Graham Bell) have helped our lives to be better today. Know that Alexander Graham Bell invented the first telephone, know that this invention has developed/changed over time.</p> <p><b><u>Skills</u></b><br/>To investigate how the telephone has changed over time using a range of sources.</p> <p>To order artefacts in chronological order.<br/>To find out about Alexander Graham Bell using different resources (Use artefacts, pictures, stories <b><u>and online sources</u></b> to find out about the past.)</p> <p><b><u>Key Vocabulary:</u></b> Alexander Graham Bell, telephone, long time ago, before, after, now, when I was younger, invention, inventor.</p> | <p><b><u>Knowledge</u></b><br/>Say who Alexander Graham Bell was.<br/>Understand that Alexander Graham Bell invented the telephone.<br/>Say what the first telephones were like<br/>Identify the similarities and differences between old and new telephones.<br/>Discuss the changes that have occurred</p> <p><b><u>Skills</u></b><br/>Begin to use secondary sources to find out information.<br/>Begin to identify some of the different ways the past has been represented.<br/>Place artefacts on a timeline.</p> |
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**Year 2 – Spring Term**

**Let's Explore**

**Castles, Knights and Dragons**

***Pupils should be taught about events beyond living memory that are significant globally or nationally.***

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| <p><b><u>Historical Skills</u></b><br/><i>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i></p> | <p><b><u>Knowledge</u></b><br/>Find out who Captain Scott and his team were and their race to the South Pole. Know about some of the significant events that took place and know about the end results of the journey. Know that Captain Scott kept a diary and why this is important today.</p> | <p><b><u>Knowledge</u></b><br/>Say who Captain Scott and team were<br/>Begin to explain the reasons behind the events of the journey.</p> <p><b><u>Skills</u></b></p> |
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| <p><i>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i></p> <p><i>Develop an awareness of the past, using common words and phrases relating to the passing of time.</i></p> <p><i>Use a wide vocabulary of everyday historical terms.</i></p>  | <p><b><u>Skills</u></b><br/>Sequence key events of the race to the South Pole on a timeline using dates.<br/>Pose questions about Scott and his team.<br/>To find out about the race to the South Pole using different resources (Use artefacts, pictures, stories <b><u>and online sources</u></b> to find out about the past.)</p> <p>Ask questions about historical sources (Use artefacts, pictures, stories <b><u>and online sources</u></b> to find out about the past.</p> <p><b><u>Key Vocabulary:</u></b> Captain R.F Scott, group, Oates, Wilson, Bowers, Evans, journal, diary, Antarctica, South Pole, expedition, snow, ice, first, next, then, after that, equipment, sledge, frostbite, Terranova, Roald Amundsen, Norwegian, naval, discovery, explorer, researcher.</p>  | <p>Sequence the key events within his journey.<br/>Use secondary sources to find out information.<br/>Begin to identify some of the different ways the past has been represented.<br/>Ask a question about historical sources.<br/>Answer a question using historical vocabulary.</p>  |
| <p><b><i>Pupils should be taught about Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></b></p>   |   |  |
| <p><b><u>Historical Skills</u></b><br/><i>Identify similarities and differences between ways of life in different periods.</i></p> <p><i>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i></p> <p><i>Develop an awareness of the past, using common words and phrases relating to the passing of time.</i></p> <p><i>Use a wide vocabulary of everyday historical terms.</i></p> | <p><b><u>Knowledge</u></b><br/>Understand the purpose and features of a castle.<br/>Name and identify the significant features of a castle (moat, arrow slit, tower, keep etc)<br/>Know about and describe ways of life and jobs that took part in a castle. Know about and identify the role of a knight and what a knight would wear.</p> <p><b><u>Skills</u></b><br/>Experience first-hand and tour a local castle using observational skills, asking and answering questions.</p> <p>Ask and answer questions based on different sources. (Use artefacts, pictures, stories <b><u>and online sources</u></b> to find out about the past.</p> <p><b><u>Key Vocabulary:</u></b> Castle, keep, tower, moat, arrow slit, knight, armour, bow and arrow, jousting, compare, turret, drawbridge, portcullis, ramparts, dungeon, lance, sword, shield, coat of arms.<br/>Use words and phrase such as before, after, <b><u>past</u></b>, <b><u>present</u></b>, then and now, a long time ago, recently, when my parents/carers were children, years, <b><u>decades</u></b> <b><u>and centuries</u></b> to describe the passing of time.</p> | <p><b><u>Knowledge</u></b><br/>Identify 3 key features of a castle.<br/>Begin to explain the purpose of some key features.<br/>Describe some people who live in the castle.<br/>Describe the jobs that people may do.<br/>Make simple comparisons between living in a castle and homes today.<br/>Say why castles were important.</p> <p><b><u>Skills</u></b><br/>Ask a question about historical sources.<br/>Answer a question using historical vocabulary.<br/>Use the historical vocabulary listed to describe the passing of time in a sentence verbally.<br/>Begin to use this language in my writing.</p> |

#### **Whole School Events**

- **Remembrance day - Pupils should be taught about events beyond living memory that are significant globally or nationally.**



- Class discussion/assembly/remembrance day service
- Understand the significance of Remembrance Day.
- Identify the poppy as a symbol.