

PROGRESSION IN HISTORY

| | EYFS | | <u>National Curriculum Subject Content</u> | Cycle A KS1 | Cycle B KS1 |
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| | Cycle A | Cycle B | | Lives of significant individuals. in the past who have contributed to national and international achievements. Events beyond living memory significant nationally or globally. | Lives of significant individuals. in the past who have contributed to national and international achievements. Events beyond living memory significant nationally or globally. Changes in living memory Lives of significant individuals. people and places in their locality |
| TOPICS | Colours Terrific Transport Around the world. All Creatures great and small Glorious Gardens Let's pretend. | Good to be me Day and Night On the Farm Marvellous mini-beasts Bloom and Grow the food we eat. Fabulous Food | Reduce, Re-use, Recycle Dinosaurs Amazing Africa Commotion in the Ocean Into the woods Land Ahoy! | Belonging to Britain Master Builders Out 'n' about with Paddington bear Perfect Penguins and Polar bear Roots, Shoots and Magic seeds Into Space | |
| EYFS Strand The World / People and Communities | Can talk about significant events in their own experience (can I retell a simple event in correct order?. e.g. went downslide –hurt finger) show an interest in the lives of people who are familiar to them Learning Journey- Display - Bonfire night - Remembrance day - Christmas - Harvest | Can talk about past and present events in own life (memories) birthdays and in the lives of family members. Use a timeline to place important events. Learning Journey Display Babies and photos past and present Our families; - Bonfire night - Remembrance day - Christmas - Harvest Chinese new year Where do we live? Comparing old and new farm machinery | Chronological Understanding | <p>→ Year 1 Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past • Place known events and objects in chronological order (timeline) • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young</p> | <p>← Year 2 Show an awareness of the past and use the words past and present when telling others about an event. • Recount changes in their own life over time. • Understand how to put people, events and objects in order of when they happened within a chronological framework (timeline) Identify similarities and differences between ways of life in different periods</p> |

Autumn Term

Spring Term

Summer Term

On-going

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| | <p>Can begin to talk about similarities and difference between themselves and older people/generation</p> <p>Our families;</p> | <p>Can talk about lives of older people in the community</p> <p>Talk about changes over time.</p> <p>Our families;</p> | <p>Knowledge and understanding of events, people and changes in the past.</p> | <p>Remembrance day- walk to war memorial.</p> <p>Mary Anning</p> <p>Florence Nightingale / Mary Seacole.</p> <p>.The sinking of the Titanic.</p> <p>Year 1</p> <p>Recall some facts about people/events before living memory</p> <ul style="list-style-type: none"> • Say why people may have acted the way they did and what happened as a result.. • Identify some similarities and differences between ways of life in different periods. | <p>Remembrance day – walk to war memorial Bonfire night – Guy Fawkes and The Gun Powder Plot</p> <p>The Great Fire of London</p> <p>Moon Landing</p> <p>Year 2</p> <p>Use information to describe the past.</p> <ul style="list-style-type: none"> • Describe the differences between then and now. • Look at evidence to give and explain reasons why people in the past may have acted in the way they did identifying basic causes and consequences. • Recount the main events from a significant event in history |
| | | | <p>Knowledge and understanding of significant people</p> | <p>Year 1</p> <p>Recall some facts about people/events before living memory</p> <ul style="list-style-type: none"> • Say why people may have acted the way they did. • Identify some similarities and differences between ways of life in different periods. <p>Grace Darling</p> | <p>Year 2</p> <p>Use information to describe the past.</p> <ul style="list-style-type: none"> • Describe the differences between then and now. • Look at evidence to give and explain reasons why people in the past may have acted in the way they did. • Recount the main events from a significant event in history. <p>Guy Fawkes</p> <p>Samuel Pepys</p> <p>King Charles/ Royal Family</p> <p>Scott of the Antarctic</p> <p>Neil Armstrong</p> |

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| | <p>Local area walk Where do we live?</p> | <p>Local area walk Where do we live?</p> | <p>History in own Locality</p> | <p>Year 1 Recall some facts about Significant historical events, people and places in their own Locality</p> <p>Year 2 Recall some facts about Significant historical events, people and places in their own locality</p> | <p>Rodger Hargreaves –Mr Men books</p> <p>Changes in own locality</p> <p>Changes in everyday objects. (That were sold in local shops)</p> <p>Memories – changes in their life and community.</p> |
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| | <p>Beginning to question why things happen Make observations of animals and plants and explain why things occur. Talk about changes over time</p> <p>Old transport – Comparing old and new</p> <p>Pirate stories from the past.</p> <p>Butterflies - Lifecycle Our memories of nursery and reception –old photos Items from the past to present</p> | <p>Begin to answer how and why questions</p> <p>Make observations of changes over time animals, plants, why some things occur and talk about changes over time. Lifecycle of butterflies. Memories of nursery and reception. Items from past to present.</p> <p>Where do we live? Comparing old and new farm machinery Day time and night time pictures. Revisit old and new farm machinery Caterpillar diary Butterfly lifecycle Memories of EYFS</p> | <p>Historical Enquiry</p> <p>Ask / Answer question</p> | <p>Year 1</p> <p>Describe some simple similarities and differences between artefacts.</p> <ul style="list-style-type: none"> Find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?' Sort artefacts from 'then' and 'now'. Ask and answer relevant basic questions about the past <p>.</p> | <p>Year 2</p> <p>Understand some of the ways in which we find out about the past</p> <ul style="list-style-type: none"> Identify different ways in which the past is represented. Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. |
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