

History PROGRESSION OVERVIEW

We have designed our curriculum so that it is Inspirational, Inclusive and Ambitious.


More information about our Curriculum Intent can be found on [this page on our school website](#).


This document sets out the details of our History curriculum, explaining how it is taught and why, and what children will learn. It also sets out the 'Milestones', or what we expect all children to be able to achieve in History in each year group.

RECEPTION (EYFS)



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| What are the EYFS Framework aims for History? | <p>Understanding the World ELG: Past and Present Children at the expected level of development will: Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> |
| What is our vision for history? | <p>It is our vision that our children:</p> <ul style="list-style-type: none"> Behave like a historian, using historical enquiry to stimulate curiosity, analyse sources of evidence and draw conclusions about events from the past. Speak like a historian, developing a wide vocabulary to talk about the past. |

Reception

| Terms | 1 | 2 | 3 | 4 | 5 | 6 |
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| Topic Overview | Only One You! | Let's Celebrate! | People who Help Us | Superheroes | All Creatures Great and Small | Tell me a Story |
| What area of history is covered? | Comparing photos from when we were babies and how we have changed. | Armistice Day Bonfire Night | | St George's Day  | | Snapshot of our year- reflecting on memories from the year Comparing how they have changed since over the year |

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| Which events or significant individuals are covered? | Ourselves and our families | Guy Fawkes  | | | | Ourselves and our families |
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| What are the end of year milestones for Reception? | By the end of Reception, children will demonstrate that they can: <ul style="list-style-type: none"> Recognise they are different now compared to when they were a baby Comment on images of familiar situations in the past Know that a poppy represents 'remembrance' and remember that people died Know the name of Guy Fawkes and that we celebrate Bonfire Night because of him Know that different people have done important things in history | | | | | |
| What vocabulary will the children learn? | | Past, present, a long time ago, many years ago, Remembrance Day, parade, poppy, war, 11 th November, remember, Armistice Guy Fawkes, plot, gun powder, Houses of Parliament, treason, 5 th November, captured, prison, guard, King James I | | Past, present, a long time ago, many years ago, recent Soldier, saint, slay, dragon, celebrate, protect, rescue, St George's cross | | Past, present, birth, changes, growth, order, development, elderly, baby, toddler, child, teenager, adult |
| What skills will the children be taught? | Chronology Understanding Ordering events from their own lives on a timeline Discuss and comment on how they have changed | | Historical Enquiry Compare and contrast characters from stories, including figures from the past e.g Guy Fawkes, St George Order images of developmental stages of life ranging from baby to elderly | | Interpreting History Know what key events are and why they are remembered and celebrated today e.g. Bonfire Night, Bonfire Night and St George's Day Understand and describe changes in themselves | |


Year 1




| Terms | 1 | 2 | 3 | 4 | 5 | 6 |
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| Topic Overview | Me, Myself and I! | Terrific Toys | Wheels, Wings and other things | Panic on Pudding Lane | Wondrous Weather | Our Wild World |
| What area of history is covered? | | Toys from the Past – 1950 - present day Remembrance Day Bonfire Night | | 17 th Century – The Great Fire of London | | Intrepid Explorers |
| Which events or significant individuals are covered? | | Ourselves, parents, grandparents Guy Fawkes Sydney Lewis | | The Great Fire of London, Samuel Pepys Thomas Farriner  | | Christopher Columbus & Neil Armstrong  |
| What are the KS1 National Curriculum aims? | Pupils should be taught: <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their own locality. • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Know where the people and events they study fit within a chronological framework and identify similarities and differences between the ways of life in different periods. • Use a wide vocabulary of everyday historical terms • Ask and answer questions to show that they know and understand key features of events • Understand some of the ways in which we find out about the past and identify different ways in which we find out about the past and identify ways in which it is represented | | | | | |

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| What is our vision for history? | It is our vision that our children: <ul style="list-style-type: none"> Behave like a historian, using historical enquiry to stimulate curiosity, analyse sources of evidence and draw conclusions about events from the past. Speak like a historian, developing a wide vocabulary to talk about the past. | | | | | |
| What are the end of year milestones for Year 1? | By the end of Year 1, children will demonstrate that they can: <ul style="list-style-type: none"> Be able to identify a range of ways in which life has changed over the past 50 years Recount changes from my own past and that of families e.g. parents, grandparents Place artefacts and events in order on a timeline e.g. The Moon Landing, Discovery of The New World, The Great Fire of London Compare and contrast the ways of life at different times in the past e.g. 17th Century London, key decades from 1950 to present day Explain why we remember significant individuals and events from the past and how they impact life today e.g. Samuel Pepys, Christopher Columbus and Neil Armstrong Sort and classify objects and artefacts according to their date, type etc. | | | | | |
| What vocabulary will the children learn? | | Old, new, then, now, past, present, modern, old-fashioned, decade, 1950s-1990s, oldest, most recent, material, technology, future, compare, | | Fire, flames, houses, smoke, firefighter, possessions, escape, destroyed, diary, timber, fire brigade, bakery, rebuilt, | | Explorer, astronaut, moon, Apollo, pilot, voyage, navigate, navigator, New World, NASA, sailor, discovery, journey, expedition, mission |

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| What skills will the children be taught? | Chronology Understanding Sequence events, objects or pictures in chronological order, including concrete artefacts Understand what decade means and explore toys in 5 different decades Use words and phrases e.g. old, new, now, then, before, after, oldest, most recent Distinguish between different time periods using simple markers such as key inventions | Historical Enquiry Begin to identify and recount some details from the past using stories, pictures etc. Pose simple questions about the past Find answers to simple questions about the past using sources such as stories and pictures Sort artefacts into then and now Sort toys into different decades and categories Find out some of the ways in which we live now and how it is different and similar to how people lived in 17 th Century, key decades from 1950 and 1492. Compare the lives and features of significant figures from the past | Interpreting History Use role play and drama to understand past events e.g. creating a toy museum Explain the difference between the past and present in their own lives and other peoples' lives Begin to suggest why something might be different from the past to present. Know what the Great Fire of London was and why we still speak of it today. Describe how toys are different and how they are the same over different periods Know that people's achievements and discoveries can change the world Understand and describe how toys were different in the past |
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Year 2

| Terms | 1 | 2 | 3 | 4 | 5 | 6 |
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| Topic Overview | Take a Dip | Full steam ahead | Mischief and Medicine | Flourish! | In a land far, far away | Take Flight |
| What area of history is covered? | |  The Titanic 1912 | Florence Nightingale, Mary Seacole, and the Crimean War | Rosa Parks, segregation and the civil rights movement | | |

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| Which events or significant individuals are covered? | | Where and when Titanic was built The maiden voyage of The Titanic Social classes Impact of the Titanic disaster on maritime safety | Florence Nightingale  Mary Seacole  | Rosa Parks  | | |
| What are the KS1 National Curriculum aims? | Pupils should be taught: <ul style="list-style-type: none"> Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework and identify similarities and differences between the ways of life in different periods. Use a wide vocabulary of everyday historical terms Ask and answer questions to show that they know and understand key features of events Understand some of the ways in which we find out about the past and identify different ways in which we find out about the past and identify ways in which it is represented | | | | | |
| What is our vision for history? | It is our vision that our children: <ul style="list-style-type: none"> Behave like a historian, using historical enquiry to stimulate curiosity, analyse sources of evidence and draw conclusions about events from the past. Speak like a historian, developing a wide vocabulary to talk about the past. | | | | | |
| What are the end of year milestones for Year 2? | By the end of Year 2, children will demonstrate that they can: <ul style="list-style-type: none"> Be able to explain how lives in different time periods e.g. Edwardian, Victorian, would have been very different to our lives today Know what the Titanic was and why we still speak of it today Be able to compare and contrast the lives and achievements of two individuals who made a difference to nursing e.g. Florence Nightingale and Mary Seacole Explain how key events and individuals made changes that impact our everyday lives Begin to sequence events from the past chronologically To use dates and vocabulary when talking about the past | | | | | |
| What vocabulary will the children learn? | Titanic Captain, crew, class, passenger, unsinkable, maiden voyage, lifeboat, Transatlantic, disaster, collision, iceberg, survivor, hull, bulkhead | | Florence Nightingale, Mary Seacole, Rosa Parks hospital, lady of the lamp, Turkey, Scutari, Crimean War, nurse, soldiers, medicine, bandages, wound, chamber pot, courageous, committed, Victorian, The Red Cross, prejudice, Jamaica, changes, improvements, clean, civil rights, protest, racial segregation, civil rights, equality, | | | |

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| | | society, respect, race. | |
| What skills will the children be taught? | Chronology Understanding Plot key events in order on a timeline Explain where the events studied fit in a chronological framework | Historical Enquiry Exploring a range of different sources to find out about events e.g. photos, videos, diary entries etc. Ask and answer questions about the source material | Interpreting History Describe what happened and explain why. Recount main events from a key time in history Use a range of sources to describe similarities and differences between the past and present Use evidence to begin to explain why people acted as they did Explain how events from the past impact on the present day |