

HISTORY PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

Teaching and learning in history will be suitably adapted to ensure that all learners, including those with SEND, can access and engage with **key knowledge** at their appropriate age or stage of development.

NURSERY	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/THEME	All about us.		Types of transport	Journey's and explorers	Kings and Queens	
EYFS FRAMEWORK	Begin to make sense of their own life-story and family's history. Name and describe people who are familiar to them.	Understand the effect of changing seasons on the natural world around them.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Recognise some environments that are different from the one in which they live.	Compare and contrast characters from stories, including figures from the past.	
CONTENT	Families -all about us (pictures from now to birth)	*incidental; discuss the passing of time through practical examples e.g. signs of the Autumn season.	Transport – different transport and sorting – air, land, sea (sort and categories) – liked to 'The train ride'	Moana – journeys. Explorers – What is an explorer?	Kings and Queens – Story kings and real kings – linked to 'The king's pants' (reality) and Each Peach Pear plum (fantasy)	Transition to reception-linked to Chu's first day at school.
SKILLS	Use images to comment on themselves in the past / now. Begin to make sense of their own life story.	Begin to understand that the weather changes in each season.	Use photographs to comment on transport in the past and present. Sort / order images in chronological order (past/ now)	Talk about some basic similarities and differences between where they live and a contrasting locality.	Begin to develop and understanding of fictional and non-fictional characters in books	
KEY KNOWLEDGE	I know that I was a baby in the past.	Observe changes in the weather.	I can identify an image of transport from the past. I can identify an image of transport now.	I can identify some physical features of where I live e.g. shops, houses, park etc.	I know there are real kings.	
NEW VOCAB	Past, now, different	Autumn, weather, change, leaves, season.	Transport, land, sea, air, past, old, now.	explorer, same, different.	King, King Charles, real, fantasy (not real)	
KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE						

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RECEPTION	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/THEME	<p>Peek into the past</p> <p>Simple Chronology; Family tree</p>	<p>Adventures through time</p> <p>Transport through time; comparing old and new transport Picture detective; comparing past and present (link to Sister Dora)</p>			<p>Wearing the crown; Kings and queens (King Charles)</p> <p>Monarchy (King Charles' family tree)</p>	
EYFS FRAMEWORK	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Past and Present Understand the past through settings, characters, and events encountered in books read in class and storytelling.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand the past through settings, characters, and events encountered in books read in class and storytelling</p>			<p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG Understand the past through settings, characters, and events encountered in books read in class and storytelling.</p>	
CONTENT	<p>Children share special photographs of their family.</p> <p>Children construct a family tree to show who is older / younger.</p> <p>Children will understand the concept of generations.</p>	<p>To compare modes of transport of the past with the present.</p> <p>Various images of vehicles to sort into 'past' and 'present' e.g. horse-drawn cart and a motorbike.</p>	<p>In provision; Consolidate previous activities and history skills; sorting, comparing, chronology and ordering.</p>	<p>In provision; Consolidate previous activities and history skills; sorting, comparing, chronology and ordering.</p> <p>Enhancements; local area images old and new for discovery area.</p>	<p>Recognising that Kings and Queens are powerful people.</p> <p>Children hear a fairy tale in which a King/ Queen rules over others.</p> <p>Queen/ King role play.</p> <p>Refer the late Queen and King Charles.</p>	<p>In provision; Consolidate previous activities and history skills; sorting, comparing, chronology and ordering.</p> <p>Enhancements; Monarchy images old and new for discovery area.</p>
SKILLS	<p>Using photographs and stories to compare the past with the present day.</p>	<p>Recognising that some stories are set a long time ago.</p>			<p>Recognising that some stories are set a long time ago.</p>	

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	Describe changes over time.	Using stories and non-fiction books to find out about life in the past. Using photographs and stories to compare the past with the present day. Beginning to use common words and phrases for the passage of time, even if using inaccurately. Beginning to recognise similarities and differences between the past and today. Deciding whether photographs or images (e.g. from stories) depict the past.			Using stories and non-fiction books to find out about life in the past. Using photographs and stories to compare the past with the present day. Beginning to recognise similarities and differences between the past and today.	
KEY KNOWLEDGE	That some photographs and drawings represent the past. That they started as a baby but have since grown and changed. (To identify one way I have changed.) Names of people who are significant in their own lives. To know that parents are older than children	The environment around us changes as time passes. Stories and books can tell us about the past. Some language for talking about the passing of time and events that have already happened, even if used inaccurately.	That some photographs and drawings represent the past. Know and use language relating to the passing of time – even if inaccurate (before, yesterday, last week, last year)	That some photographs and drawings represent the past. Know and use language relating to the passing of time – even if inaccurate (before, yesterday, last week, last year)	Stories and books can tell us about the past. In fairy tales, kings/queens are usually important, powerful people who rule over others. Some language for talking about the passing of time and events that have already happened, even if used inaccurately	

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	<p>and grandparents are older than parents (beginning to understand the concept of generations).</p> <p>Some interests and achievements from their own life and the lives of their families and friends.</p>	<p>Some photographs and drawings represent the past</p>			<p>(before, yesterday, last week, last year, etc.).</p> <p>Some photographs and drawings represent the past.</p> <p>King Charles is the King of England.</p>	
RETRIEVAL/ PRIOR LINKS						
<p>NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)</p>	<p>Dad, family, mum Older, grandad, grandma</p>	<p>Aeroplane, bicycle, car horse-drawn cart motorbike steam train, train Passing of time words; before, a long time ago, yesterday, last week, last night</p>	<p>Past, now. old, new. Passing of time words; before, a long time ago, yesterday, last week, last night</p>	<p>Past, now. old, new. Passing of time words; before, a long time ago, yesterday, last week, last night</p>	<p>King, queen, princess. Passing of time words; before, a long time ago, yesterday, last week, last night</p>	<p>Fairy tale, king, power Queen, royalty, rule. Passing of time words; before, a long time ago, yesterday, last week, last night</p>
KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE						

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Knowledge and skills	Unit 1	Unit 2	Unit 3
THEME	How am I making history?	How have toys changed?	How have explorers changed the world?
NC OBJECTIVES	Pupils should be taught; Changes within living memory. Significant historical events, people and places in their own locality.	Pupils should be taught; Changes within living memory.	Pupils should be taught; Changes within living memory. Events beyond living memory that are significant nationally or globally. 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).
CONTENT	Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.	Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bears before considering what toys may be like in the future.	Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.
SKILLS	<ul style="list-style-type: none"> ● Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after) ● Placing events on a simple timeline. ● Being aware that some things have changed and some have stayed the same in their own lives, and describe them. ● Beginning to look for similarities and differences over time in their own lives. ● Recalling special events in their own lives. ● Using artefacts and photographs to answer simple questions about the past. ● Beginning to identify different ways to represent the past (e.g. photos, stories). ● Making simple observations about the past from a source. ● Interpreting evidence and describing its main features by making simple deductions. ● Communicating findings through discussion and timelines with physical objects/ pictures. ● Asking how and why questions based on stories, events and people. 	<ul style="list-style-type: none"> ● Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). ● Sequencing three or four artefacts from different periods of time. ● Beginning to look for similarities and differences over time in their own lives. ● Understanding that some things change while other items remain the same and some are new. ● Asking why things happen and beginning to explain why with support. ● Recalling special events in their own lives. ● Finding answers to simple questions and making observations about the past using sources (e.g. artefacts). ● Sorting artefacts from then and now. ● Beginning to identify different ways to represent the past (e.g. photos, stories). ● Communicating findings through discussion and timelines with physical objects/ pictures. 	<ul style="list-style-type: none"> ● Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). ● Placing events on a simple timeline. ● Understanding that some things change while other items remain the same and some are new. ● Asking why things happen and beginning to explain why with support. ● Using artefacts, photographs and visits to museums to answer simple questions about the past. ● Beginning to identify different ways to represent the past (e.g. photos, stories). ● Interpreting evidence by making simple deductions. ● Communicating findings through discussion and timelines with physical objects/ pictures. ● Expressing a personal response to a historical story or event.

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<p>KEY KNOWLEDGE</p>	<ul style="list-style-type: none"> To know some similarities and differences between the past and their own lives. To know that a timeline shows the order events in the past happened. To know that we start by looking at ‘now’ on a timeline then look back. To know that some people and events are considered more ‘special’ or significant than others. To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that we remember some (but not all) of the events that we have lived through. To know that ‘the past’ is events that have already happened and that ‘the present’ relates to what is happening now. Make one or more comparisons between children’s lives in the past and present. Identify one or more ways in which they / their lives have changed from the past. 	<ul style="list-style-type: none"> To know that throughout someone’s lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time. To know some similarities and differences between the past and their own lives. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through. To know that the past can be represented in photographs. To know some inventions that still influence their own lives today. I can identify a toy(s) that children played with in the past and now. I can give one example of how toys in the past were different. I can give one or more examples of how toys now are different. 	<ul style="list-style-type: none"> To know that a timeline shows the order events in the past happened. To know that we start by looking at ‘now’ on a timeline then look back. To know that ‘the past’ is events that have already happened. To know that within living memory is 100 years. To know that there are similarities and differences between their lives today and their lives in the past. To know that some people and events are considered more ‘special’ or significant than others. To know that photographs can tell us about the past. To know some inventions that still influence their own lives today. That an explorer travels to different places to find out more about them. To know some achievements and discoveries of significant individuals; Christopher Columbus/ Matthew Henson. We still have explorers now, in the present: Dame Ellen McArthur.
<p>RETRIEVAL/ PRIOR LINKS</p>	<p>EYFS – all about me My family Celebrations Special visitors</p>	<p>Year 1 Autumn 1 How am I making history?</p> <ul style="list-style-type: none"> To know some similarities and differences between the past and their own lives. To know that a timeline shows the order events in the past happened. To know that we start by looking at ‘now’ on a timeline then look back. Make comparisons between the past and their own lives. To know that photographs can tell us about the past. 	<p>Year 1 Spring 1 How have toys changed?</p> <ul style="list-style-type: none"> To know that throughout someone’s lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time. To know some similarities and differences between the past and their own lives. To know that we can find out about the past by asking people who were there. To know that the past can be represented in photographs.

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			<p>Year 1 Autumn – How am I making history?</p> <ul style="list-style-type: none"> To know that some people and events are considered more ‘special’ or significant than others. To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there.
<p>NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)</p>	<p>Celebrate, celebration, Change, childhood, different, event, family, future, grandparent, lifetime, living memory, memory, now, present, past, remember, significant, similar, time capsule, timeline.</p>	<p>artefact, century, Decade, different, evidence, living memory, memory, modern, now, past, present, remember, similar, source, special.</p>	<p>achievement, beyond living memory, coat of arms, determination, discovery, equipment, event, exploration, explorer, historical significance, living memory, North Pole, past, Present, qualities, Remember, resilience, Solo, timeline, transport, Voyage, yacht.</p>
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YEAR 2	Unit 1	Unit 2	Unit 3
THEME	How was school different in the past?	How did we learn to fly?	What is a Monarch?
NC OBJECTIVES	Children should be taught about; Changes within living memory. Significant historical events, people and places in their own locality.	Pupils should be taught; Changes within living memory. Events beyond living memory that are significant nationally or globally. 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).	Pupils should be taught; Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.
CONTENT	Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children’s lives past and present.	Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.	Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.
SKILLS	<ul style="list-style-type: none"> Identifying simple reasons for changes. Know that some things have changed / stayed the same as the past. Know that there are explanations for similarities between children’s lives now and in the past. Use photographs to ask and answer questions about the past. Use facts that they have learnt about to make a decision. Make comparisons with their own lives. 	<ul style="list-style-type: none"> Know we can find out about the past from different primary sources such as photographs, eyewitness accounts, diaries, journals, visual sources etc. Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount) Asking questions about why people did things, why events happened and what happened as a result Use primary sources to ask questions and find out about the past Develop an understanding of the definition of a historically significant event. Know that things change over time but some things stay the same (identify similarities and differences) Identify simple reasons for changes. Sequence events to create a timeline. Know where people / events studied fit into a chronological framework. 	<ul style="list-style-type: none"> Making simple observations about a source or artefact. Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Using a source to ask and answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Making simple conclusions about a question using evidence to support. Finding out about people, events and beliefs in society. Describing past events and people.

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<p>KEY KNOWLEDGE</p>	<p>Children will know:</p> <ul style="list-style-type: none"> To know the 'past' is events that have already happened. To know that we can find out about how places have changed by looking at maps. To know that we use sources (photo's, people, artefacts etc. to find out more about the past Identify differences and some similarities between classrooms now and 100 years ago Know that things in classrooms have changed because of improvements in technology. 	<p>Children will know:</p> <ul style="list-style-type: none"> To know that beyond living memory is more than 100 years ago. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives. To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways. To begin to identify achievements and inventions that still influence their own lives today. To know the legacy and contribution of the inventions. That the Wright brothers invented the first engine powered aeroplane. That Amelia Earhart was the first female pilot. Aeroplanes have changed because of improvements in technology. 	<p>Children will know:</p> <ul style="list-style-type: none"> To know that beyond living memory is more than 100 years ago. To know that changes may come about because of improvements in technology. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives. To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways. To begin to identify achievements and inventions that still influence their own lives today. To know the legacy and contribution of the inventions. To be aware of the achievements of significant individuals. That a monarch is a King or Queen. Our Monarch is King Charles III. A coronation is a ceremony where a new King or Queen is crowned. William the Conqueror was a Monarch in the past. Now, groups of people called the parliament decide so it's fair (democracy)
<p>RETRIEVAL/ PRIOR LINKS</p>	<p>Year 1 – How am I making history?</p> <ul style="list-style-type: none"> To know some similarities and differences between the past and their own lives. 	<p>Year 1 – Summer 1 How have explorers changes the world?</p> <ul style="list-style-type: none"> To know that there are similarities and differences between their lives today and their lives in the past. 	<p>Year 2 – Spring 1 How did we learn to fly?</p> <ul style="list-style-type: none"> To know that beyond living memory is more than 100 years ago.

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	<ul style="list-style-type: none"> To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that there are similarities and differences between their lives today and their lives in the past. To know that some people and events are considered more 'special' or significant than others. To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that we remember some (but not all) of the events that we have lived through. 	<ul style="list-style-type: none"> To know that some people and events are considered more 'special' or significant than others. To know that photographs can tell us about the past. To know some inventions that still influence their own lives today. 	<ul style="list-style-type: none"> To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives. To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways.
<p>NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)</p>	<p>Past, timeline, date, different, decade, present, important, similar, modern, living memory, evidence, source, beyond living memory, preferred</p>	<p>beyond living memory, decade, evidence, eyewitness, historically significant, living memory, past, present, primary source, source, significant event, Wright brothers, Bessie Coleman, Amelia Earhart, Neil Armstrong, Tim Peake</p>	<p>Bailey, battle, battlements, Bayeux Tapestry, ceremony, concentric castle, constitutional, monarchy, conquer, coronation, crowning, defend, earl, Edward the Confessor, fortified manor house, gatehouse, government, Harold Godwinson, Earl of Wessex, Harald Hardrada, Head of State, invade, investing, keep</p>
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