

Progression in History

National Curriculum	Possibilities	Initiative	Community & Environment	Health & Well-being		
	<i>This driver helps pupils to build aspirations and identify available opportunities for their future lives</i>	<i>This driver helps pupils to grow as independent learners and develops resourcefulness in a variety of situations</i>	<i>This driver develops a sense of belonging and nurtures curiosity about, and empathy for, local, national and global issues</i>	<i>This driver underpins every aspect of our curriculum. It helps to guide children's life choices and nurtures emotional growth</i>		
	Desire to succeed and be inspired Appreciate people from the past	To be inquisitive To research using a variety of sources	To respect our locality and wider world	To have empathy for people from the past and make links to ourselves		
	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ✓ 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ✓ 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. 					
Key skills	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	Me and my life	Toys	Victorian School	The Great Fire of London	Canvey Flood	Saving the Planet
To understand chronology	<ul style="list-style-type: none"> • Place events in order on a time line. • Label timelines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place artefacts in order on a time line. • Label timelines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label timelines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label timelines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label timelines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label timelines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.
Build an overview of world history			<ul style="list-style-type: none"> • Describe significant people from the past. 	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Describe significant people from the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures and online sources to find out about the past. • Use dates where appropriate.

Progression in History

<p>Investigate and interpret the past</p>	<ul style="list-style-type: none"> • Use pictures to find out about the past. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures and online sources to find out about the past. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures and online sources to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Observe evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, and online sources to find out about the past • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, and online sources to find out about the past • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, and online sources to find out about the past • Identify some of the different ways the past has been represented.
--	--	---	---	---	---	---

Progression in History

Changes within living memory.	Changes in me	Toys then and now	Schools then and now		Our island then and now Homes then and now	
Events beyond living memory	Memories from parents and grandparents.	Toys from the Victorian period to the present day	Victorian schools	London then and now Homes then and now	Canvey Flood (own locality)	Discovery of new species Creation of documentaries such as The Blue Planet
People Significant individuals in the past who have contributed to <u>national and international achievements</u>	Mother, father and other relatives.	The inventor of Lego	Queen Victoria	Samuel Pepys	Ray Howard – local MP	David Attenborough Saving the planet Blue Planet Secondary sources Write to Sir David (Link with Oceans in Geography)
Significant historical people in our <u>own locality.</u>	Parents and grandparents		The Wells family – who owned the house at Chelmsford museum		Cornelius Vermuyden	
Vocabulary	past, present, older, newer yesterday, today, tomorrow, younger	past, present, older and newer, modern, worn, dirty, clean, broken, shiny, dull, wooden, plastic, torn	abacus, cane, workbook, quill and ink, slate and chalk, blackboard, Queen Victoria, children laws, workhouse, ragged schools	River Thames, Tower of London, leather bucket, Pudding Lane, King Charles II, The Monument, Samuel Pepys	Sea wall, Canvey Island, breach, flood, damage, possessions	Sir David Attenborough, species, broadcaster, naturalist, scientist, environmentalist, knighthood
Key Questions	Can I talk about the past? Can I talk about the present? Can I talk about the future?	Can I talk about the past? Can I talk about the present? Can I compare artefacts? Can I discuss what has changed over time? Can I use a timeline?	Can I talk about the past? Can I talk I describe when in the past the Victorian period was? Can I discuss and compare toys from the Victorian times and current day?	Can I describe a historical event? (Gunpowder plot) Can I use artefacts, pictures and online sources to find out about the past? Can I place in order artefacts in order on a timeline?	Can I use various sources to find out about the past? Can I recognise that there are reasons why people in the past acted as they did? Can I recognise that there are reasons why people in the past acted as they did?	Can I learn about a significant individual who has contributed to national and international achievements?
Sources of Evidence	Pictures Accounts from living members of the family – primary sources					
Visits and Visitors			Year 1 School Trip to Chelmsford Museum	Visit to Canvey Island Fire Station	Sea wall mural Local historians – Janet from CCA? Dutch Cottage Local research Potential visit from Ray Howard?	
Whole School Historical Projects (assemblies)			Queen Victoria	Guy Fawkes Black History month	Canvey Flood Anniversary assembly (31 st January)	Green Day

Progression in History

	Nursery			Reception		
	Autumn I wonder what makes me special? All about me (1 st half) Celebrations (2 nd half)	Spring I wonder what's out there? Transport (1 st half) Dinosaurs (2 nd half)	Summer I wonder what changes? Animals (1 st half) Summer (2 nd half)	Autumn	Spring	Summer
Nursery Year A	<p>To talk about themselves and their families.</p> <p>To talk about significant events in their past (using photos as prompts). For example, birthdays. Christmas</p> <p>To know that babies grow into children like them.</p> <p>To use every day historical language when talking about the past. For example, yesterday, at the weekend</p> <p>Remembrance Day – to know that we wear poppies and remember soldiers from long ago and more recent times.</p>	<p>To talk about themselves and their families.</p> <p>To find out about a specific event from the past – dinosaurs</p> <p>To talk about and compare transport from the past with modern vehicles</p>	<p>To talk about themselves and their families.</p> <p>To observe, compare and talk about changes over time. For example – starting nursery to now.</p> <p>To compare changes between baby animals and people.</p>	<p><u>Let's Celebrate...</u> I wonder what/ who is so special?</p> <p>Studying our family and ourselves (all about me boxes) Homes in the past Talk about what they do with their family and places they have been with their family. Comparing photos of the past to now – birthdays, Christmas, toys Discuss what they have done with their families during Christmas in the past Toys in the past (their life)</p>	<p><u>Down at the bottom of the garden...</u> I wonder what lives here? (Geography links in Spring)</p>	<p><u>Spectacular stories and super seaside's...</u> I wonder what happens next?</p> <p>Peepo (book) photos of the past Share different cultures, versions of famous fairy tales. Introduce the children to NASA and America – significant figures who have been to space and begin to understand that these events happened before they were born – Neil Armstrong – Tim Peak Seaside in the past – Magic Grandad</p>
	<p>Autumn <u>I wonder what makes me special?</u> All about me (1st half) <u>I wonder will it mix?</u> Colours (2nd half)</p>	<p>Spring <u>I wonder why does a cat meow?</u> Pets (1st half) <u>I wonder if it likes tea?</u> Little monsters (2nd half)</p>	<p>Summer <u>I wonder how old is a whale?</u> Under the sea (1st half) <u>I wonder how does ice feel?</u> Weather (2nd half)</p>			
Nursery Year B	<p>To talk about themselves and their families.</p> <p>To talk about significant events in their past (using photos as prompts). For example, birthdays. Christmas</p>	<p>To use every day historical language when talking about the past. For example, yesterday, at the weekend</p> <p>Holi – to know about why Holi is such a colourful festival remember Lord Krishnu who</p>	<p>.To use every day historical language when talking about the past. For example, yesterday, at the weekend</p>			

Progression in History

	<p>To know that babies grow into children like them.</p> <p>To use every day historical language when talking about the past. For example, yesterday, at the weekend</p> <p>Remembrance Day – to know that we wear poppies and remember soldiers from long ago and more recent times</p>	used paint to play a trick on people.				
Nursery Development Matters (3&4 Year olds)	Understanding the world					
	Begin to make sense of their own life-story and family's history					
Reception Development Matters				<p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p>		
Reception ELGs				<p>Talk about the lives of 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>		