

Curriculum Area – History Progression Map



	Nursery	Reception	Year 1	Year 2
National Curriculum/EYFS	<p>Understanding the world</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. Shows interest in the lives of people who are familiar to them. •Remembers and talks about significant events in their own experience. •Recognises and describes special times or events for family or friends. •Shows interest in different occupations and ways of life. •Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. •Can retell a simple past event in correct order (e.g. went down slide, hurt finger). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. 	<p>Understanding the world</p> <p>Comment on images of familiar situations in the past.</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. <p>ELG</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Historians in Year 1 will...</p> <ul style="list-style-type: none"> • Talk about the past and present • Order a few people, objects and events according to when they happened • Talk and write about things that are the same and different from the past • Ask historical questions • Write and draw about the past • Use books, stories, objects, people and places to find out about the past. 	<p>Historians in Year 2 will . . .</p> <ul style="list-style-type: none"> • Talk about the past and present using appropriate vocabulary e.g. recently, when their parents were children, decades, centuries • Order people, objects and events using a given scale • Ask historical questions and use information to help answer them • Describe people, objects and events through writing, diagrams, models and timelines • Use a wide variety of sources to find out about the past.
	Nursery		EYFS	
	Nursery		Reception	
Key knowledge	<ul style="list-style-type: none"> • Describe what they have done at home with their family. • Show interest in the experiences of others • Beginning to use the correct tense when talking about past events. 		<ul style="list-style-type: none"> • Talk about a past event in sequence. • Uses the past tense when talking about their experiences with some accuracy. • Develop an understanding of what they were like when they were a baby and how they have changed over time. • Talk about important events in theirs and their family's lives. • Listen and respond to the experiences of others. 	
Key skills	<ul style="list-style-type: none"> • Speaking and listening 		<ul style="list-style-type: none"> • Reasoning (explaining how and why) 	

	<ul style="list-style-type: none"> • Recall • Asking questions • Making links • Reasoning (explaining why) • Making comparisons • Imitating and imagining 	<ul style="list-style-type: none"> • Inventing • Making links • Emphasising, • Making comparisons • making observations, • researching, • Imitating and imagining.
Key vocabulary	Yesterday, today, tomorrow, celebration, birthday	Week, year, age, remember, first, then, next.
STRAND – Changes within living memory		
	YEAR 1	YEAR 2
Key knowledge	<p>What has changed during my lifetime?</p> <p>Who was in my family before I was born?</p> <p>How were some aspects of life different when my parents, grandparents and great-grandparents were alive?</p> <p>How was schooling life in the past different to now?</p> <p>How have the shops changed in Batley town centre from the past?</p>	<p>How has popular music changed over the last 60 years?</p> <p>How has food changed in the last 60 years?</p> <p>How has improved transport made the world more connected?</p> <p>How have the ways we communicate changed over time?</p>
Key Skills	<ul style="list-style-type: none"> • Recognise the distinction between past and present • Order and sequence some familiar events and objects • Identify some similarities and differences between ways of life at different times • Use some terms about the passing of time correctly. 	<ul style="list-style-type: none"> • Order and sequence events and objects • Recognise that their own lives are similar and / or different from the lives of people in the past. • Use common words and phrases concerned with the passing of time correctly.
Key Vocabulary	<ul style="list-style-type: none"> • Historian / long ago / past / present / future / now / then / remember / timeline / order 	Artefact / century / chronological order / living memory / memories / opinion / fact / source
STRAND – events beyond living memory		
	Year 1	Year 2
Key knowledge	<ul style="list-style-type: none"> • I can find out about the main events of the Gunpowder Plot. • Who was Guy Fawkes and why is he an important historical figure? • To understand why Florence Nightingale is significant. <p>What is Florence Nightingale known for?</p>	<ul style="list-style-type: none"> • What was so special about the Titanic and what was life like on board? • Why and how did the ‘unsinkable’ Titanic sink? • Why weren’t more people saved from the Titanic? • How did they stop a disaster like that happening again?
Key Skills	<ul style="list-style-type: none"> • Recognise the difference between the past and present in their own and others’ lives • To know and recount episodes from stories about the past. 	<p>Recognise why people did things, why events happened and what happened as a result.</p> <ul style="list-style-type: none"> • Identify similarities and differences between ways of life at different times

Key Vocabulary	past / present / future / now / then / remember / timeline / order (revisit) Guy Fawkes / Parliament / treason			Same as Year 1 plus Impact / research / evidence / experts / significant / recent / lifetime Captain / passenger / unsinkable / lifeboat / iceberg/ voyage / engines / crew / luxury / ocean / capacity / navigate / wreckage / survivor / disaster / collision		
STRAND – Lives of significant people						
Year 1			Year 2			
Key knowledge	<ul style="list-style-type: none"> I know who Guy Fawkes was and why he is an important historical figure. I know who Neil Armstrong is and why he is an important historical figure. I know who Florence Nightingale is and why she is an important historical figure. I know some of the most important events in a significant person's life. I know some of the features of society when they lived. I can compare some of the features of society from when they lived and society now. 			<ul style="list-style-type: none"> Guy Fawkes/Neil Armstrong /Mae Jemison / Helen Sharman When did the individual live? Why is this individual remembered? What were the most important events in his/her life? What were some of the features of the society when she/he lived? How has exploring changed over time? How are significant people remembered? How have the actions of explorers in the past impacted on our lives today? 		
Key Skills	<ul style="list-style-type: none"> Select reasons why people are considered to be significant. Know some of the ways that we can find about the recent past and also about significant people from long ago. Say what the significant people studied is known for. Make some simple comparisons between significant people in the recent and more distant past. 			<ul style="list-style-type: none"> Explain as to why people might be considered to be significant. Independently explain why it is more difficult to find out about explorers from long ago than about those in the recent past. Describe the key events and achievements in the lives of the significant people studied. Explain the similarities and difference between explorations in the recent and more distant past. 		
Key Vocabulary	Compare / recent / past / research			Commemorate / explorer / exploration / recent / significant voyage		
	Guy Fawkes Guy Fawkes London King James Protestant Catholic Houses of Parliament Gunpowder 5 th of November Fireworks	Florence Nightingale Hospital Nurse Dewsbury Hospital Past Yesterday Long ago Clean Dirty Hands Soldier War Italy	Neil Armstrong moon astronaut space first walk NASA moon landing Apollo 11 1969 Buzz Aldrin	Neil Armstrong Revisit Year 1 Astronaut Space NASA Earth Moon Lunar Module Launch Pilot Commander Orbit Quarantine	Mae Jemison Nasa American Physician African-American Scholarship Science Astronomy Endeavour	Helen Sharman Female Chemistry Degree Sheffield Astronaut Space Project Juno British

		Rats Medicine				
STRAND – Significant historical events in their own locality						
	Year 1			Year 2		
Key knowledge	<ul style="list-style-type: none"> • I know who Theodore Taylor is and understand why his role was important for Batley. • I understand what a mill is. • I understand that people moved into Batley to work in mills. • To visit Taylor's mill and know where this is in relation to school 			<ul style="list-style-type: none"> • What was the High Street like before? • How has the High Street changed? • What was in these shops before? • What was it like to shop for food? • How were my goods packaged or stored? • How did I pay for my purchases? 		
Key Skills	<ul style="list-style-type: none"> • Understand how Theodore Taylor is significant in our own locality. • To develop an understanding of sharing profit • Knowing the reasons for why he is significant in our local area. Many of our pupils will have had relatives who moved into the area to work in mills. 			<ul style="list-style-type: none"> • Begin to find answers from source • Make distinctions between aspects of their own lives and those of past times. • Identify similarities and differences across periods. • Demonstrate factual knowledge and understanding of aspects of the past. 		
Key Vocabulary	Mills/ factories/ Batley/ politician/ textiles/ centenary/ profit/ sharing			Interior / layout / advertising / logos / design / exteriors / goods Interior / layout		