



# History - Progression Map

Area of Learning (EYF5) & National Curriculum

History at Foundation stage is covered mainly in 'Understanding of the World'. It is taught through focus tasks and continuous provision, both inside and outside. Activities encourage children to make sense of their own life-story and family's history, understand the past through stories, and develop an awareness of people and events from different times.

## At a Glance

<b>Early Years</b> Making sense of own life-story and family history, understanding past and present, learning through stories and familiar situations.	<b>Year 1</b> Talking about past and present, ordering events, asking historical questions, using sources to find out about the past.	<b>Year 2</b> Using historical vocabulary, ordering events on timelines, asking and answering historical questions, using a wide variety of sources.
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## Understanding the Past

### Key Learning

<b>Historians in the Early Years will...</b> <b>Nursery - Understanding the World</b> <ul style="list-style-type: none"> <li>Describe what they have done at home with their family</li> <li>Show interest in the experiences of others</li> <li>Begin to use the correct tense when talking about past events</li> <li>Talk about a past event in sequence</li> </ul> <b>Reception - Understanding the World</b> <ul style="list-style-type: none"> <li>Use the past tense when talking about their experiences with some accuracy</li> <li>Develop an understanding of what they were like when they were a baby and how they have changed over time</li> <li>Talk about important events in theirs and their family's lives</li> <li>Listen and respond to the experiences of others</li> <li>Comment on images of familiar situations in the past</li> <li>Compare and contrast characters from stories, including figures from the past</li> </ul> <b>ELG</b> <ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now</li> <li>Understand the past through settings, characters and events encountered in books</li> </ul>	<b>Historians in Year 1 will...</b> <b>Knowledge &amp; Skills</b> <ul style="list-style-type: none"> <li>Talk about the past and present</li> <li>Order a few people, objects and events according to when they happened</li> <li>Talk and write about things that are the same and different from the past</li> <li>Ask historical questions</li> <li>Write and draw about the past</li> <li>Use books, stories, objects, people and places to find out about the past</li> <li>Recognise the distinction between past and present</li> <li>Identify some similarities and differences between ways of life at different times</li> </ul>	<b>Historians in Year 2 will...</b> <b>Knowledge &amp; Skills</b> <ul style="list-style-type: none"> <li>Talk about the past and present using appropriate vocabulary e.g. recently, when their parents were children, decades, centuries</li> <li>Order people, objects and events using a given scale</li> <li>Ask historical questions and use information to help answer them</li> <li>Describe people, objects and events through writing, diagrams, models and timelines</li> <li>Use a wide variety of sources to find out about the past</li> <li>Recognise why people did things, why events happened and what happened as a result</li> </ul>
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### Key Vocabulary & Outcomes

<b>Early Years</b> <b>Key Vocabulary:</b> Yesterday, today, tomorrow, celebration, birthday, week, year, age, remember, first, then, next <b>Outcomes:</b> Children will speak and listen effectively, recall past events, ask questions, make links between experiences, reason and explain, make comparisons, and use their imagination. They will develop an understanding of their own life-story and show interest in the lives of people familiar to them.	<b>Year 1</b> <b>Key Vocabulary:</b> Historian, long ago, past, present, future, now, then, remember, timeline, order <b>Outcomes:</b> Can recognise the distinction between past and present. Can order and sequence some familiar events and objects. Can identify some similarities and differences between ways of life at different times. Can use some terms about the passing of time correctly.	<b>Year 2</b> <b>Key Vocabulary:</b> Artefact, century, chronological order, living memory, memories, opinion, fact, source <b>Outcomes:</b> Can order and sequence events and objects. Can recognise that their own lives are similar and/or different from the lives of people in the past. Can use common words and phrases concerned with the passing of time correctly.
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## Changes Within Living Memory

### Key Learning

<b>Historians in Year 1 will...</b> <b>Key Questions</b> <ul style="list-style-type: none"> <li>What has changed during my lifetime?</li> <li>Who was in my family before I was born?</li> <li>How were some aspects of life different when my parents, grandparents and great-grandparents were alive?</li> <li>How was schooling life in the past different to now?</li> <li>How have the shops changed in Batley town centre from the past?</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Recognise the distinction between past and present</li> <li>Order and sequence some familiar events and objects</li> <li>Identify some similarities and differences between ways of life at different times</li> <li>Use some terms about the passing of time correctly</li> </ul>	<b>Historians in Year 2 will...</b> <b>Key Questions</b> <ul style="list-style-type: none"> <li>How has popular music changed over the last 60 years?</li> <li>How has food changed in the last 60 years?</li> <li>How has improved transport made the world more connected?</li> <li>How have the ways we communicate changed over time?</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Order and sequence events and objects</li> <li>Recognise that their own lives are similar and/or different from the lives of people in the past</li> <li>Use common words and phrases concerned with the passing of time correctly</li> </ul>
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## Events Beyond Living Memory

### Key Learning

<b>Historians in Year 1 will...</b> <b>Key Knowledge</b> <ul style="list-style-type: none"> <li>Find out about the main events of the Gunpowder Plot</li> <li>Know who Guy Fawkes was and why he is an important historical figure</li> <li>Understand why Florence Nightingale is significant and what she is known for</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Recognise the difference between the past and present in their own and others' lives</li> <li>Know and recount episodes from stories about the past</li> </ul>	<b>Historians in Year 2 will...</b> <b>Key Knowledge</b> <ul style="list-style-type: none"> <li>What was so special about the Titanic and what was life like on board?</li> <li>Why and how did the 'unsinkable' Titanic sink?</li> <li>Why weren't more people saved from the Titanic?</li> <li>How did they stop a disaster like that happening again?</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify similarities and differences between ways of life at different times</li> </ul>
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### Key Vocabulary

<b>Year 1</b> <b>Key Vocabulary:</b> Guy Fawkes, Parliament, treason (plus vocabulary from Understanding the Past)	<b>Year 2</b> <b>Key Vocabulary:</b> Impact, research, evidence, experts, commemorate, lifeline, captain, passenger, unsinkable, lifeboat, iceberg, voyage, engines, crew, luxury, ocean, capacity, navigate, wreckage, survivor, disaster, collision
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## Lives of Significant People

### Key Learning

<b>Historians in Year 1 will...</b> <b>Key Knowledge</b> <ul style="list-style-type: none"> <li>Know who Guy Fawkes was and why he is an important historical figure</li> <li>Know who Neil Armstrong is and why he is an important historical figure</li> <li>Know who Florence Nightingale is and why she is an important historical figure</li> <li>Know some of the most important events in a significant person's life</li> <li>Know some of the features of society when they lived</li> <li>Compare some of the features of society from when they lived and society now</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Select reasons why people are considered to be significant</li> <li>Know some of the ways that we can find about the recent past and also about significant people from long ago</li> <li>Say what the significant people studied is known for</li> <li>Make some simple comparisons between significant people in the recent and more distant past</li> </ul>	<b>Historians in Year 2 will...</b> <b>Key Knowledge</b> <ul style="list-style-type: none"> <li>Study Guy Fawkes, Neil Armstrong, Mae Jemison, Helen Sharman</li> <li>When did the individual live?</li> <li>Why is this individual remembered? What were the most important events in his/her life?</li> <li>What were some of the features of the society when she/he lived?</li> <li>How has exploring changed over time?</li> <li>How are significant people remembered?</li> <li>How have the actions of explorers in the past impacted on our lives today?</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Explain as to why people might be considered to be significant</li> <li>Independently explain why it is more difficult to find out about explorers from long ago than about those in the recent past</li> <li>Describe the key events and achievements in the lives of the significant people studied</li> <li>Explain the similarities and differences between explorations in the recent and more distant past</li> </ul>
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### Key Vocabulary

<b>Year 1</b> <b>Key Vocabulary:</b> Compare, recent, past, research, Guy Fawkes, London, King James, Protestant, Catholic, Houses of Parliament, Gunpowder, 5th of November, Fireworks, Florence Nightingale, hospital, nurse, Dewsbury Hospital, clean, dirty, soldier, war, Italy, Neil Armstrong, moon, astronaut, space, first, walk, NASA, moon landing, Apollo 11, 1969, Buzz Aldrin	<b>Year 2</b> <b>Key Vocabulary:</b> Commemorate, explorer, exploration, recent, significant, voyage, astronaut, space, NASA, Earth, Moon, Lunar Module, launch, pilot, commander, orbit, quarantine, Mae Jemison, physician, African-American, scholarship, science, astronomy, Endeavour, Helen Sharman, female, chemistry, degree, Sheffield, Project Juno, British
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## Significant Historical Events in Their Own Locality

### Key Learning

<b>Historians in Year 1 will...</b> <b>Key Knowledge</b> <ul style="list-style-type: none"> <li>Know who Theodore Taylor is and understand why his role was important for Batley</li> <li>Understand what a mill is</li> <li>Understand that people moved into Batley to work in mills</li> <li>Visit Taylor's mill and know where this is in relation to school</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Understand how Theodore Taylor is significant in our own locality</li> <li>Develop an understanding of sharing profit</li> <li>Know the reasons for why he is significant in our local area</li> </ul>	<b>Historians in Year 2 will...</b> <b>Key Knowledge</b> <ul style="list-style-type: none"> <li>What was the High Street like before?</li> <li>How has the High Street changed?</li> <li>What was in these shops before?</li> <li>What was it like to shop for food?</li> <li>How were my goods packaged or stored?</li> <li>How did I pay for my purchases?</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Begin to find answers from source</li> <li>Make distinctions between aspects of their own lives and those of past times</li> <li>Identify similarities and differences across periods</li> <li>Demonstrate factual knowledge and understanding of aspects of the past</li> </ul>
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### Key Vocabulary

<b>Year 1</b> <b>Key Vocabulary:</b> Mills, factories, Batley, politician, textiles, centenary, profit, sharing	<b>Year 2</b> <b>Key Vocabulary:</b> Interior, layout, advertising, logos, design, exteriors, goods
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