

# Understanding of the World (EYFS)

## History (KS1/KS2)

### Progression Map



		Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Autumn	<b>Title and Objectives</b>	<p><b>All About Me!</b></p> <p>Is beginning to make sense of his/her own life-story and his/her family's history.</p>	<p><b>My Family</b></p> <p>Can share his/her own life-story and his/her family's history.</p> <p>Comments on images of familiar situations in the past.</p> <p>Is able to compare and contrast characters from stories, including figures from the past.</p> <p>To retell a familiar story in the past.</p>	<p><b>The Old Toy Box</b></p> <p><b>Chronological understanding</b></p> <p>I can put up to three objects in chronological order.</p> <p>I can use words and phrases like old, new and a long time ago.</p> <p>I can understand that some objects belonged to the past.</p> <p><b>Knowledge and interpretation</b></p> <p>I can begin to identify the main differences between old and new objects.</p> <p>I can identify objects from the past.</p> <p>I can give examples of things that are different in my life from that of when my grandparents were young.</p> <p><b>Historical enquiry</b></p> <p>I can ask and answer questions about old and new objects.</p> <p>I can spot old and new things in a picture.</p> <p>I can answer questions using an artefact/photograph provided.</p>	<p><b>The Gun Powder Plot Great Fire of London</b></p> <p><i>Events beyond living memory significant nationally or globally</i></p> <p><b>Chronological understanding</b></p> <p>I can use words and phrases like: before I was born, when I was younger</p> <p>I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning</p> <p>I can use a range of appropriate words and phrases to describe the past?</p> <p>I can sequence a set of events in chronological order and give reason</p> <p><b>Knowledge and interpretation</b></p> <p>I can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago</p> <p>I can explain what is meant by a parliament</p>	<p><b>Mining and Industrial Revolution</b></p> <p><b>Chronological understanding</b></p> <p>I can use my mathematical knowledge to work out how long ago events in recent and local history would have happened?</p> <p>I can use a timeline within a specific time in history to set out the order things may have happened?</p> <p><b>Knowledge and interpretation</b></p> <p>I can suggest why certain events happened as they did in history?</p> <p>I can suggest why certain people acted as they did in history?</p> <p>I can explain how events from the past have helped shape our lives?</p> <p><b>Historical enquiry</b></p> <p>I can use various sources of evidence to answer questions?</p> <p>I can they research a specific event from the past to then write about this?</p> <p>I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</p>	<p><b>Ancient Egyptians</b></p> <p><b>Chronological understanding</b></p> <p>I can begin to picture what life would have been like for the early settlers.</p> <p>I can suggest why certain events happened as they did in history.</p> <p>I can suggest why certain people acted as they did in history.</p> <p><b>Historical Enquiry</b></p> <p>I can explain how events from the past have helped shape our lives.</p> <p>I can recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p>

				<p>I can give a plausible explanation about what an object was used for in the past.</p> <p>I can find something out about the past by talking to an older person.</p>	<p>Can I recount some interesting facts from an historical event, such as where the fire of London started?</p> <p>Can I explain why someone in the past acted in the way they did?</p>		
<b>Vocabulary</b>	Family, celebrate, new/old, now/then, past/present, same/different, grown up.	Family, celebrate, new/old, like/dislike, older/younger, now/then, past/present, same/different, grown up.	History, past, now, before, long ago, chronological, toys, artefact, photograph, then.	History, past, before you were born, chronological order, past, present.  King James 1st, plot. Gun powder, London, Parliament, explosion, Catholics and Protestants.	History, timeline, chronological order, past, present, artefact, coal, mine, mining. Coal Miner, Pit, quarries, coal mining industries. Industrial Revolution, getter, hurrier,	Egypt, settlers, archaeologists, centuries, decades, invaded, conquered, pharaoh, hieroglyphs, dynasty, temple.	
<b>Key Facts</b>	To understand my family has a past.	To compare and contrast.	Toys have changed. More technology has developed toys.	King James 1st was the King Link to Bonfire night.  Guy Fawkes plot failed.	How children's lives were then and now. All of the people and animals involved in mining.	How Egypt is home to one of the world's earliest and greeted civilisations.	
<b>Sticky knowledge</b>	To understand the difference between past and present.	To understand and use past present and future forms accurately when talking about past, present and future forms accurately when talking about events that have happened.	<p>To understand how our family members lived in their childhood.</p> <p>To understand that changes have occurred within living memory.</p>	<p>To understand that society and the way people lived was different in the past.</p> <p>To understand that events happened outside of living memory.</p> <p>To understand there are influential figures in history who have had an impact on life today.</p>	<p>To understand events that happened in recent and local history. (200 years)</p> <p>To understand the similarities and differences of society and through research the way certain people lived in the past. (Child)</p>	<p>To understand how Egypt invented many things that we still use today and how their creations shaped the way we live.</p> <p>To use sources to research to write about various time frames in the past.</p>	

					To have the ability to retell a story using the past tense	To understand why events happened in the past and how they have shaped our lives today.	To compare life in Egypt to life today marking similarities and differences.
	<b>Suggested texts</b>	Marvelous Me! Look and Learn: All About Me! What I Like About Me!: A Book Celebrating Differences	Who's in My Family? Our Special World, My Family All about Families	Terrific Toys in the Past Toys in the Past Lost in the Toy Museum	The Gunpowder Plot (Great Events) Mr Fawkes, the King and The Gunpowder Plot Toby and the Great Fire of London	Coal Mining in Britain Coal Mining Disasters The Coalminers of Durham	Ancient Egypt (eyewitness) Meet the Ancient Egyptians Gods and Goddesses of Ancient Egypt
<b>Spring</b>	<b>Title and Objectives</b>	<b><u>My Life Story</u></b>  Is beginning to make sense of his/her own life-story and his/her family's history.	<b><u>Then and Now</u></b>  Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class.  Talks about the lives of the people around him/her and their roles in society.	<b><u>Grace Darling</u></b>  <b>Chronological understanding</b>  I can recognise that a story that is read to me may have happened a long time ago.  I can understand that some objects belonged in the past.  I can retell a familiar story set in the past.  <b>Knowledge and interpretation</b>  I can appreciate that some famous people have helped our lives be better today.  <b>Historical enquiry</b>  I can answer questions using a range of artefacts/photographs provided.  I can find out more about a famous person from the past and carry out some research on her.	<b><u>Titanic</u></b>  <b>Chronological understanding</b>  I can sequence a set of events in chronological order and give reason for their order  I can retell a familiar story set in the past  I can understand that some objects belonged to the past.  <b>Historical Enquiry</b>  I can answer questions by using a specific source, such as an information book.  I can answer questions using a range of artefacts/photographs provided	<b><u>Stone Age</u></b>  <b>Chronological understanding</b>  I can describe events from the past using dates when things happened?  I can use my mathematical knowledge to work out how long ago events would have happened?  <b>Historical Enquiry</b>  I can use various sources to piece together information about a period in history?  I can use my 'information finding' skills in writing to help them write about historical information?  I can research a specific event from the past to then write about this?	<b><u>Roman Britain</u></b>  <b>Chronological understanding</b>  I can describe when the Romans conquered Britain.  <b>Historical Enquiry</b>  I can recall some facts about the Romanisation of Britain.  I can describe some aspects of Roman Britain in significant detail and be able to ask and answer questions to demonstrate their understanding.  I can demonstrate a deeper understanding of the topic and recognise how Britain has been influenced and shaped by the Roman occupation;
	<b>Vocabulary</b>	Family, celebrate, new/old,	Family, celebrate, new/old,	Grace Darling, island,	Titanic, ship, past,	Cave painting, mammoth, fur	Chariot, myth, emporer,

		now/then, past/present, same/different, grown up.	like/dislike, older/younger, now/then, past/present, same/different, grown up, church, king, queen, prince, princess. Vocabulary linked to significant events, e.g. remembrance day, St Valentines and traditional events, war, uniform, different clothing, transport, toys, occupations, household items, buildings, places.	lighthouse, rescue, Bamburgh, Victorian, lifeboat, fisherman, Heroine.	chronological, iceberg, source, artefacts.	pelt, spears, handaxe, antler, borer, hammerstone, jewellery, Neolithic man/woman.	gladiator, empire, Rome, barbarian, toga, pantheon, Colosseum, mosaic, standard, villa, slave, sword, soldier, coin, baths, amphitheatre, sewer, shield, mythology, aqueduct. Basilica.
	<b>Key Facts</b>	To understand the past.	To understand the different roles in society.	Grace Darling saved the lives of people and changed the way lighthouses operate.	To recognise the impact that the Titanic had on engineering and ship building at the time and how it has affected the way ships are built today.	To use sources to piece together information about a period of history.	To appreciate the process of change and empathise with the people whose lives were affected.
	<b>Sticky knowledge</b>	To explore the difference between past and present.	To understand and use past present and future forms accurately when talking about past, present and future forms accurately when talking about events that have happened.	To understand that the past is older than our living family.  To have an awareness that there are influential figures in history who have had an impact on life today.  To have the ability to retell a story from the past.	To understand the past is beyond our living memory or the memory of adults.  To understand that certain aspects of society/life are the way they are today because of what has happened in the past.	To understand how to research events from the past.  To understand how to use sources and artefacts to piece together information about history.	To use a variety of sources of evidence to appreciate how an accurate picture of the past can be constructed.
	<b>Possible Texts</b>	All about families My family, your family A handful of Buttons	Fantastically Great Women Who Changed the World Homes in the Past Little Leaders	Grace Daring The Hospital Dog The Diary of Grace Darling	Rescuing Titanic Titanic (Eyewitness) The Story of Titanic	History (Year by Year) DK Find Out! Stone Age Stone, Bronze and Iron Ages	Roman Britain: A New History Map of Roman Britain Roman Conquests Britain
<b>Summer</b>	<b>Title and Objectives</b>	<b><u>My History</u></b>  Is beginning to make sense of his/her own life-story and his/her family's history.	<b><u>Stories through Time</u></b>  Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling.	<b><u>Kings and Queens</u></b>  <b>Knowledge and interpretation</b>  I can understand that we have a Queen who rules and that Britain has had a King or Queen for many years.	<b><u>Florence Nightingale</u></b>  <b>Knowledge and interpretation</b>  Can I explain why Britain has a special history by naming some famous events and some famous people	<b><u>Vikings</u></b>  <b>Chronological understanding</b>  I can describe events and periods using the words: BC, AD and decade?	<b><u>Crime and Punishment</u></b>  <b>Knowledge and Interpretation</b>  I can use various sources to piece together information about a period in history.

				<p>I can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</p> <p>I can explain what is meant by Parliament.</p>	<p>Can I explain why Britain has a special history by naming some famous events and some famous people</p> <p>Can I explain how my local area was different in the past?</p> <p><b>Historical Enquiry</b></p> <p>Can I answer questions by using a specific source, such as an information book?</p> <p>I can research the life of a famous Briton from the past using different resources to help them?</p> <p>I can research about a famous event that happens in Britain and why it has been happening for some time?</p> <p>I can research the life of someone who used to live in their area using the Internet and other sources to find out about them?</p> <p>Can I find out more about a famous person from the past and carry out some research on him or her?</p>	<p>I can describe events from the past using dates when things happened?</p> <p><b>Knowledge and interpretation</b></p> <p>I can appreciate that the early Brits would not have communicated as we do or have eaten as we do?</p> <p>I can begin to picture what life would have been like for the early settlers?</p> <p>I can begin to appreciate why Britain would have been an important country to have invaded and conquered?</p> <p>I can realise that invaders in the past would have fought fiercely, using hand to hand combat?</p> <p><b>Historical Enquiry</b></p> <p>I can recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p><b>To complete throughout Autumn/spring/summer</b></p> <p>I can, through research, identify similarities and differences between given periods in history?</p> <p>I can research two versions of an event and say how they differ?</p>	<p>I can use my 'information finding' skills in writing to help me write about historical information.</p> <p><b>Historical Enquiry</b></p> <p>I can, through research, identify similarities and differences between given periods in history.</p> <p>I can research two versions of an event and say how they differ.</p> <p>I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.</p>
<b>Vocabulary</b>	Family, celebrate, new/old, now/then, past/present, same/different, grown up.	Character, settings, events.	Queen, Victoria, Royal, King,Parliament, Buckingham palace, London, Britain, monarchy, princess, prince.	Florence Nightingale, sick, soldier, cleaning, lady of the lamp, care, charity, injured, Crimean war, hospital, medal, red cross, Turkey.	Freyja, Thor, Odin, long boat, thatched house, Viking woman, freeman, warrior, king, slave, coins, shield, spear, sword, axe.	Judge, jury, court, trial, law, police, prison, guilty, innocent, roman, twelve tables, Anglo Saxon, Tudor, bridle, wergild, ducking stool,	

							labour, Victorian.
	<b>Key Facts</b>	To understand my family has a past.	To use books to explore the past.	To know queen Victoria's place in the royal family and understand her role.	To know the key events, to look at how life changed and why it was different to 'normal' life today.	How the vikings impacted how we live today, similarities and differences.	<p>Talk about some of the key facts about punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times.</p> <p>Recall key facts about the life of Dick Turpin and talk about differences in how he is portrayed in various historical sources.</p>
	<b>Sticky knowledge</b>	To explore the difference between past and present.	To understand the past through characters, settings and events.	<p>To understand that the way people lived was different in the past.</p> <p>To understand that events happened outside of living memory.</p> <p>To have an awareness that there are influential figures in history who have had an impact on life today.</p> <p>To understand that the past is a series of building blocks that get further back in time.</p>	<p>To understand that society and the way people lived was different in the past.</p> <p>To understand that events happened outside of living memory.</p> <p>To understand there are influential figures in history who have had an impact on life today.</p> <p>To have the ability to retell a story using the past tense</p> <p>To understand the concept of a timeline and that we are where we are today because of history.</p>	<p>To understand the different periods of time e.g. BC, AD and terminology, decades.</p> <p>To understand the similarities and differences of society and through research the way certain people lived in the past.</p> <p>To understand the work archaeologists have done and still do to help us understand what happened in the past.</p>	<p>Talk about and compare the punishments that were used during the Roman, AngloSaxon, Tudor and Victorian times and give some reasons for them.</p> <p>Use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify questions.</p> <p>Imagine and write about the experiences of people living during the historical periods studied based on factual evidence.</p>
	<b>Possible texts</b>	Who's in my Family? Our Special World: My Family All about Families A Child through Time	Magic Treehouse Where the Poppies Now Grow Coming to England	Kings and Queens of Britain Tony Robinson's Kings and Queens Kings and Queens of England and Scotland	A picture book of Florence Nightingale Florence Nightingale: The angel of the Crimea Ways into history: Florence Nightengale	The Vikings How to be a Viking The History of Britain Dragon Stew	Crime and Punishment in Britain Crime and Punishment through the ages Cruel Crime and Painful Punishment