

## History Curriculum Progression Map

| Village                  | Nursery  | Reception   | Year 1  | Year 2   |
|--------------------------|--|---|---|--|
| Historical Enquiries     | How have I changed since I was a baby?<br>Why do we wear different clothes at different times of the year?<br>What are our favourite celebrations each year?   | How have I changed since I was a baby?<br>Why do seasons change?<br>When do our favourite celebrations take place?<br>How are families different?   | Black History Month<br>Bonfire Night<br>Remembrance Day<br>Toys in the past   | Black History Month<br>The Great Fire of London<br>Bonfire Night<br>Remembrance Day<br>The Victorians<br>Explorers   |
| Topics                   | All about me/Celebrations/People who help us/<br>Traditional tales/Growing/Minibeasts  | Ourselves/Night&Day/Space/Vehicles/Traditional<br>Tales/Growing/Life cycles   |   |  |
| Key Events               | Bonfire Night, Guru Nanak, Diwali, Christmas, Chinese New Year, Easter<br>Harvest, Pancake Day, Eid, Ramadan<br><br>Autumn, Winter, Spring, Summer<br><br>Moon Landing   |   | The Gunpowder Plot<br>Remembrance Day<br>Toys in the Past   | The Great Fire of London<br>The Gunpowder Plot<br>Remembrance Day<br>Victorian School Days<br>Expedition to Antarctica<br>Expedition to the Americas<br>First woman to fly the Atlantic Ocean  |
| Key People               |  | Neil Armstrong<br>Guy Fawkes  | Guy Fawkes<br>Mary Seacole<br>Louis Braille   | Pepys, Farriner, Wren, Charles II<br>Guy Fawkes<br>Queen Victoria, William Morris<br>Shackleton, Columbus, Earhart   |
| Key knowledge and Skills | <ul style="list-style-type: none"> <li>Use language associated with the passing of time</li> <li>Exploring artefacts</li> <li>Sequencing in chronological order (own life)</li> <li>Finding out about the past by asking and answering questions (family members, family photographs)</li> <li>Understand time passes in sequential order</li> <li>Understand that celebrations take place at specific points of the year</li> </ul> |   | <ul style="list-style-type: none"> <li>Recall facts about people/events before living memory</li> <li>Say why people may have acted the way they did</li> <li>Identify similarities and differences between the past and now</li> <li>Place an historical event on a chronological timeline</li> <li>Use vocabulary relating to the passing of time and specific key topic vocabulary</li> <li>Understand how we can find out about the past</li> <li>Understand the difference between real and fictional people and events</li> <li>Find out about the past by asking and answering questions and using a variety of sources</li> </ul> |  |
|                          | <ul style="list-style-type: none"> <li>Comparing and contrasting similarities and differences within their own lives and that of their families and the world around them.</li> <li>Understand past and present events in own lives</li> <li>Understand we change with the passage of time</li> <li>Understand and sequence daily routine</li> </ul>   | <ul style="list-style-type: none"> <li>Comparing and contrasting similarities and differences within their own lives and the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now drawing on their own experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>Understand the seasons change throughout the year</li> <li>Place seasons and celebrations on a chronological timeline</li> <li>Begin to understand the difference between real and fictional events and people</li> </ul> | <ul style="list-style-type: none"> <li>Understand the national significance of past events in their own locality.</li> <li>Understand the different ways we can find out about the past eg speaking to an old person (Toys in the Past), museums, books, paintings, artefacts</li> <li>Order information on a timeline</li> </ul>   | <ul style="list-style-type: none"> <li>Understand the national/global significance of past events</li> <li>Understand the different ways we can find out about the past eg people, museums, google, books, paintings, artefacts, letters, diaries</li> <li>Place an historical event/person on a chronological timeline</li> <li>Understand how a growth mindset was central to the achievements of significant people from the past</li> <li>Begin to understand the advantages and disadvantages of different historical sources eg eye witness accounts</li> <li>Begin to understand how the past is represented depends on your point of view eg Guy Fawkes</li> </ul> |
| Vocabulary               | yesterday, before, last week, today, now, tomorrow, after, then, young, old, baby, toddler, child, morning, afternoon, week, days of the week, term, seasons.  |   | past, present, future, chronological, timeline, sources, artefact, museum, timeline, fiction, non-fiction, famous, Braille, resilience, perseverance, interview, questions, century, research before, after, next, then, days of the week, seasons, autumn, spring, summer, winter  |  |
|                          |  | past, present, future   |   |  |
| Trips                    |  |   | Young V&A   | London Landmarks<br>(Monument/River Thames/St Pauls)<br>Local war memorial   |