



History Knowledge and Progression Map - Cycle A

The learning journey for History begins in The Early Years when children begin to share facts about their lives and listen to real life events. Through continuous provision, child led learning and adult directed activities, children in the Early Years will develop their skills and knowledge of History. In our Early Years we understand the importance of 'the unique child' and therefore understand that children will take individual journeys to reach these goals. Adults are aware of the journey that children in our Early Years embark on and use assessment of the children and In the moment planning to identify their next steps and ensure progression for each individual child.

By the end of The Early Years children will:

- Engage with non-fiction books about things of the past.
- Retell events of the past that they have learnt through stories and story-telling.
- Retell real events using adverbs of time.
- Comment on artefacts and pictures of the past.
- Discuss characters from the past that they have learnt about through story.
- Make sense of their own family's story and family history.
- Understand that things were different in the past (relative to themselves.)
- Be able to sequence events.
- Know similarities and differences between things in the past and now.

EYFS Vocabulary

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| Day | Picture |
| Today | Story |
| Yesterday | Object |
| Tomorrow | Change |
| Week | |
| Year | |
| Then | |
| Now | |
| Old | |
| New | |
| Next | |
| Before I was born | |
| When parents/Grandparents were little | |
| A long time ago | |
| Past | |



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| Rising 3's | Autumn | Spring | Summer |
| | Themes: Nursery Rhymes Where do you like to shop? | Themes: Nursery Rhymes Where do you like to shop? | Themes: Bears, Bears, Bears! What lives in the garden? |
| | | <i>Understanding the world</i> <ul style="list-style-type: none"> ➤ Begin to talk about what they see ➤ Have an awareness of the differences between people | <i>Understanding the world</i> <ul style="list-style-type: none"> ➤ Plant seeds and care for growing plants (changes) ➤ Begin to show an awareness of the key features of the life cycle |
| Nursery | Autumn | Spring | Summer |
| | Themes: Would you like to snuggle up with a book? What is your favourite toy? | Themes: Nursery Rhymes Where do you like to shop? | Themes: Bears, Bears, Bears! What lives in the garden? |
| | | <i>Understanding the world</i> <ul style="list-style-type: none"> ➤ To talk about what they see using a wide vocabulary ➤ Continue developing positive attitudes about the differences between people | <i>Understanding the world</i> <ul style="list-style-type: none"> ➤ Plant seeds and care for growing plants (changes) ➤ Understand the key features of the life cycle |
| Rec | Autumn | Spring | Summer |
| | Themes: What makes me special? Who lives in the woods? | Themes: Do you like gravy on your ice-cream? Is there room on the bus? | Themes: Who put the colours in the rainbow? To Infinity and beyond! |
| | <i>Understanding the world</i> <ul style="list-style-type: none"> ➤ To know about my own life story ➤ To know how I have changed since I was a baby ➤ To know how my family have changed as they have got older | <i>Understanding the world</i> <ul style="list-style-type: none"> ➤ To talk about the lives of the people around us, knowing that they may have had different lives from ourselves ➤ Comment on images of familiar situations in the past. | <i>Understanding the world</i> <ul style="list-style-type: none"> ➤ To know about the past through settings, characters and events encountered in books read in class and storytelling (characters in traditional stories) |



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| | <ul style="list-style-type: none"> ➤ To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas) <p>Substantive knowledge:</p> <ul style="list-style-type: none"> ➤ To know about the people around them and their roles in society <p>Experiences: Visits from grandparents/ mum with baby</p> <p>Key vocabulary: Family Mum, Dad, (parents) sister, brother (siblings) grandma, grandad, (grandparents) changed, grew, smaller, bigger, baby, toddler, child, teenager, adult, elderly</p> | <p>Substantive knowledge:</p> <ul style="list-style-type: none"> ➤ To know some similarities between things in the past and now, drawing on their experiences and what has been read in class (Transport from the past Significant historical people: Amelia Earhart, The Wright Brothers, George Stephenson) <p>Experiences: Visits to local bus depo (looking at old buses)</p> <p>Key vocabulary: Transport Amelia Earhart – Pilot, biplane, aeroplane, fly, famous, female, woman, challenge, navigator, brave, Canary, Pacific Ocean, Atlantic Ocean, vanished, disappeared, rescue attempt. Wright Brothers – Orville and Wilbur, inventors, invented, aeroplane, designed, built, experiment, gliders, vehicles, flight George Stephenson – train, engineer, inventor, railways, locomotive, engine, Rocket</p> | <ul style="list-style-type: none"> ➤ To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (transport) <p>Substantive knowledge:</p> <ul style="list-style-type: none"> ➤ Understand the past through settings, characters, events encountered, books read in class and storytelling (Space Significant historical people; Tim Peak and Mae Jemison) <p>Key vocabulary: Tim Peake – (first British astronaut to walk in space) Mae Jemison – (first African American Woman to go into space) NASA, astronaut, space, space rocket, journey, pilot, launch, space shuttle Endeavour, mission, orbit, ISS (International Space Station)</p> |
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KS1
Year 1/2

Key Stage One Historical Skills

Chronological Understanding

- Order a set of events or objects Use a timeline to place important events.
- Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.
- Understand and use the words past and present when telling others about an event.
- Recount changes in my own life over time.
- Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.

Characteristics features of a period

- Understand the concept of ‘then’ and ‘now’, or ‘then’ and ‘then’ (e.g. toys in the Victorian period and toys from the 1960s’) and spot significant differences
- Can describe how features of today, differ from that of different time periods
- Offer reasons why changes occur
- Understand that not everyone in the past had the same experience

Historical Enquiry

- Identify different ways in which the past is represented.
- Explore events, look at pictures and ask questions i.e., “Which things are old, and which are new?” or “What were people doing?”
- Look at objects from the past and ask questions i.e., “What were they used for?” and try to answer.

Historical Interpretation

- Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites, visitors and the internet to find out about the past.

Cause and Consequence

- Recognise why people did things
- Recognise why some events happened
- Recognise what happened as a result of people’s actions or events

| KS1 Vocabulary | |
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| Tier 2 | Tier 3 |
| <ul style="list-style-type: none"> • when I was little/younger • then/now • past/present • living memory • beyond living memory • timeline • earlier/later • event • explain • remember • modern • distant • predict • same/different | <ul style="list-style-type: none"> • evidence • sequence • chronology • chronological • decade • century • recent • similar/difference • artefact • source • trade • Exploration • Society • Legacy • Invention • Innovation |



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| <p>Organisation and Communication</p> <ul style="list-style-type: none"> ➤ Sort events or objects into groups (i.e. then and now.) Describe objects, people or events in history. ➤ Use timelines to order people, events or objects. ➤ Tell stories about the past. Talk, write and draw about things from the past. ➤ Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. | | |
| Autumn | Spring | Summer |
| Theme: How have toys and technology over time? | Theme: Do all heroes wear a cape? | Theme: How has Whitehaven changed through the years? |
| <p>National Curriculum Links:</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. ➤ the lives of significant individuals in the past who have contributed to national and international achievements. <p>Substantive knowledge:</p> <ul style="list-style-type: none"> • To know what toys are like now • Explain the difference between old and new toys and sort them • Sequence the invention of selected toys in chronological order • Identify the materials used to make toys and explain how they have changed through time • Know what a timeline is and how to read one • Explain how communication has changed over time <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> ➤ Compare, contrast and sequence the invention of toys in chronological order. | <p>National Curriculum Links:</p> <ul style="list-style-type: none"> ➤ the lives of significant individuals in the past who have contributed to national and international achievements. ➤ events beyond living memory that are significant nationally or globally. <p>Substantive knowledge:</p> <ul style="list-style-type: none"> ➤ To know about the lives and achievements of Florence Nightingale and Mary Seacole before and during the Crimean War ➤ Explain what hospitals were like in the past and how they have changed for the better ➤ Know the impact Florence and Mary had on society and why we still remember them ➤ Explain why Florence and Mary are significant people <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> ➤ Describe, reason and explain what it means for someone to make history, doing something so significant that it is remembered and studied for a long time because of the effect they had on other people's lives, beliefs or ideas. | <p>National Curriculum Links:</p> <ul style="list-style-type: none"> ➤ significant historical events, people and places in their own locality. ➤ changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. <p>Substantive knowledge:</p> <p>To know:</p> <ul style="list-style-type: none"> ➤ how Whitehaven has changed throughout different periods of time – fishing village, slave and rum trade, mining, tourism ➤ the importance of the location of Whitehaven (being on the coast – trade and first under sea coal mine) ➤ key events that occurred throughout the town's history – Wellington Pit mining disaster, The Grand Hotel fire ➤ who Carlisle Spedding was, and the impact he had on the town and St James Church. ➤ how our school has changed over the years and how life in school was different in the past, to how it is now. |



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| | <ul style="list-style-type: none"> ➤ Identify and describe some of the most popular toys and games of the Victorian period and 1960s, 1980s and now ➤ Compare and contrast toys and games of the Victorian period, the 1960s, the 1980s with those of today. ➤ Identify and describe similarities and differences they observe. ➤ Describe and explain the cause of the major change to toys and games since the Victorian period onwards. ➤ Describe how communication change over time and suggest reasons to explain how this has affected life since then. ➤ Recognise, describe and explain how they can use Wi-Fi-enabled toys and games safely and securely. ➤ Compare and contrast the memories of adults who lived in the 1950s and 60s. <p>Wider Curriculum Links: Computing –</p> <ul style="list-style-type: none"> ➤ use technology purposefully to create, organise, store, manipulate and retrieve digital content ➤ recognise common uses of information technology beyond school ➤ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | <ul style="list-style-type: none"> ➤ Identify, describe and explain how two significant people made history during their lifetime. ➤ Compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision. ➤ Reflect upon what achievements these people made and the impact it had had on society today. <p>Wider Curriculum Links: Geography -</p> <ul style="list-style-type: none"> ➤ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ➤ name and locate the world's seven continents and five oceans <p>Key vocabulary: Florence Nightingale/ Mary Seacole - Crimea, war, nurse, cholera, battlefield, hotel, British soldiers/troops, London, hospital, rich, hygiene, clean, disease, Jamaica, Empire, British Colony, Lady of the Lamp, Turkey, Red Cross, Scutari, wounded, injured, treatment, prejudice, Lady with the Lamp, Mother Seacole, significant, achievement, legacy, society, pioneer</p> | <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> ➤ Compare, contrast and sequence historical events in chronological order. ➤ Identify through observation and discussion some of the most memorable events of the town's history and suggest reasons for their significance. ➤ Identify and describe how Whitehaven has changed in different time periods, with a focus on industry and our school ➤ Compare and contrast Whitehaven in the past to Whitehaven now ➤ Identify and describe similarities and differences they observe. ➤ Compare and contrast the memories of adults who lived in Whitehaven (Grandparents/ Great-Grandparents) <p>Wider Curriculum Links: Geography -</p> <ul style="list-style-type: none"> ➤ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ➤ name and locate the world's seven continents and five oceans <p>Visits/Experiences: Walk around Whitehaven town and harbour</p> |
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| | <p>Visits/Experiences: Tillie House workshop on 'Toys from the past'</p> <p>Key vocabulary: Toys, old and new, oldest, newest, living memory, beyond living memory, preserve, museum, curator, materials, wood, metal and clay, plastic, batteries, cotton, fabric, invention, inventor, technology, information, online, rocking horse, trains, dolls, teddy bear, lego, playdough, computers, games console (other toy examples)</p> | | <p>Invite adults in to talk about how Whitehaven has changed in their lifetime.</p> <p>Key vocabulary: Whitehaven, fishing village, town, harbour, port, slave trade, rum trade, ship, merchant, Americas, Africa, Jefferson's. Mine, coal, shaft, Saltom beach, Haigh Pit, Wellington Pit, William Pit, explosion, colliery, Carlisle Spedding, St James Church, architect, engineer, miner, inventor, dangerous, poisonous, methane, rescued. The Grand Hotel, fire, destroyed, railway station, industry, transport, tourism, tourist, promenade, society, innovation.</p> |
| <p>Future leaning LKS2</p> | <p>National Curriculum:</p> <ul style="list-style-type: none"> ● Changes in Britain from Stone Age to Iron Age ● Viking and Anglo-Saxon struggle for the Kingdom of England ● An aspect of theme in British history beyond 1066 - the legacy of Greek culture ● The Roman Empire and its impact on Britain | | |
| <p>Future leaning UKS2</p> | <ul style="list-style-type: none"> ● A local history study – aspect significant in locality ● A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Victorian era and WWII ● The achievements of the first civilisations – (an overview of where and when the first civilisations) and a depth study; Ancient Egypt ● A non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900; | | |