



History Knowledge and Progression Map - Cycle B

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.
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EYFS Vocabulary

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	



Rising 3's	Autumn	Spring	Summer
		Themes: Do you want to be a superhero? Do you want to be a real-life superhero?	Themes: What a wonderful world Under the sea
			<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: It's good to be me Where would you like to go?	Themes: Do you want to be a superhero? Do you want to be a real-life superhero?	Themes: What a wonderful world Under the sea
	<i>Understanding the world</i> <ul style="list-style-type: none"> ➤ Begin to make sense of their own life story and family's history 		<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 	<i>Understanding the world</i> <ul style="list-style-type: none"> ➤ To know about the lives of the people around us, knowing that they may have had different lives from ourselves 	<i>Understanding the world</i> <ul style="list-style-type: none"> ➤ To know about the past through settings, characters and events encountered in



	<ul style="list-style-type: none"> ➤ To know how my family have changed as they have got older ➤ 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 and 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>	<ul style="list-style-type: none"> ➤ Comment on images of familiar situations in the past. <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 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>	<p>books read in class and storytelling (characters in traditional stories)</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 Peake 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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Key Stage One Historical Skills

**KS1
Year
1/2**

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'
- 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

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



Organisation and Communication

- 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: What was the Great Fire of London?

Theme: What makes a great explorer?

Theme: What happened to the Titanic?

National Curriculum Links:

- Events beyond living memory that are significant nationally or globally [for example, **the Great Fire of London**, the first aeroplane flight or events commemorated through festivals or anniversaries].

Substantive knowledge:

To know:

- How the fire started and how it spread.
- Timeline of events
- Design flaws with 17th century houses.
- The impact of the fire and how it was stopped
- What happened afterwards – how they built London back up after the fire

Disciplinary knowledge:

- **Identify and describe** from a range of images the main effects of the Great Fire of London and **give reasons for their observations.**
- **Identify and describe** from an eyewitness account the location of the start of the fire.

National Curriculum Links:

- 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.

Substantive knowledge:

To know:

- The lives and achievements of **Christopher Columbus, Matthew Henson and Neil Armstrong** (building on from EYFS – Amelia Earhart and Tim Peake/Mae Jemison)
- Key events and how they impacted society, explaining why we still remember them
- The significance of the moon landing and the impact it had on society then and in society now

Disciplinary knowledge:

- **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

National Curriculum Links:

- Events beyond living memory that are significant nationally or globally

Substantive knowledge:

To know:

- What the Titanic was and the significance of it
- When, where and how the Titanic sank
- Timeline of key events
- How society functioned through class division
- The impact of the sinking on the UK and the rest of the world

Disciplinary knowledge:

- **Identify and describe** from a range of contemporaneous sources the main effects of the sinking of the Titanic and **give reasons for their observations.**
- **Identify and describe** from an eyewitness account the location of the sinking
- **Suggest reasons** for the **cause** of the sinking and the **consequences** of this.



<p>➤ Suggest reasons for the cause of the fire, identifying what happened to Thomas Farriner and his daughter, and the consequence the fire had on London at the time.</p> <p>➤ Identify, describe, compare and contrast, observe and sequence the most significant events in chronological order.</p> <p>➤ Justify their choice of designs depicting the fire.</p> <p>➤ Describe, observe and give reasons for two of the most significant events in the Great Fire of London.</p> <p>➤ Describe and explain through comparing and contrasting and synthesising a range of reasons why the Great Fire of London spread so quickly and took so long to extinguish.</p> <p>Wider Curriculum Links:</p> <p>Geography -</p> <p>Locational knowledge</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 <p>Visits/Experiences:</p> <p>Virtual tour of London in 1666.</p> <p>Key vocabulary:</p> <p>Great Fire of London, Pudding Lane, oven, bakery, diary, newspaper, 17th Century, burn, scorched, 1666, source, evidence, first hand account, society,</p>	<p>they had on other people’s lives, beliefs or ideas.</p> <p>➤ Identify, describe and explain how three significant people made history during their lifetime.</p> <p>➤ Identify, describe, compare and contrast, observe and sequence the significant events in chronological order.</p> <p>➤ Compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision.</p> <p>➤ Reflect upon what achievements these people made and the impact it had had on society today.</p> <p>Wider Curriculum Links:</p> <p>Geography -</p> <ul style="list-style-type: none"> name and locate the world’s seven continents and five oceans identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Key vocabulary:</p> <p>Christopher Columbus, Explorer, 1451, Genoa, sailor, Spice Islands, trade, exploration, King and Queen of Spain, voyage, Nina, Pinta, Santa Maria, Bahamas, 1492, Compass, Explorer, Ocean, crew, Earth, Native Americans</p>	<p>➤ Identify, describe, compare and contrast, observe and sequence the most significant events in chronological order.</p> <p>➤ Describe, observe and give reasons a range of reasons why more people were not saved after the sinking</p> <p>Wider Curriculum Links:</p> <p>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:</p> <p>Visit to The Beacon Museum – Titanic Exhibition</p> <p>Key vocabulary:</p> <p>Titanic, ship, unsinkable, liner, White Star, construction, Belfast, Northern Ireland, Liverpool, Southampton, New York, shipyard, luxury, society, legacy, passengers, 1st class, 2nd class, 3rd class, maiden voyage, deck, funnel, stern, bow, staircase engine, quarter, propeller, Captain Smith, crew, iceberg, North Atlantic Ocean, emigrate, rich, poor, rescue, Carpathia.</p>
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	map, survived, possessions, Samuel Pepys, legacy, thatched houses, wooden, narrow streets, fire fighters, crowded streets, fire spread, buildings, River Thames, Thomas Bludworth/ King Charles II/Duke of York, ignite, flammable, fire hook, water squirt, horse and cart,	Neil Armstrong, astronaut, NASA, Buzz Aldrin, Michael Collins, United States of America, Space, Moon landing, 1969, Space Rocket – Apollo 11, Mission, President Kennedy Experiments, Russia, Space race. Matthew Henson, Robert Peary, Arctic, North Pole, expedition, Inuit, SS Roosevelt, voyage, frost bite.	
Future leaning LKS2	National Curriculum: <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 		
Future leaning UKS2	<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; 		