



History Progression EYFS - Key Stage 1 2022-2023

Foundation	Overview/ Curriculum Progression	Key knowledge	Vocabulary	Links across the WGS curriculum and enrichment opportunities
Autumn	My Living History	<p>To be able to talk about and share experiences of the past and present modelling and encouraging appropriate tenses</p> <p>To be able to talk about and describe artefacts from the past and present.</p> <p>To record memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing</p> <p>To talk about important people in my life and those of people I know.</p> <p>To talk about and describe my home and the way I live. E.g. day to day life, things I do, my house, my family, etc.</p> <p>To link past events with current news e.g. Guy Fawkes</p> <p>To Introduce people/creatures beyond living memory through stories e.g. knights, dinosaurs, pre-historic animals/people</p>	<ul style="list-style-type: none"> ● Today ● Yesterday ● Days of the week ● Old ● New ● Family ● Friends ● Birthdays ● Guy Fawkes ● Bonfire Night ● Government ● Shrove Tuesday 	<p>PSHE – WGS Wellbeing unit (All Year Groups)</p> <p>RE – Religious Celebrations (All Year Groups)</p> <p>History – Dinosaurs (Y1), Prehistoric Britain (Y3),</p>
Spring	The World We Live In/People Who Help Us	<p>To have opportunities to role-play lifestyles e.g. in role-play area, through dressing up, appropriate resources</p>	<ul style="list-style-type: none"> ● Firefighter ● Police Officer ● Paramedic ● Doctor 	<p>History – Florence Nightingale, Mary Seacole and Edith Cavill (Y2)</p> <p>Science – Being Healthy (Y2), Animals</p>



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			<ul style="list-style-type: none"> • Dentist • Teacher • Nurse 	Including Humans (Y3), Diet and Lifestyle (Y6)
Summer	Changing and Growing/Traditional Tales	<p>To use simple everyday terms to describe the passing of time, e.g. new and old, now and then, etc.</p> <p>To talk about own life and those of people I know.</p> <p>To sequence objects and every day events within experience, in time order e.g. school day</p> <p>To talk about events in their life e.g. birthdays and the passage of time: growing-babies, toddlers, starting school, moving on.</p> <p>To be reminding of and revisiting past learning/events in their school life</p>	<ul style="list-style-type: none"> • Beginning of year • End of year • Babies • Toddler • Child • Adult • Elderly • Grandparent • Parent 	<p>Science – Humans, body parts (Y1), Being Healthy (Y2), Human Anatomy (Y4), Reproductive Cycles (Y5)</p> <p>PSHE – Relationships (Y1), relationships (Y2), Valuing Differences and Keeping Safe (Y3), Growing Up (Y4), Puberty, relationships and Reproduction Y5/Y6)</p>
Year 1	Overview/ Curriculum Progression	Key knowledge	Vocabulary	Links across the WGS curriculum and enrichment opportunities



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<p>Autumn 1</p>	<p>Travel and transport</p>	<p>How did the wheel begin to change lives?</p> <ul style="list-style-type: none"> ● Sort vehicles into categories ● Identify uses of wheel ● Show understanding of timelines ● Understand key firsts in transport. <p>How much has changed?</p> <ul style="list-style-type: none"> ● Sequence transport firsts on timeline ● Compare early transports with modern day transports. <p>Did everyone welcome the railways?</p> <ul style="list-style-type: none"> ● Describe the way trains have developed ● Construct a simple timeline to show changes. ● Understand not everyone was a fan of change <p>How has the car developed and did everyone benefit?</p> <ul style="list-style-type: none"> ● Describe changes in motor car over time. ● Understand it affects people in different ways ● Understand the process of an assembly line <p>How much has changed since the Wright flyer?</p> <ul style="list-style-type: none"> ● Offer milestones in flying over time. ● Understand importance of the Wright flyer and female pilots ● Give examples of changes to passenger aircraft 	<ul style="list-style-type: none"> ● Motorcar ● Train ● bicycle ● airplane ● wheels ● timeline ● century ● changes ● carriage ● locomotive ● engine ● engineer ● assembly line ● vehicle 	<p>DT - moving vehicles</p>



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		<p>How has transport changed over time?</p> <ul style="list-style-type: none"> ● Describe changes in transport 		
<p>Spring 1</p>	<p>Great Fire of London</p>	<p>How can we safely build a fire?</p> <ul style="list-style-type: none"> ● Spot fire hazards ● Understand risks associated with fire ● Know how to complete a risk assessment <p>What were the problems with London in 1666?</p> <ul style="list-style-type: none"> ● Take information from sources to describe Great fire ● Explain why fire hazards make it dangerous <p>What happened and how do we know?</p> <ul style="list-style-type: none"> ● Recall key events and names and landmarks ● Create a simple timeline ● Give examples of different sources of information ● Decide if a source is useful 	<ul style="list-style-type: none"> ● cause ● consequence ● drought ● evidence ● eye witness ● extinguish ● flammable ● fuel ● hazard ● diary ● recount ● 	<p><i>Geography- United Kingdom (Y1), Where we live (y1).</i></p> <p><i>History - Romans, Anglo-Saxons and Normans. (y4), Government (y6), War(y6), 20th century conflict(y6)</i></p>



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		<p>What did eye-witnesses say about the great fire?</p> <ul style="list-style-type: none"> ● Recount experience of the Great Fire ● Extract information from accounts ● Make inferences ● Show awareness of limitation of accounts <p>What are causes and consequences?</p> <ul style="list-style-type: none"> ● Identify causes ● Explain why causes make outcomes more likely ● Link causes with consequences. <p>Why did the Great Fire of 1666 spread so easily?</p> <ul style="list-style-type: none"> ● Explain why the fire spread so quickly. ● 		
<p>Summer 1</p>	<p>Explorers and Adventurers</p>	<p>To learn about major significant individuals from the past and what they have contributed to the country and world</p> <p>To compare life in different periods and relate these differences and similarities to their own lives</p> <p>To recognise the impact of these significant individuals</p>	<ul style="list-style-type: none"> ● World ● Important ● Famous ● Christopher Columbus ● Neil Armstrong ● Robert Falcon 	<p>Science - Space (y5)</p> <p>Geography - Different landscapes, continents(ks1) Biomes(y5)</p>



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		<p>on the modern world</p> <p>To compare different explorers and compare the different explorers</p>	<p>Scott</p> <ul style="list-style-type: none"> ● Ibn Battuta ● Robert Peary ● Space ● Desert ● Antarctica ● Artic ● Jungle ● Travel ● Journey ● Discover ● People ● Ship ● Aeroplane 	
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Year 2	Overview/ Curriculum Progression	Key knowledge	Vocabulary	Links across the WGS curriculum and enrichment opportunities
Autumn 1	Pocahontas	<p>How can we find out whether a story is real or imaginary?</p> <ul style="list-style-type: none"> ● Be able to create a personal, sequenced timeline over a short timeframe. ● Be developing an awareness of the importance of evidence in writing history 	<ul style="list-style-type: none"> ● artefact ● colony ● colonist ● evidence ● kidnap ● Pocahontas 	



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		<p>What makes a person historically important?</p> <ul style="list-style-type: none">• Know some biographical details about Matoaka (Pocahontas).• Understand the concept of significance when talking about people in history.• Be able to extract information and make inferences from historical sources. <p>Do you know the life history of Pocahontas?</p> <ul style="list-style-type: none">• Sequence the key events from the life of Pocahontas.• Select evidence to support an historical account.• Suggest why a person from the past might be considered significant <p>What was life like for Pocahontas and the Powhatan people?</p> <ul style="list-style-type: none">• Understand aspects of the lives of Powhatan Native Americans in the late 16th/early 17th century.• Have awareness that evidence from the past may not give us the full picture.• Be able to use evidence to make a cautious claim about the past.	<ul style="list-style-type: none">• Powhatan• remarkable• significant• territory• Virginia	
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		<p>Why did the colonists leave England and risk their lives in North America?</p> <ul style="list-style-type: none"> • Understand some of the reasons for English migration to North America. • Know some causes of conflict between the English colonists and the Powhatan people. <p>Why should we remember Pocahontas?</p> <ul style="list-style-type: none"> • Be able to review Pocahontas' life story. • Be able to demonstrate the significance of a person from the past by showing how they affected people's lives and/or were viewed as remarkable at the time. • Have awareness that historical characters are often represented in different ways, revealing different ideas of who they were. 		
<p>Spring 1</p>	<p>Britain during the 1940s</p>	<p>To begin to develop core knowledge of what life was like in Britain during the 1940s.</p> <p>To understand the ways in which our own lives are similar to and different from those of people in the 1940s.</p> <p>To follow the life of children during the 1940s and study the different aspects of their lives and relate these to our own</p> <p>To make informed responses to a variety of enquiry questions</p> <p>To begin to compare this period to previously</p>	<ul style="list-style-type: none"> • Air Raid • Air Raid Drill • Air Raid Shelter • Bombing • The Blitz • Allies • Allotment • Rationing • Coupons • Ration Book 	<p>20th Century conflict - (y6)</p> <p>PSHE - Inequality</p> <p>London - (y1)</p> <p>Empires- running themes.</p> <p>Government - (y6)</p>



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		<p>studied areas in order to develop chronological awareness and how change occurs over time.</p> <p>To know and use specific terminology effectively and consistently</p> <p>To compare similarities and differences in the lives of children in 2020 to those in 1940. How did their lives differ from our own? How are we the same?</p> <p>To be able to talk about why certain events or decisions were made and discuss these.</p> <p>To use a variety of different sources to obtain information and identify and evaluate the effectiveness of certain sources.</p> <p>To be able to sort events in chronological order and know how these impacted future events.</p> <p>To be able to discuss how things have changed or evolved since the 1940s.</p>	<ul style="list-style-type: none">● Axis Powers● Blackout● Empire● Civilians● Commonwealth● D-Day● Evacuation (Evacuees)● Factories● Countryside● London● City● Bombing● Gas Mask● Luggage● Orphan● Prime Minister● Refugee● Scrap Metal● Siren● Salvage● Slogan● Steam-train● Stirrup pump● Telegram● London Underground	
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Summer 1	Ancient Egypt	<p>Locating Egypt</p> <p>LO: To identify the location of Egypt on a map or a globe.</p> <ul style="list-style-type: none"> - Africa is a continent - Egypt is a country in Africa - -The river Nile runs through Egypt - <p>The River Nile</p> <p>LO: To understand the importance of the River Nile to the Ancient Egyptians</p> <ul style="list-style-type: none"> - The River Nile is in Egypt - The River Nile floods which creates fertile land for farming - Ancient Egyptians lived near the Nile as they could grow food <p>Archaeologists</p> <p>LO: To understand that archaeology helps us to find out about the past</p> <ul style="list-style-type: none"> - Ancient Egyptians left pictures, writing and statues behind. - Archaeologists are people who look for things people in the past have left 	<ul style="list-style-type: none"> ● Ancient ● Civilisation ● Desert ● Farming ● Africa ● Egypt ● Nile ● Fertile ● Soil ● Pyramid ● Pharaoh ● Monument ● Hieroglyphics ● Archaeologist ● Rosetta Stone ● Sphinx ● Amon ● Horus ● Nefertiti ● Hatshepsut ● Rameses ● Tutankhamen ● Akhenaten ● Amenhotep ● Mummy Tomb 	<p>Geography - Continents (KS1), rivers(y4), natural resources(y4)</p> <p>archaeologists(y1)</p> <p>Science- plants - (all year groups).</p> <p>Monarchs - (y5)</p> <p>Ancient Greece (y3)</p>
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behind.

- Tutankhamen was a pharaoh whose tomb was recently discovered by an archaeologist

Hieroglyphics

To understand that hieroglyphics can tell us about life in Ancient Egypt

- Ancient Egyptians left pictures, writing and statues behind.
- Hieroglyphics can tell us about life in Ancient Egypt.
- The Rosetta Stone helped people to understand hieroglyphics

Pharaohs

LO: To know that Pharaohs were Ancient Egyptian rulers

- Pharaohs were Ancient Egyptian rulers
- Ancient Egyptians believed Pharaohs represented Gods on earth.
- We know about Pharaohs because of the clues that have been left behind