

## History Progression and Coverage Document



### Early Years Framework – Linked to ‘Development Matters’

| Nursery                          | Understanding the World: People and Communities                                                                                                                                                                                                                                                                                           | Understanding the World: The World                                                                                                                                                                                                                                                                     | Understanding the World: Technology                                                                                                                                                                                                           |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Birth to Three Year Olds</b>  | <p>Recognises familiar people and shows interest in family members</p> <p>Begins to notice differences between people (e.g. appearance, voice, routines)</p> <p>Joins in with familiar routines, celebrations and cultural practices</p> <p>Looks at photographs of family and talks about people they know in simple ways</p>            | <p>Explores natural materials indoors and outdoors using senses</p> <p>Notices changes in the environment (e.g. weather, plants growing)</p> <p>Looks closely at animals, plants and objects during play</p> <p>Begins to talk about what they see using single words or short phrases</p>             | <p>Explores toys and objects with buttons, knobs and moving parts</p> <p>Shows interest in everyday technology (e.g. phones, remote controls, washing machines)</p> <p>Learns that some actions cause things to happen (cause and effect)</p> |
| <b>Three- and Four-Year Olds</b> | <p>Talks about people who are familiar to them, including family members and key adults</p> <p>Shows interest in different occupations and roles in the community</p> <p>Begins to show understanding that people have different experiences and ways of living</p> <p>Engages in role play based on their own first-hand experiences</p> | <p>Uses all their senses to explore natural materials and living things</p> <p>Talks about differences between materials, animals and plants</p> <p>Describes simple features of their immediate environment</p> <p>Enjoys looking for patterns, similarities and differences in the natural world</p> | <p>Knows that technology is used in homes and schools</p> <p>Uses simple technology with adult support (e.g. interactive whiteboards, tablets, cameras)</p> <p>Selects and uses technology purposefully in play and learning</p>              |

### Early Years Framework – Linked to ‘Development Matters’

| Reception | Understanding the World: People and Communities                                                                                                                                                        | Understanding the World: The World                                                                                          | Understanding the World: Technology                                                                                                                |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines</li> <li>Talks about past and present events in their own life and in the lives of family members</li> </ul> | <ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change in nature</li> </ul> | <ul style="list-style-type: none"> <li>Can use the internet with adult supervision to find and retrieve information of interest to them</li> </ul> |

## History Progression and Coverage Document



|            |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|            | <ul style="list-style-type: none"> <li>• Knows that other children do not always enjoy the same things, and is sensitive to this</li> <li>• Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>• Knows about similarities and differences in relation to places, objects, materials and living things</li> <li>• Talks about the features of their own immediate environment and how environments might vary from one another</li> <li>• Makes observations of animals and plants and explains why some things occur, and talks about changes</li> </ul>                                                                                                                          |  |
| <b>ELG</b> | <b>Past and Present</b> <ul style="list-style-type: none"> <li>- Talk about 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 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> </ul> | <b>The Natural World</b> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> |  |

## National Curriculum Programme of Study

| Key Stage 1 National Curriculum Expectations                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pupils should be taught about:                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Everyday Life</b>  | <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;</li> </ul> <b>Aims and Purpose</b> <ul style="list-style-type: none"> <li>- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> </ul> |
| <b>British/International History</b>                                                                     | <ul style="list-style-type: none"> <li>• 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];</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   |

## History Progression and Coverage Document



|                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | <p><b><u>Aims and Purpose</u></b></p> <ul style="list-style-type: none"> <li>- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b><u>Hierarchy and power</u></b></p>  | <ul style="list-style-type: none"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];</li> </ul> <p><b><u>Aims and Purpose</u></b></p> <ul style="list-style-type: none"> <li>- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul> |
| <p><b>Local History</b></p>               | <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality</li> </ul> <p><b><u>Aims and Purpose</u></b></p> <ul style="list-style-type: none"> <li>- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Promoting British Values

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Democracy</b></p>          | <p>Within history lessons, the classroom must be a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. Children will consider what it was like for individuals during different time periods and consider themselves in the positions of others and the concept of fairness.</p> <p>Pupils study periods of history where democracy has been tested and look at the impact and result of these times. Examples of this include WWI &amp; WWII.</p> |
| <p><b>Rule of Law</b></p>        | <p>Children will be provided with opportunities to explore issues around the rule of law or the lack of rule of law in the UK and other countries e.g. crime and punishment in Tudor times. Throughout the history curriculum, children look at the role of parliament and taught how the rule of the law is fundamental to our society and the effects if it is ignored.</p> <p>Children follow class rules safely during tasks to benefit everyone as well as understanding the consequences if rules are not adhered to.</p>            |
| <p><b>Individual liberty</b></p> | <p>History provides many opportunities for children to explore the concept of individual freedom and limitations on freedom. For example the impact Nelson Mandela had on individual liberty (EYFS) and the lack of individual liberty in Germany during WW2.</p>                                                                                                                                                                                                                                                                          |

## History Progression and Coverage Document



|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mutual Respect</b> | Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child a chance to share these with the expectation that these must be listened to. When discussing what it means to be British and how this is demonstrated in different historical time periods, children can celebrate our heritage whilst embracing the similarities which bind us together. Children contribute to debates where they learn to listen and respect the views of others.                                                      |
| <b>Tolerance</b>      | Children form questions about identity and belonging when learning about different religious beliefs during different historical periods. When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society. We celebrate British events and times of significance in Britain such as the Coronation, Remembrance Day, marriages/ births within the Royal Family. We strive to teach about a range of historical figures from a range of backgrounds and religions |

*\*The nursery history unit is woven through both continuous provision and adult-led group times to support children's understanding of past and present in meaningful ways. Through continuous provision, children explore history by sharing personal experiences, family routines, photographs and role play, allowing them to revisit and make sense of familiar events independently. During adult-led group times, practitioners introduce simple historical language such as 'past', 'now' and 'before', and use stories, photographs and discussion to help children notice similarities and differences over time. This balance ensures children can revisit key concepts through play while also benefiting from guided conversations that deepen understanding.\**

| <b>EYFS Nursery</b>                                | <b>Autumn 1, Autumn 2 &amp; Spring 1</b>                                                                                                                                                                                                                                   | <b>Spring 2, Summer 1 &amp; Summer 2</b>                                                                                                                                                                                                                                       |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topic</b>                                       | Peek into the past - What is it like to remember?                                                                                                                                                                                                                          | Adventures through time                                                                                                                                                                                                                                                        |
| <b>Enquiry Question</b>                            | What can we see in pictures from before?                                                                                                                                                                                                                                   | What can stories tell us about people?                                                                                                                                                                                                                                         |
| <b>Key Concepts (Linked to the EYFS Framework)</b> | <ul style="list-style-type: none"> <li>• Pictures show real things</li> <li>• Some pictures were taken a long time ago</li> <li>• Things can look the same or different</li> <li>• We can look closely at pictures</li> <li>• We can talk about what we can see</li> </ul> | <ul style="list-style-type: none"> <li>• Stories have people in them</li> <li>• These people are called characters</li> <li>• Characters can be like us or not like us</li> <li>• Stories can be from now or before</li> <li>• We can talk about what characters do</li> </ul> |
| <b>Prior Knowledge</b>                             | <ul style="list-style-type: none"> <li>• Children have seen pictures of themselves and their family</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Children enjoy listening to stories</li> <li>• Children recognise familiar characters</li> <li>• Children know words like <b>same</b> and <b>different</b></li> </ul>                                                                 |

## History Progression and Coverage Document



|                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Children recognise themselves and familiar adults</li> <li>Children can point to and name objects</li> <li>Children know things happen <b>now</b></li> </ul>                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Children can talk about what people do</li> </ul>                                                                                                                                                                                                                                                                                                                                                |
| <b>Key Substantive Knowledge</b>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>I know pictures show real things</li> <li>I know some pictures are old</li> <li>I know pictures can show people and places</li> <li>I know how to point to things in a picture</li> <li>I know how to talk about what I see</li> </ul>                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>I know a story has characters</li> <li>I know a character is a person in a story</li> <li>I know some stories are about long ago</li> <li>I know how to say what is the same</li> <li>I know how to say what is different</li> </ul>                                                                                                                                                             |
| <b>Sticky Knowledge:</b><br><br><b>Questions in black to be added to the BBQ box – (Big, Brainy Questions)</b><br><b>Answers in blue to be added to medium term plans and knowledge organisers</b> | <ul style="list-style-type: none"> <li><b>Question:</b> What is a picture?<br/><b>Answer:</b> A picture shows something real</li> <li><b>Question:</b> Is this picture from now or before?<br/><b>Answer:</b> It is from before</li> <li><b>Question:</b> What can you see in the picture?<br/><b>Answer:</b> People, clothes, toys, places</li> <li><b>Question:</b> Do things look the same or different?<br/><b>Answer:</b> Some things look different</li> </ul> | <ul style="list-style-type: none"> <li><b>Question:</b> What is a character?<br/><b>Answer:</b> A person in a story</li> <li><b>Question:</b> Can a story be from before?<br/><b>Answer:</b> Yes, some stories are from long ago</li> <li><b>Question:</b> What does same mean?<br/><b>Answer:</b> Things that are alike</li> <li><b>Question:</b> What does different mean?<br/><b>Answer:</b> Things that are not the same</li> </ul> |
| <b>End Point</b>                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Children can look at photographs of familiar people or situations from the past, recognise that they are old, notice simple</li> </ul>                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Children can talk about characters in familiar stories, identify simple similarities and differences, and share their ideas using everyday language.</li> </ul>                                                                                                                                                                                                                                  |

## History Progression and Coverage Document



|                          |                                                                                                                                                                                       |                                                                                                                                                                                                                  |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | differences, and talk about what they can see using everyday language.                                                                                                                |                                                                                                                                                                                                                  |
| <b>Key Misconception</b> | <ul style="list-style-type: none"> <li>• Pictures are just drawings and not real</li> <li>• Old pictures are pretend</li> <li>• People did not play or live like us before</li> </ul> | <ul style="list-style-type: none"> <li>• All characters live the same way</li> <li>• Characters in older stories are pretend and not real</li> <li>• You can only compare characters by how they look</li> </ul> |
| <b>Core Key Words</b>    | <ul style="list-style-type: none"> <li>• Picture</li> <li>• Old</li> <li>• Now</li> <li>• Look</li> <li>• See</li> <li>• Same</li> <li>• Different</li> </ul>                         | <ul style="list-style-type: none"> <li>• Character</li> <li>• Story</li> <li>• Same</li> <li>• Different</li> <li>• Look</li> <li>• Think</li> <li>• Talk</li> </ul>                                             |

| <b>EYFS Reception</b>                              | <b>Autumn 1, Autumn 2 &amp; Spring 1</b>                                                                                                                                                                                                                       | <b>Spring 2, Summer 1 &amp; Summer 2</b>                                                                                                                                                                                                                                                                  |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topic</b>                                       | Peek into the past What is it like to remember?                                                                                                                                                                                                                | Adventures through time                                                                                                                                                                                                                                                                                   |
| <b>Enquiry Question</b>                            | What can pictures tell us about how life was different in the past?                                                                                                                                                                                            | What can stories tell us about people from the past and present?                                                                                                                                                                                                                                          |
| <b>Key Concepts (Linked to the EYFS Framework)</b> | <ul style="list-style-type: none"> <li>• Images can show things from the past</li> <li>• The past looked different from now</li> <li>• We can talk about what we notice in pictures</li> <li>• Pictures help us learn about how people lived before</li> </ul> | <ul style="list-style-type: none"> <li>• Stories have characters</li> <li>• Characters can be from now or the past</li> <li>• Characters can be similar or different</li> <li>• We can learn about people from the past through stories</li> <li>• We can share ideas and explain our thinking</li> </ul> |

## History Progression and Coverage Document



|                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>We can share ideas and ask questions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Prior Knowledge</b>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Children have seen photographs of their family</li> <li>Children know what <i>now</i> means</li> <li>Children can talk about things they see</li> <li>Children recognise familiar places and activities</li> </ul>                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Children enjoy listening to stories</li> <li>Children can name characters</li> <li>Children know words like <i>same</i> and <i>different</i></li> <li>Children can talk about how characters act</li> </ul>                                                                                                                                                                                |
| <b>Key Substantive Knowledge</b>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>I know that pictures can show the past.</li> <li>I know that some things were different a long time ago.</li> <li>I know that some things stayed the same.</li> <li>I know how to talk about what I can see in a picture.</li> <li>I know how to share my ideas.</li> </ul>                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>I know what a character is.</li> <li>I know that some stories are set in the past.</li> <li>I know how to say what is the same about characters.</li> <li>I know how to say what is different about characters.</li> <li>I know how to share my ideas about stories.</li> <li><b>Question:</b> What does <i>different</i> mean?<br/><b>Answer:</b> Things that are not the same</li> </ul> |
| <b>Sticky Knowledge:</b><br><br><b>Questions in black to be added to the BBQ box – (Big, Brainy Questions)</b><br><b>Answers in blue to be added to medium term plans and knowledge organisers</b> | <ul style="list-style-type: none"> <li><b>Question:</b> What is the past?<br/><b>Answer:</b> A time a long time ago</li> <li><b>Question:</b> What can pictures tell us?<br/><b>Answer:</b> What life was like before</li> <li><b>Question:</b> Are things the same in old pictures and now?<br/><b>Answer:</b> Some things are the same and some are different</li> <li><b>Question:</b> What should we do when we see something new in a picture?<br/><b>Answer:</b> Talk about it and ask questions</li> </ul> | <ul style="list-style-type: none"> <li><b>Question:</b> What is a character?<br/><b>Answer:</b> A person in a story</li> <li><b>Question:</b> Can stories be about the past?<br/><b>Answer:</b> Yes, some stories are from long ago</li> <li><b>Question:</b> What does <i>the same</i> mean?<br/><b>Answer:</b> Things that are alike</li> </ul>                                                                                 |
| <b>End Point</b>                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Children can talk about images of familiar situations in the past, notice similarities and differences, and share ideas using simple time language.</li> </ul>                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Children can talk about characters from stories, compare characters from the past and present, and explain similarities and differences using simple language.</li> </ul>                                                                                                                                                                                                                  |
| <b>Key Misconception</b>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>The past looks exactly like today</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>All characters live the same way</li> </ul>                                                                                                                                                                                                                                                                                                                                                |

## History Progression and Coverage Document



|                       |                                                                                                                                                                                                                   |                                                                                                                                                                                                                        |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | <ul style="list-style-type: none"> <li>• Pictures are pretend and not real</li> <li>• People did not do everyday things in the past</li> <li>• Only special events are shown in old pictures</li> </ul>           | <ul style="list-style-type: none"> <li>• Characters from the past are not real</li> <li>• Characters can only be compared by how they look</li> <li>• Stories from the past are not linked to today</li> </ul>         |
| <b>Core Key Words</b> | <ul style="list-style-type: none"> <li>• Past</li> <li>• Now</li> <li>• Picture</li> <li>• Old</li> <li>• Same</li> <li>• Different</li> <li>• Notice</li> <li>• Talk</li> <li>• Ask</li> <li>• Change</li> </ul> | <ul style="list-style-type: none"> <li>• Character</li> <li>• Story</li> <li>• Past</li> <li>• Now</li> <li>• Same</li> <li>• Different</li> <li>• Compare</li> <li>• Think</li> <li>• Talk</li> <li>• Idea</li> </ul> |

| <b>KS1 Cycle A</b>                                | <b>Autumn</b>                                                                                                                                                                                                                                                                                                                                                            | <b>Spring</b>                                                                                                                                                                                                                                                                                                                                                                            | <b>Summer</b>                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topic</b>                                      | What is history? Remembrance Day                                                                                                                                                                                                                                                                                                                                         | How have toys changed?                                                                                                                                                                                                                                                                                                                                                                   | How did we learn to fly?                                                                                                                                                                                                                                                                                                                          |
| <b>Enquiry Question</b>                           | How can our holiday memories, photographs and timelines help us understand how holidays have changed over time?                                                                                                                                                                                                                                                          | How have toys changed over time and what can our toys tell us about the past and the present?                                                                                                                                                                                                                                                                                            | How have important events in the past changed people's lives and how can we find out about them?                                                                                                                                                                                                                                                  |
| <b>Key Concepts Linked to National Curriculum</b> | <ul style="list-style-type: none"> <li>• Time can be shown on a timeline</li> <li>• Events happen before and after others</li> <li>• People have memories of holidays</li> <li>• Holidays in the past and now can be the same or different</li> <li>• Photographs help us learn about holidays in the past</li> <li>• People spend holidays in different ways</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss their favourite toy using language related to the past.</li> <li>• Ask questions about toys in the past.</li> <li>• Make comparisons between toys in the past and present.</li> <li>• Sequence artefacts from different periods of time.</li> <li>• Identify changes between teddy bears today and those from 100 years ago.</li> </ul> | <ul style="list-style-type: none"> <li>• Important events happened in the past</li> <li>• Some events changed people's lives</li> <li>• We can learn about the past by asking questions</li> <li>• Sources help us find out about people and events</li> <li>• Events can be put in time order</li> <li>• Travel has changed over time</li> </ul> |

## History Progression and Coverage Document



|                                  |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Describe how toys have changed over time.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Prior Knowledge</b>           | <ul style="list-style-type: none"> <li>Children have been on holidays or days out</li> <li>Children understand before and after</li> <li>Children can talk about things that happened to them</li> <li>Children know what photographs are</li> </ul> | <ul style="list-style-type: none"> <li>Pupils will have studied some aspects of the past which is beyond their living memory. Pupils may have a familiarity with remembrance through whole-school events.</li> </ul>                           | <ul style="list-style-type: none"> <li>Children have toys they play with now</li> <li>Children understand <i>old</i> and <i>new</i></li> <li>Children can talk about things they like</li> </ul>                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Children know about <i>past</i> and <i>present</i></li> <li>Children know people travel in different ways</li> <li>Children understand words like <i>old</i> and <i>new</i></li> <li>Children have seen pictures or stories from the past</li> </ul>                                                                                                                                                                                                                                                                 |
| <b>Key Substantive Knowledge</b> | <ul style="list-style-type: none"> <li>I know how to order events on a timeline.</li> <li>I know what before and after mean.</li> <li>I know that the past is different from now.</li> <li>I know how to talk about my holiday memories.</li> </ul>  | <ul style="list-style-type: none"> <li>Explains why Remembrance Sunday is a significant event.</li> <li>Compares the jobs available to women during World War I to the jobs available to women today.</li> <li>Explains some of the</li> </ul> | <ul style="list-style-type: none"> <li>I know that toys can be from the past or the present.</li> <li>I know my favourite toy and can talk about it using past words.</li> <li>I know how to ask questions about toys in the past.</li> <li>I know that toys have changed over time.</li> <li>I know that some toys are the same and some are different.</li> <li>I know that an artefact is an object from the past.</li> <li>I know how to put toys in time order.</li> <li>I know how teddy bears today are different from teddy bears long ago.</li> </ul> | <ul style="list-style-type: none"> <li>I know that important events happened in the past.</li> <li>I know that some events changed people's lives.</li> <li>I know how to ask questions about people and events in the past.</li> <li>I know that primary sources help us learn about the past.</li> <li>I know how to order events on a timeline.</li> <li>I know that flight travel has changed over time.</li> <li>I know why people wanted to travel further and faster.</li> <li>I know words that help me talk about the past and present.</li> </ul> |

## History Progression and Coverage Document



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                         |                                                                                                       |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"><li>• I know how to put one memory on a timeline.</li><li>• I know that people spend their holidays in different ways.</li><li>• I know that photographs can tell us about holidays in the past.</li><li>• I know how holidays in the past are the same and different to today.</li><li>• I know how to ask a question about holidays in the past.</li><li>• I know how to find simple answers about the past.</li><li>• I know words that help me talk about time.</li></ul> | freedoms we have today. | <ul style="list-style-type: none"><li>• I know how to compare toys from the past and today.</li></ul> |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------|--|

## History Progression and Coverage Document



|                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>I know how my life now is similar to and different from the past.</li> </ul>                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Sticky Knowledge:</b><br><br><b>Questions in black to be added to the BBQ box – (Big, Brainy Questions)</b><br><b>Answers in blue to be added to medium term plans and knowledge organisers</b> | <ul style="list-style-type: none"> <li><b>Question:</b> What does <i>before</i> mean?<br/><b>Answer:</b> Something that happened earlier</li> <li><b>Question:</b> What does <i>after</i> mean?<br/><b>Answer:</b> Something that happened later</li> <li><b>Question:</b> What is a timeline?<br/><b>Answer:</b> A line that shows events in order</li> <li><b>Question:</b> How do photographs help us learn about the past?<br/><b>Answer:</b> They</li> </ul> | <ul style="list-style-type: none"> <li>Q) Why do we commemorate Remembrance Day?<br/>-Remembrance Day marks the very day that World War One ended in 1918 and helps us to remember those who died during the war.                             <ul style="list-style-type: none"> <li>Q) Which jobs did women have during World War I?<br/>-During World War I, women had a variety of jobs due to the men going to war. These jobs included:<br/>-police force, postal workers, bus conductors, railway worker, delivery van driver, farming, forestry worker, tailoring, metal trade, food trade, chemical and explosives and many more.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Question: What does <i>past</i> mean?<br/>Answer: A long time ago</li> <li>Question: How can we learn about toys in the past?<br/>Answer: By looking at artefacts and asking questions</li> <li>Question: Are toys today the same as toys in the past?<br/>Answer: No, some things are the same and some are different</li> <li>Question: What is an artefact?<br/>Answer: An object from the past</li> <li>Question: How have toys changed over time?<br/>Answer: Toys are made differently and can do more things now</li> </ul> | <ul style="list-style-type: none"> <li>Question: What is the past?<br/>Answer: The past is a long time ago</li> <li>Question: What is a significant event?<br/>Answer: An important event that changed people's lives</li> <li>Question: What is a primary source?<br/>Answer: Something real from the past that helps us learn</li> <li>Question: Why did flight travel change?<br/>Answer: To help people travel faster and further</li> <li>Question: What does a timeline show?<br/>Answer: Events in the order they happened</li> </ul> |

## History Progression and Coverage Document



|                          |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                        |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | <p>show us what things were like</p> <ul style="list-style-type: none"> <li><b>Question:</b> Are holidays in the past the same as today?</li> </ul> <p><b>Answer:</b><br/>Some things are the same and some are different</p>                                                                                       | <ul style="list-style-type: none"> <li>Q) Are there jobs restrictions on women in modern day times?</li> </ul> <p>- There are no restrictions on jobs in modern day time.<br/>Women have equal rights to men.</p> |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                        |
| <b>End Point</b>         | Children can create a simple personal timeline, use <i>before</i> and <i>after</i> , talk about holiday memories, place events on a timeline, use photographs to learn about holidays in the past, ask questions, find answers, and compare holidays and their own lives in the past and now using time vocabulary. | To understand why the people affected by conflict should be remembered and explain how these people have impacted present individual liberty and freedom.                                                         | Children can talk about their favourite toy using past language, ask questions about toys in the past, order toys on a timeline, compare past and present toys, and describe how toys (including teddy bears) have changed over time using key vocabulary. | Children can identify important events, explain how one event changed lives, ask questions about people and events in the past, use primary sources, order events on a timeline, and explain why flight travel changed over time using key vocabulary. |
| <b>Key Misconception</b> | <ul style="list-style-type: none"> <li>Holidays in the past were exactly the same as today</li> </ul>                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Pupils understanding of time e.g. last week, month, year. That war is an</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>Toys in the past were exactly the same as toys today</li> <li>Old toys were not fun</li> <li>Toys only change in colour, not materials</li> <li>All old toys are broken</li> </ul>                                  | <ul style="list-style-type: none"> <li>All people travelled by plane in the past</li> <li>Events in the past did not affect people's lives</li> <li>Old photographs are not real evidence</li> <li>Travel has always been fast</li> </ul>              |

## History Progression and Coverage Document



|                       |                                                                                                                                                                                                                                |                                                                                                                                          |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                   |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | <ul style="list-style-type: none"> <li>• People did not enjoy holidays in the past</li> <li>• Photographs are not real evidence</li> <li>• Everyone went on holiday in the same way</li> <li>•</li> </ul>                      | <p>issue associated with the past. That Remembrance Sunday is only to remember soldiers.</p>                                             |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                   |
| <b>Core Key Words</b> | <ul style="list-style-type: none"> <li>• Past</li> <li>• Now</li> <li>• Timeline</li> <li>• Before</li> <li>• After</li> <li>• Memory</li> <li>• Holiday</li> <li>• Photograph</li> <li>• Same</li> <li>• Different</li> </ul> | <ul style="list-style-type: none"> <li>• armistice,</li> <li>• conflict,</li> <li>• memorial, remembrance,</li> <li>• veteran</li> </ul> | <ul style="list-style-type: none"> <li>• Toy</li> <li>• Past</li> <li>• Present</li> <li>• Old</li> <li>• New</li> <li>• Artefact</li> <li>• Change</li> <li>• Same</li> <li>• Different</li> <li>• Compare</li> </ul> | <ul style="list-style-type: none"> <li>• Past</li> <li>• Present</li> <li>• Event</li> <li>• Important</li> <li>• Change</li> <li>• Timeline</li> <li>• Travel</li> <li>• Flight</li> <li>• Source</li> <li>• Question</li> </ul> |

## History Progression and Coverage Document



| KS1 Cycle B                      | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring 1                                                                                                                                                                                                                                                                                                                       | Summer                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topic</b>                     | How am I making history?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How was school different to the past?                                                                                                                                                                                                                                                                                          | What is a monarch?                                                                                                                                                                                                                                                                                                                                                |
| <b>Enquiry Question</b>          | How can our memories and timelines help us understand how childhood changes over time?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | How has school changed over time and what can photographs and timelines tell us about school in the past?                                                                                                                                                                                                                      | What is a monarch and how have kings and queens changed England over time?                                                                                                                                                                                                                                                                                        |
| <b>Key Concepts</b>              | <ul style="list-style-type: none"> <li>Order three photographs correctly on a simple timeline.</li> <li>Use the terms 'before' and 'after' when discussing their timelines.</li> <li>Talk about three memories and place one of them on a timeline.</li> <li>Explain why memories are special and name four events that they celebrate throughout the year.</li> <li>Think of three ways they celebrate their birthday.</li> <li>Ask a visitor one question about childhood in the past.</li> <li>Know a similarity and a difference between childhood now and in the past.</li> <li>Add three ideas to a time capsule about themselves.</li> <li>Use key vocabulary to compare the present, the past and possible changes in the future.</li> </ul> | <ul style="list-style-type: none"> <li>Schools were different in the past</li> <li>We can learn about the past by looking at photographs and sources</li> <li>Events and pictures can be put on a timeline</li> <li>Schools change over time</li> <li>Some things about school stay the same and some are different</li> </ul> | <ul style="list-style-type: none"> <li>A monarch is a king or queen</li> <li>Monarchs have power and roles</li> <li>Kings and queens are crowned in a coronation</li> <li>Important people from the past can change history</li> <li>William the Conqueror became King of England long ago</li> <li>Castles and monarchs' power have changed over time</li> </ul> |
| <b>Prior Knowledge</b>           | <ul style="list-style-type: none"> <li>Children know about their own birthday</li> <li>Children understand words like <i>yesterday</i> and <i>today</i></li> <li>Children have memories of events in their life</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Children know what school is like today</li> <li>Children understand past and present</li> <li>Children have seen photographs</li> <li>Children know before and after</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>Children know what a king or queen is</li> <li>Children understand past and present</li> <li>Children have seen castles in pictures or stories</li> <li>Children know people can be in charge</li> </ul>                                                                                                                   |
| <b>Key Substantive Knowledge</b> | <ul style="list-style-type: none"> <li>I know that a timeline shows events in order.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>I know how to order photographs on a timeline.</li> </ul>                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>I know that a monarch is a king or queen.</li> </ul>                                                                                                                                                                                                                                                                       |

## History Progression and Coverage Document



|                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• I know that before means something happened earlier.</li> <li>• I know that after means something happened later.</li> <li>• I know that photographs can tell us about the past.</li> <li>• I know that a memory is something I remember from my life.</li> <li>• I know that memories are special because they remind us of important events.</li> <li>• I know that people celebrate different events during the year.</li> <li>• I know some ways I celebrate my birthday.</li> <li>• I know that childhood in the past was the same in some ways and different in others.</li> <li>• I know that I can ask questions to learn about the past.</li> <li>• I know what I would put in a time capsule to show what my life is like now.</li> <li>• I know the difference between the past, the present and the future.</li> </ul> | <ul style="list-style-type: none"> <li>• I know that dates show when something happened.</li> <li>• I know how to ask a question about schools in the past.</li> <li>• I know that photographs are sources of information.</li> <li>• I know what classrooms were like 100 years ago.</li> <li>• I know things that are the same in schools then and now.</li> <li>• I know things that are different in schools then and now.</li> <li>• I know how schools have changed over time.</li> <li>• I know which school I would prefer and why.</li> </ul> | <ul style="list-style-type: none"> <li>• I know some jobs a monarch has.</li> <li>• I know what a coronation is.</li> <li>• I know what happens during a coronation ceremony.</li> <li>• I know who William the Conqueror was.</li> <li>• I know how William became King of England.</li> <li>• I know how William kept control of England.</li> <li>• I know how castles have changed over time.</li> <li>• I know that monarchs had more power in the past.</li> <li>• I know how monarchs today are different from monarchs in the past.</li> </ul> |
| <p><b>Sticky Knowledge:</b></p> <p>Questions in black to be added to the BBQ box – (Big, Brainy Questions)</p> <p>Answers in blue to be added to medium term plans and knowledge organisers</p> | <ul style="list-style-type: none"> <li>• <b>Question:</b> What does <i>before</i> mean?<br/><b>Answer:</b> Something that happened earlier</li> <li>• <b>Question:</b> What does <i>after</i> mean?<br/><b>Answer:</b> Something that happened later</li> <li>• <b>Question:</b> What is a memory?<br/><b>Answer:</b> Something you remember that happened to you</li> <li>• <b>Question:</b> Can childhood be different in the past?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• <b>Question:</b> What is the past?<br/><b>Answer:</b> The past is a long time ago</li> <li>• <b>Question:</b> What is a source?<br/><b>Answer:</b> Something that helps us learn about the past</li> <li>• <b>Question:</b> What does a timeline show?<br/><b>Answer:</b> Events in the order they happened</li> <li>• <b>Question:</b> Are schools today the same as schools in the past?</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>• <b>Question:</b> What is a monarch?<br/><b>Answer:</b> A king or queen</li> <li>• <b>Question:</b> What is a coronation?<br/><b>Answer:</b> A special ceremony to crown a king or queen</li> <li>• <b>Question:</b> Who was William the Conqueror?<br/><b>Answer:</b> A king who ruled England long ago</li> </ul>                                                                                                                                                                                            |

## History Progression and Coverage Document



|                          |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                             |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | <p>Answer: Yes, some things were the same and some were different</p> <ul style="list-style-type: none"> <li>• Question: What is a timeline?<br/>Answer: A line that shows events in time order</li> </ul>                                     | <p><b>Answer:</b> No, some things are the same and some are different</p> <ul style="list-style-type: none"> <li>• <b>Question:</b> What helps us learn about schools 100 years ago?<br/><b>Answer:</b> Photographs and other sources</li> </ul>                                                                | <ul style="list-style-type: none"> <li>• <b>Question:</b> How did William keep control of England?<br/><b>Answer:</b> By building castles and making rules</li> <li>• <b>Question:</b> Has the power of monarchs changed?<br/><b>Answer:</b> Yes, monarchs have less power today</li> </ul> |
| <b>End Point</b>         | Children can order events on a timeline, use <i>before</i> and <i>after</i> , talk about memories, describe celebrations, ask questions about the past, compare childhood then and now, and suggest ideas for the future using key vocabulary. | Children can order and date photographs on a timeline, ask questions about schools in the past, use sources to find out about schools 100 years ago, identify similarities and differences between classrooms then and now, and explain whether they would prefer school in the past or today, giving a reason. | Children can explain what a monarch is, describe a coronation, use sources to explain how William the Conqueror became King, describe how he kept order, explain how castles and monarchs have changed over time, and compare monarchs in the past and present using key vocabulary.        |
| <b>Key Misconception</b> | <ul style="list-style-type: none"> <li>• The past and present are exactly the same</li> <li>• Memories are always the same for everyone</li> <li>• Time only moves backwards</li> <li>• Old photographs are not real</li> </ul>                | <ul style="list-style-type: none"> <li>• Schools have always been the same</li> <li>• Children did not enjoy school in the past</li> <li>• Old photographs are not real evidence</li> <li>• There were no rules in schools long ago</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>• Monarchs today rule the country alone</li> <li>• Castles were only built for people to live in</li> <li>• William the Conqueror became king without fighting</li> <li>• Coronations are the same as birthdays</li> </ul>                           |
| <b>Core Key Words</b>    | <ul style="list-style-type: none"> <li>• Past</li> <li>• Present</li> <li>• Future</li> <li>• Timeline</li> <li>• Before</li> <li>• After</li> <li>• Memory</li> <li>• Celebrate</li> <li>• Childhood</li> <li>• Change</li> </ul>             | <ul style="list-style-type: none"> <li>• School</li> <li>• Past</li> <li>• Present</li> <li>• Timeline</li> <li>• Photograph</li> <li>• Source</li> <li>• Classroom</li> <li>• Similar</li> <li>• Different</li> <li>• Change</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>• Monarch</li> <li>• King</li> <li>• Queen</li> <li>• Coronation</li> <li>• Crown</li> <li>• Castle</li> <li>• Past</li> <li>• Present</li> <li>• Power</li> <li>• Change</li> </ul>                                                                 |

## History Progression and Coverage Document



### Progression of Skills:

|                                  | Reception                                                                                                               | Year 1                                                                                                                                                                            | Year 2                                                                                                                                                                                                                                                            |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Historical Enquiry</b>        | Make observations about objects and artefacts from the past, relating to everyday life.                                 | Sort artefact into 'then' and 'now'<br>Ask and answer questions related to different sources and artefacts.                                                                       | Observe and handle a range of sources of information to find out about the past and discuss the effectiveness of the sources.<br><br>Ask and answer questions about the past and find out the answers.                                                            |
| <b>Chronology</b>                | Put familiar events in chronological order, using pictures and discussion.                                              | Sequence events and artefacts into chronological order.<br><br>Use common words and phrases relating to the passing of time, for example before, after, past, present, then, now. | Sequence events, photographs and artefacts into chronological order, within closer time boundaries and within different periods of time.<br><br>Use common words and phrases related to the passing of time, for example before, after, past, present, then, now. |
| <b>Historical Knowledge</b>      | Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. | Use a range of sources to find out about significant people and why they did things in the past                                                                                   | Recognise why people did things and why events happened, developing empathy and understanding.                                                                                                                                                                    |
| <b>Historical Interpretation</b> | Listen to and talk about stories describing significant events from the past.                                           | Begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, drawing.<br><br>Use stories to distinguish between fact and fiction.         | Compare photographs of people or events in the past, to identify differences in the ways of life.<br><br>Identify different ways in which the past is represented.                                                                                                |