

# History progression of knowledge and skills

## Level expected at the end of EYFS

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

## KS1 National curriculum expectations

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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]
- significant historical events, people and places in their own locality

History Focus	Nursery	Reception	Year 1	Year 2
Transport	Use language of yesterday, today and tomorrow E.g. yesterday was Monday, today is	Transport Link to Naughty Bus	History of flight (Up, Up and Away) Wright Brothers	Migration (Journeys)
		<b>Chronological Awareness:</b> Sort pictures of transport into old/new or then/now – direct comparison	<b>Chronological Awareness:</b> Sequence 3/4 photographs of modes of flight	<b>Chronological Awareness:</b> Look at pictures of London through the decades and notice how it has changed.

	Tuesday and tomorrow is Wednesday  Talk about things that are important to them using historical language e.g. yesterday  Talking about and celebrating birthdays and other special days during the year	<b>Historical Enquiry:</b> Looking at pictures/photos and artefacts related to transport	<b>Historical Enquiry:</b> Describing the main features of the first aircrafts Visit RAF Museum	Historical Enquiry: Create and pose questions to a migrant about their journey to London
		<b>Substantive Concepts:</b> To know that transport has changed Talk about similarities and differences using historical language then/now	<b>Substantive Concepts:</b> To know the achievement of the Wright brothers To know that modes of flight have changed over a short period of time	<b>Substantive Concepts:</b> To begin understand key dates of migration to London /UK
Our own History		Ourselves	Own History Marvellous Me How we entertain ourselves? Changes in living memory	How has the food we eat changed? (Food Glorious Food) Compare to parents/Grandparents
	Read stories about how things change 'You'll soon grow into them Titch' 'The Train Ride' 'The Toy Maker' 'Peepo'  Watch video e.g. Brum / Thomas the Tank Engine  Talk about daily routine at nursery  Simple visual timetable	<b>Chronological Awareness:</b> Sequence 2 photographs of how they have changed since birth Baby and child (then and now)	<b>Chronological Awareness:</b> Understanding the sequence of developments in the history of entertainment in last 50 years.	<b>Chronological Awareness:</b> Make a timeline of meals eaten by families with dates Show through the decades 1940's – 2020's
		<b>Historical Enquiry:</b> Mother and baby to visit to help children to recognise how they have changed Stories eg Once there were Giants Our Bodies	<b>Historical Enquiry:</b> Ask questions to an older person about the different forms of entertainment from their childhood.	<b>Historical Enquiry:</b> Talk to older family members of what they ate during various stages of their life (link to decades)
		<b>Substantive Concepts:</b> To know what they can do now that they could not do as a baby	<b>Substantive Concepts:</b> To know how we entertain ourselves has changed in living memory particularly because of developments in technology.	<b>Substantive Concepts:</b> Identify some of the reasons why food has changed eg travelling/migration/storage To know that food has changed over time
Buildings		London Zoo How has London Zoo changed?	Castles (Castles) What were Castles for?	Houses (London) Great Fire of London

	<p><b>Chronological Awareness:</b> Sequence photos of old and new enclosures e.g. Penguins</p>	<p><b>Chronological Awareness:</b> Know that Windsor castle was built over 1200 years ago Know that it was home to Kings and Queens Focus on Queen Victoria/ Queen Elizabeth 2<sup>nd</sup>.</p>	<p><b>Chronological Awareness:</b> Make a timeline of how houses have changed over time Relate to types of house in 1666</p>
	<p><b>Substantive Concepts:</b> Know that the zoo is old and in the past it looked different. Answer simple questions e.g. Why and How has the zoo changed.</p>	<p><b>Disciplinary Concepts:</b> Compare the Queens reigns and changes to the castle. Ask questions about similarities and differences of their reigns (Fire of 1992) <b>Substantive Concepts:</b> To learn that Queen Victoria was the queen from 1837 to 1901. She lived at Windsor Castle. She had a long reign. Queen Elizabeth II reigned for 70 years she lived much of last few years at Windsor Castle</p>	<p><b>Disciplinary Concepts:</b> To know the events of the Great Fire of London and key people involved <b>Substantive Concepts:</b> To understand how the Great Fire of London changed the way houses were built in the future</p>
	<p><b>Historical Enquiry:</b> Visit to London Zoo. Look carefully at old/new enclosures.  How have toys changed? Compare Toys then and now.</p>	<p><b>Historical Enquiry:</b> Use photos, books, websites to find out about castles and how they have changed over time Visit to Windsor Castle  How the Seaside has changed? (Splash) Compare the seaside then and now</p>	<p><b>Historical Enquiry:</b> Samuel Pepys / John Evelyn Diary Visit to St. Pauls Cathedral How Hospitals have changed? (Night Time) Learn about life of Florence Nightingale and her impact on hospitals now</p>
Now and Then	<p><b>Chronological Awareness:</b>  Own experience of toys as they have grown then and now. Talk about differences in toys between now and then (parents)</p>	<p><b>Chronological Awareness:</b>  Know what is different about the seaside today compared to the seaside in the past? Seaside holidays – what was a seaside holiday like in the past?</p>	<p><b>Chronological Awareness:</b>  Know what is different about hospitals today compared to the hospitals in the past? What event/person changed hospitals? Know the chronological events in Florence Nightingale's/Mary Seacole's life</p>

		<p><b>Substantive Concepts:</b> To know that some toys are very new (technology) To know that some toys have stayed the same/similar from our parents' childhood e.g. dolls /soft toys.</p>	<p><b>Disciplinary Concepts:</b> To know that some things about the seaside have changed and some things have stayed the same e.g. clothing/food/activities <b>Substantive Concepts:</b> Why do people not always go to the UK seaside for their holidays today? Link to aircraft work earlier in year.</p>	<p><b>Disciplinary Concepts:</b> To know why things about hospitals had to change and understand the impact on modern life <b>Substantive Concepts:</b> To understand how Florence/Mary changed hospitals for ever</p>
		<p><b>Historical Enquiry:</b> Children encouraged to ask questions about toys from the past. Who played with these toys? When were they made? How did they play with it?</p>	<p><b>Historical Enquiry:</b> Use photos, books, websites to find out about the seaside in the past and how it has changed over time Visit to Southend</p>	<p><b>Historical Enquiry:</b> Hot seating – children to ask questions about changes to hospitals Looking at pictures of hospitals in the past and questioning why things were different? Drama/role play to help understand conditions in hospitals.</p>
Local History		<p>Local parks How have parks changed? <b>Chronological Awareness:</b> Compare playground equipment now and then (parents/grandparents). Substantive Concepts: To know local parks have been used in area for a long time. <b>Historical Enquiry:</b> Visit a local park.</p>	<p>Covered within RAF Museum /Hendon Aerodrome.</p>	<p>Covered within London Topic.</p>