

History Progression

	Nursery	Reception	Year 1	Year 2
Autumn	<p>Me and My Community</p> <ul style="list-style-type: none"> • 2 Nursery Past and present Talk about the lives of the people around them and their roles in society. • 1 Nursery Breadth Discuss simple changes as they have grown from being a baby. <p>Once Upon a Time</p> <p>Past and present; The natural world</p> <ul style="list-style-type: none"> • 1 Nursery Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • been read in class. • 1 Nursery Past and present Understand the past through settings, characters and events encountered in books read in class and storytelling.. 	<p>Let's Explore</p> <p>Past and present; People culture and communities; The natural world</p> <ul style="list-style-type: none"> • 2 Reception Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • 2 Reception Past and present Understand the past through settings, characters and events encountered in books read in class and storytelling. • 17 Reception People, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 1 Reception Breadth Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. • 1 Reception Breadth Sort and group materials and resources and talk about how they are similar or different. <p>Marvellous Machine</p> <p>Past and present; The natural world</p>	<p>Childhood</p> <p>Historical vocabulary; Historical artefacts; Timelines; Everyday life and childhood in the 1950s; Significant events – Queen's coronation; Enquiry</p> <ul style="list-style-type: none"> • 10 Year 1 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • 1 Year 1 Learn about events beyond living memory that are significant nationally or globally. • 1 Year 1 Learn about 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. • 2 Year 1 Learn about significant historical events, people and places in their own locality. • 6 Year 1 Aims Breadth 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. • 3 Year 1 Aims Breadth Understand historical concepts such as continuity and change, cause and 	<p>Movers and Shakers</p> <ul style="list-style-type: none"> • 1 Year 2 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • 6 Year 2 Learn about events beyond living memory that are significant nationally or globally. • 13 Year 2 Learn about 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. • 1 Year 2 Learn about significant historical events, people and places in their own locality. • 1 Year 2 Aims Breadth 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. • 12 Year 2 Aims Breadth Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why

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		<ul style="list-style-type: none"> • 1 Reception Past and present Talk about the lives of the people around them and their roles in society. • 5 Reception Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • 1 Reception Breadth Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. • 1 Reception Breadth Make observations about the world around them. • 3 Reception Breadth Sort and group materials and resources and talk about how they are similar or different. <p>Puppets and Pop ups</p> <p>Past and present; People culture and communities</p> <ul style="list-style-type: none"> • 1 Reception Past and present Know some similarities and differences between things in the past and now, drawing on their 	<p>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.</p> <ul style="list-style-type: none"> • 4 Year 1 Aims Breadth 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. 	<p>contrasting arguments and interpretations of the past have been constructed.</p>
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		<p>experiences and what has been read in class.</p> <ul style="list-style-type: none"> • 1 Reception People, culture and communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 1 Reception Breadth Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. 		
Spring	<p>Starry Night</p> <ul style="list-style-type: none"> • 1 Nursery Past and present Talk about the lives of the people around them and their roles in society. 	<p>Long Ago</p> <p>Past and present; People, culture and communities;</p> <ul style="list-style-type: none"> • 40 Reception Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • 1 • 2 Reception Past and present Understand the past through settings, characters and events encountered in books read in class and storytelling. • 3 Reception People, culture and communities Describe their immediate environment using knowledge from observation, 	<p>Bright Lights, Big City</p> <ul style="list-style-type: none"> • 1 Year 1 Learn about events beyond living memory that are significant nationally or globally. • 2 Year 1 Learn about 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. • 1 Year 1 Aims Breadth Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. 	<p>Coastline</p> <p>Jobs in the past; Significant people – Captain Cook</p> <ul style="list-style-type: none"> • 3 Year 2 Learn about events beyond living memory that are significant nationally or globally. • 3 Year 2 Learn about 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.

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		<p>discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> • 3 Reception People, culture and communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 5 Reception Breadth Discuss simple changes as they have grown from being a baby. • 2 Reception Breadth Sort and group materials and resources and talk about how they are similar or different. <p>Ready, Steady, Grow</p> <p>Past and present; People, culture and communities</p> <ul style="list-style-type: none"> • 2 Reception Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • 1 Reception Past and present Understand the past through settings, characters and events encountered in books read in class and storytelling. • 1 Reception People, culture and communities Describe their immediate environment using 		
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		<p>knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> books and discussion. 4 Reception Breadth Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. 1 Reception Breadth Make observations about the world around them. <p>Signs of Spring</p> <p>People, culture and communities; The natural world</p> <ul style="list-style-type: none"> 2 Reception People, culture and communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 1 Reception Breadth Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. 		
Summer	<p>Sunshine and Flowers</p> <p>People, culture and communities; The natural world</p>		<p>School Days</p> <ul style="list-style-type: none"> 11 Year 1 Learn about changes within living memory. Where appropriate, these should be used 	<p>Magnificent Monarchs</p> <ul style="list-style-type: none"> 1 Year 2 Learn about changes within living memory. Where appropriate, these should be used

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	<ul style="list-style-type: none"> • 1 Nursery Breadth Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. <p>Big Wide World</p> <ul style="list-style-type: none"> • 1 Nursery Breadth Sort and group materials and resources and talk about how they are similar or different. 		<p>to reveal aspects of change in national life.</p> <ul style="list-style-type: none"> • 1 Year 1 Learn about events beyond living memory that are significant nationally or globally. • 1 Year 1 Learn about 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. • 6 Year 1 Learn about significant historical events, people and places in their own locality. • 3 Year 1 Aims Breadth 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. • 4 Year 1 Aims Breadth 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. • 4 Year 1 Aims Breadth Understand the methods of historical enquiry, including how evidence is used 	<p>to reveal aspects of change in national life.</p> <ul style="list-style-type: none"> • 7 Year 2 Learn about events beyond living memory that are significant nationally or globally. • 13 Year 2 Learn about 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. • 2 Year 2 Aims Breadth Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • 3 Year 2 Aims Breadth 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. • 9 Year 2 Aims Breadth 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.
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