



## History Progression & Coverage Document



Curriculum Objectives	
EYFS	KS1
<p><b>Development matters:</b></p> <p><b>Birth to three:</b></p> <ul style="list-style-type: none"> <li>Make connections between the features of their family and other families.</li> </ul> <p><b>3 and 4 year olds:</b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> <li>Show interest in different occupations.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>ELG</b></p> <p><b>Past and Present Children at the expected level of development will:</b></p> <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>	<p><b>Pupils should be taught about:</b></p> <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> <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> <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> <li>significant historical events, people and places in their own locality.</li> </ul>

Objectives				
	YN As a historian ...	YR As a historian ...	KS1 Cycle A As a historian ...	KS1 Cycle B As a historian ...
<b>Within living memory</b>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community. <b>(What</b></li> </ul>	<ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these</li> </ul>	



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	<p><b>(Who lives in my house? Aut 1) (Which colours make you feel happy or sad? Spring 1)</b></p>	<p><b>do I know about me, Aut 1)</b></p> <ul style="list-style-type: none"><li>Name and describe people who are familiar to them. <b>(What do I know about me, Aut 1)</b></li></ul> <p><b>ELG</b></p> <ul style="list-style-type: none"><li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class <b>(Twinkle, Twinkle Little star, Spring 2)</b></li></ul>	<p>should be used to reveal aspects of change in national life (Where do and did the wheels of the bus go? <b>(Y1 Naughty Bus), Aut 2. Is the Wii/X-Box better than Grandma or Grandad's old toys? (Y1 Dogger), Summer 1)</b></p>	
<p><b>Beyond living memory</b></p>		<ul style="list-style-type: none"><li>Comment on images of familiar situations in the past. <b>(Twinkle, Twinkle Little star, Spring 2)</b></li><li>Compare and contrast characters from stories, including figures from the past. <b>(Who can I ask for help, Spring 1)</b></li></ul> <p><b>ELG</b></p> <ul style="list-style-type: none"><li>Know some similarities and differences between things in the past and now, drawing on their experiences and</li></ul>		<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] (What do we know about the Victorians and the way they lived? <b>(Y2 – Major Glad Major Dizzy), Spring 2)</b></li></ul>



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Lives of significant people		what has been read in class ( <b>Twinkle, Twinkle Little star, Spring 2</b> )		
	<ul style="list-style-type: none"> <li>Show interest in different occupations. (<b>What can I do with water? Summer 2</b>)</li> </ul>	<p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society (Who can I ask for help, Spring 1)</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling. (<b>Twinkle Twinkle little star, Spring 2</b>)</li> </ul>	<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] (<b>Where do and did the wheels of the bus go? (Y1 Naughty Bus), Aut 2</b>)</li> </ul>	
Local History	<ul style="list-style-type: none"> <li></li> </ul>	<p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> </ul>	<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality. (Where do and did the wheels of the</li> </ul>	significant historical events, people and places in their own locality. (How have people like Rosa Parks helped to make the world a



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		<b>(Who can I ask for help, Spring 1)</b>	<b>bus go? (Y1 Naughty Bus), Aut 2)</b>	<b>better place? (Year 2 topic), Aut 2)</b>
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