



History Progression & Coverage Document



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

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



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



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