



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 ... | Y1 As a historian ... | Y2 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"> Pupils should develop an awareness of the past, using common | |



History Progression & Coverage Document

| | | | | |
|----------------------|--|---|---|--|
| Beyond living memory | <p>(Who lives in my house? Autumn 1) (Which colours make you feel happy or sad? Spring 1)</p> | <p>do I know about me, Autumn 1)</p> <ul style="list-style-type: none"> Name and describe people who are familiar to them. (What do I know about me, Autumn 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>words and phrases relating to the passing of time, changes within living memory. (Where do we live and how has it changed? Cycle B Y1 22-23 Autumn 2 / Cycle A Y2 21-22 Autumn 2)</p> | |
| | <ul style="list-style-type: none"> Begin to make sense of their families history. (Spring 1 – Which colours make you feel happy or sad?) | <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. (Summer 2, What bears can you find around the world?) Comment Comment on images of familiar situations in the past | <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [Changes from living memory Know that the toys their grandparents played with were different to their own, organise a number of artefacts by age, know what a number of older objects were used for, Know the main differences between their school days and that of their | |



History Progression & Coverage Document



| | | | | |
|---|---|--|--|---|
| | | <p>(Who can I ask for help, Summer 1)</p> <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>grandparents (Is the Wii/X-Box better than Grandma or Grandad's old toys? Spring 2 Year 1 Cycle B 22-23 / Summer 1 Year 2 Cycle A 21-22)</p> | |
| <p>Lives of significant people</p> | <ul style="list-style-type: none"> Show interest in different occupations. (What can I do with water? Summer 2) | <p>ELG</p> <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, Summer 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] (Autumn 2 / |



History Progression & Coverage Document



| | | | | |
|----------------------|--|---|--|---|
| | | | | How have people like Rosa Parks helped to make the world a better place? & Spring 2 / What do we know about the Victorians and the way they lived?) |
| Local History | | <ul style="list-style-type: none">• Comment on images of familiar situations in the past (Homes, schools, transport, people – identify similarities and differences) (How can a map help me? Spring 1) <p>ELG</p> <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, Summer 1) | <ul style="list-style-type: none">• Significant historical events, people and places in their own locality.• Name a famous person from the past and explain why they are famous (Where do we live and how has it changed? Year 1 Autumn 2 Cycle B 22-23 / Year 2 Autumn 2 Cycle A 21 - 22) | <ul style="list-style-type: none">• Significant historical events, people and places in their own locality. (How have people like Rosa Parks helped to make the world a better place? (Autumn 2 / How have people like Rosa Parks helped to make the world a better place) |