



History: Knowledge and Skills Progression Map

Early Years

By the end of EYFS, children will:

- a) Talk about members of their immediate family and community
- b) Name and describe people who are familiar to them
- c) Comment on images of familiar situations in the past
- d) Compare and contrast characters from stories including figures from the past

EYFS Vocabulary:

Today Yesterday, Then, Now, Before I was born, When parents/grandparents were little, A long time ago, Old, New.

SEATON
ACADEMY

| Nursery | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Me and my Community | Once Upon a Time | Starry Night | Dangerous Dinosaurs | Sunshine and Sunflowers | Big Wide World |
| Development Matters links: | <p>Understanding the World: Past & Present Talk about the lives of the people around them and their roles in society.</p> <p>Discuss simple changes as they have grown from being a baby.</p> | <p>Understanding the World: Past & Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Use technology to record their work and ideas.</p> | | <p>Understanding the World: Past & Present Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | | |
| Substantive Knowledge: | <ul style="list-style-type: none"> -Change happens to everyone and we change as we grow. -People change as they grow and have changed since they were babies, both in their appearance and what they are able to do. | <ul style="list-style-type: none"> -Kings and queens are rulers of a country. Fairy tales show the clothes that people used to wear a long time ago. -Fairy tales show the homes that people used to live in a long time ago. | | <ul style="list-style-type: none"> -Living things including dinosaurs lived millions of years ago. | | |
| Disciplinary Knowledge: | <ul style="list-style-type: none"> -Say how they have changed over time. | <ul style="list-style-type: none"> -Be aware of people and events from the past by sharing books | | <ul style="list-style-type: none"> -Talk about some of the things that they have observed / | | |

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| | -Recognise and discuss how they have changed from when they were babies. | and looking at photographs. | | learned using simple vocabulary. | | |
| Experience: | Visit from a baby | Fairy Tale Role play | | Create a Dinosaur land | Outside explorers | Fantastic Journeys |



SEATON ACADEMY

| Reception | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Let's Explore | Marvelous Machines | Long Ago | Ready, Steady, Grow | Animal Safari | On the Beach |
| Development Matters links: | <p>Understanding the World: Past & Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>Understanding the World: Past & Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Talk about the lives of the people around them and their roles in society.</p> | <p>Understanding the World: Past & Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>Understanding the World: Past & Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>Understanding the World: Past & Present Talk about the lives of the people around them and their roles in society.</p> | <p>Understanding the World: Past & Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Talk about the lives of the people around them and their roles in society.</p> |
| Substantive Knowledge: <i>'I know'</i> | <ul style="list-style-type: none"> -An explorer is a person who travels somewhere new or unfamiliar. -Features including fields, woodlands, roads and shops in the local area change over time. | <ul style="list-style-type: none"> - Vehicles have changed over time. -Machines have changed over time. - People have adapted them to make them work better. - People who work for the emergency service help us. - The emergency services include fire and rescue, police, RNLI and the ambulance service. | <ul style="list-style-type: none"> -A museum is a place that looks after and shows objects and pictures from the past. -The way people lived in the past is not the same as the way that we live today. -Our school has changed over time. -Everyday objects, like clothes, vehicles and toys, tell us about the past. They also change over time. -A timeline shows the order in which events happen. -Memories are things | <ul style="list-style-type: none"> -The way people farmed in the past is different from how we farm today. | <ul style="list-style-type: none"> -A vet is an animal doctor. -Assistance dogs are trained to support people with disabilities and medical conditions in a variety of ways. | <ul style="list-style-type: none"> -Seaside holidays in the past were not the same as holidays now. -A coastguard keeps watch on coastal waters to assist people or ships in danger. |

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| | | | we remember from the past. The past only includes things that have already taken place. | | | |
| Disciplinary Knowledge: | <ul style="list-style-type: none"> -Share stories and talk about significant people who lived in the past. -Discuss how the local environment has changed over time using photographs and first-hand experiences. | <ul style="list-style-type: none"> -Describe some similarities and differences between things in the past and the present. -Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. -Talk about the different occupations that familiar adults and members of their community have. | <ul style="list-style-type: none"> -Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. -Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. -Explore and talk about important events in the school or locality's history. -Put familiar events in chronological order, using pictures and discussion. -Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. -Talk about past and present events in their own lives and those who are important to them. | <ul style="list-style-type: none"> -Put familiar events in chronological order, using pictures and discussion. -Describe some similarities and differences between things in the past and the present. | <ul style="list-style-type: none"> -Talk about the different occupations that familiar adults and members of their community have. | <ul style="list-style-type: none"> - Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then. -Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. -Talk about the different occupations that familiar adults and members of their community have. |

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| | | | <ul style="list-style-type: none"> -Describe some similarities and differences between things in the past and the present. -Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then. | | | |
| Experiences: | Local area walk | Visit from emergency services | Helena Thompson visit | Farmer visit | West Lakes Safari Park | Beach visit |

SEATON ACADEMY

Key Stage 1

By the end of KS1, children will:

Develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

- Know about changes within living memory. Where appropriate, these will be used to reveal aspects of change in national life.
- Know about events beyond living memory that are significant, nationally and globally.
- Know 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.
- Know significant historical events, people and places in their own locality.

KS1 Vocabulary:

then, now, yesterday, last week, last year, years ago, a long time ago, century, decade, AD

significant, impact

activist, artist, scientist, monarch, explorer

Prior learning links:

Understanding the World: Past and Present

ELG: Talk about the lives of the people around them and their roles in society.

ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Childhood | | Bright Lights, Big City | | School Days | |
| National Curriculum links: | <p>Changes within living memory- where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Significant historical events, people and places within their own locality.</p> <p>Events beyond living memory that are significant nationally and globally.</p> <p>The lives of a significant individuals in the past who have contributed to national and international achievements.</p> | | <p>Events beyond living memory that are significant nationally and globally.</p> | | <p>Changes within living memory- where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Significant historical events, people and places within their own locality.</p> <p>Events beyond living memory that are significant nationally and globally.</p> <p>The lives of a significant individuals in the past who have contributed to national and international achievements.</p> | |
| Substantive Knowledge: <i>'I know'</i> | <ul style="list-style-type: none"> -Photographs can be ordered chronologically on a timeline, from left to right. -Words and phrases used to describe the passing of time include: now, yesterday, last week and last year. -A decade is 10 years. -Similarities and differences between life now and in the past. -Historical sources include: artefacts, written accounts, photographs and paintings. -The coronation of Queen Elizabeth II took place in 1953 at Westminster Abbey, London. | | <ul style="list-style-type: none"> -A bakery fire in Pudding Lane started the Great Fire of London in 1666. -A monument commemorates the event. | | <ul style="list-style-type: none"> -A timeline is an order of events, sequenced chronologically from left to right. -How our school has changed over time and how life in school was different in the past, to how it is now. -The Victorian era is named after Queen Victoria. -How life was different in the Victorian era compared to today. -Historical sources include: artefacts, written accounts, photographs and paintings. -Samuel Wilderspin opened schools with playgrounds during the Victorian era. | |
| Disciplinary Knowledge: | <ul style="list-style-type: none"> -Use common words and phrases relating to the passing of time. -Order information on a timeline. -Describe an aspect of everyday life within or beyond living memory. -Express an opinion about a historical source. -Describe a significant historical event in British | | <ul style="list-style-type: none"> -Describe a significant historical event in British history. | | <ul style="list-style-type: none"> -Use common words and phrases relating to the passing of time. -Order information on a timeline. -Describe important events in the school's history. -Describe an aspect of everyday life within or beyond living memory. | |

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| | <p>history.</p> <ul style="list-style-type: none"> -Identify similarities and differences between ways of life within or beyond living memory. -Use a range of historical artefacts to find out about the past. | | <ul style="list-style-type: none"> -Use a range of historical artefacts to find out about the past. -Express an opinion about a historical source. -Identify some key features of a significant historical event beyond living memory. |
| Experiences: | 1950's party. | | Helena Thompson museum visit |
| Key Vocabulary: | then, now, yesterday, last week, last year, years ago, a long time ago | | significant |
| Significant historical person: | | Samuel Pepys | Samuel Wilderspin |

SEATON ACADEMY

| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Movers and Shakers | | Coastline | | Magnificent Monarchs | |
| National Curriculum links: | <p>Changes within living memory- where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Significant historical events, people and places within their own locality.</p> <p>Events beyond living memory that are significant nationally and globally.</p> <p>The lives of a significant individuals in the past who have contributed to national and international achievements.</p> | | <p>Events beyond living memory that are significant nationally and globally.</p> <p>The lives of a significant individuals in the past who have contributed to national and international achievements.</p> | | <p>Changes within living memory- where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally and globally.</p> <p>The lives of a significant individuals in the past who have contributed to national and international achievements.</p> | |
| Substantive Knowledge: <i>'I know'</i> | <ul style="list-style-type: none"> -A timeline is a display of events, people or objects in chronological order. -A timeline can show different periods of time from a few years to millions of years. -About the lives and achievements of great explorers: Christopher Columbus and Neil Armstrong. -The impact Christopher Columbus and Neil Armstrong had on society and why we still remember them. -Explorers' modes of transport have changed over time. -Rosa Parks' arrest in 1955 started the bus boycott, which lasted a year before the segregation rules were changed. | | <ul style="list-style-type: none"> -A place can change over time: such as house building, new industries and tourism. -Peoples jobs can also change over time. -A historical period is an era or a passage of time that happened in the past. -Captain James Cook was an 18th Century English explore who went on ocean voyages. -Captain James Cook drew detailed maps of New Zealand and discovered Australia. -Tourism is an industry that helps people travel away from home for pleasure. | | <ul style="list-style-type: none"> -Historical terms and phrases linked to monarchs include: king, queen, sovereign, ruler and reign. -In the past, some monarchs had absolute power and could make their own rules and laws. -Today, we have a constitutional monarch Charles III and he represents the nation. -William the Conqueror won the Battle of Hastings in 1066 and became the new English monarch. -The Bayeux Tapestry is an embroidered cloth that shows the events leading to the Norman conquest of England. -Henry VIII was a Tudor king who created the Church of England. -Henry VIII had a lavish lifestyle and married six times. -Queen Victoria, ruled over Great Britain and the British Empire between 1837 to 1901. -Queen Victoria was the first monarch to support charities to improve education, hospitals and improve the lives of the poor. | |

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| | | | -Queen Elizabeth II was a constitutional monarch and leader of the Commonwealth of the UK. |
| Disciplinary Knowledge: | <ul style="list-style-type: none"> -Use historical models to make judgements about significance and describe the impact of a significant historical individual. -Present information in a range of ways. -Sequence significant information in chronological order. -Describe how an aspect of life has changed over time. | <ul style="list-style-type: none"> -Describe the everyday lives of people in a period within or beyond living memory. -Describe how an environment has or might change over time. -Describe the everyday lives of people in a period within or beyond living memory. -Describe what it was like to live in a different period. -Use historical models to make judgements about significance and describe the impact of Captain James Cook. -Describe the size, location and function of a local industry. | <ul style="list-style-type: none"> -Use historical terms: year, decades, century. -Sequence significant information in chronological order. -Describe how an aspect of life has changed over time. -Use historical models to make judgements about significance and describe the impact of significant individuals. -Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. -Explain why an event from the past is significant. -Present historical information in a simple non-chronological report and independent writing. |
| Experiences: | Interactive Rosa Parks workshop | | Castle Visit |
| Key Vocabulary: | Activist, artist, campaign, discovery, explorer, fact, invention, monarch, monument, opinion, protest, rights, role model, scientist, significant, speech, statue, suffragette, timeline, viewpoint, vote | Arch, atlas, bay, beach, cardinal point, cave, cliff, coastguard, coastline, compass, erosion, harbor, headland, human feature, key, lifeboat, lighthouse, map, ocean, physical feature, pier, route, sea, sea wall, stack, symbol | Absolute power, AD, castle, century, chronology, decade, empire, future, heir, hierarchy, invasion, kingdom, law, monarch, palace, parliament, past, period, portrait, power, present, reign, religion, royal, rule |
| Significant historical people: | Christopher Columbus Neil Armstrong Rosa Parks Emmeline Pankhurst | Captain James Cook | William the Conqueror Henry VIII Queen Victoria I Queen Elizabeth II |