

# History Progression Plan

## Early Years Framework 2021 Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### ELG: Past and Present Children at the expected level of development at the end of the EYFS will: -

- 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.

## National Curriculum 2014. What children should be taught in Years 1 and 2?

- 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

**This progression plan has considered the building blocks of progress that are required in history and has identified the essential knowledge that pupils will need to be an effective historian and ensure that they know and remember more in history. Subject specific concepts and vocabulary will be explicitly taught and pupils are expected to use this in their learning.**



Key historical concepts	Early Years Foundation Stage	Year One	Year Two
<b>Chronology</b>	<p>Pupils understand personal experiences of birthdays and family celebrations/ events. They have a simple understanding of self and the changes that have happened linked to their own age. They are involved in discussions about family members such as grandparents, great grandparents and the changes they can see through photographs and books.</p> <p>They understand yearly events- Christmas, Bonfire, Easter and when they fall in the year using words such as before, after.</p> <p>They understand timings in the day- morning, afternoon, night/ evening through daily routine and visual class timetables. Pupils understand old and new through objects/ resources in provision areas.</p> <p>Pupils understand the past through settings, characters and events encountered in books and through story time.</p>	<p>Pupils place events and create a simple timeline to sequence process, events and objects within their own experience. Pupils begin to sequence events beyond their own living memory. This may be a class timeline.</p> <p>Pupils confidently use vocabulary such as: past, present, before, old, new, ordinal numbers.</p> <p>Pupils can confidently talk about the past through settings, characters and events encountered in books and through story time and to use the appropriate vocabulary.</p>	<p>Pupils begin to understand that history can be divided into different periods of time.</p> <p>They can place events and/ or artefacts on a timeline and sequence in order with specific dates where appropriate. This could be a class and/or individual timetable.</p> <p>Pupils understand that historians use dates to describe events and use phrases to describe intervals of time such as ' over one hundred years ago', ' before my parents were born.'</p>
<b>Enquiry using sources of evidence</b>	<p>Pupils understand old and new through books, photographs, objects and through provision areas. They can use simple observations and talk about these linked to their own personal experiences. They are encouraged to ask simple questions to find out more. This is supported through the use of the Marvellous Me box in the Autumn term.</p> <p>Educational visits and visits to the local area develop pupil's observation skills and</p>	<p>Pupils begin to understand how sources of evidence such as photographs, paintings, artefacts, diaries and texts help people learn about the past. Pupils are supported to use these to ask their own questions and to find the important information to answer questions.</p> <p>Pupils are beginning to talk with confidence about what they have observed and are beginning to make links based on personal experiences and recent historical learning.</p>	<p>Pupils understand how to use a range of simple sources of evidence to ask and answer questions presented to them and think about their own questions. They can confidently explain events and actions and make observations about what they have seen, heard and experienced.</p> <p>Pupils are beginning to talk about differences in accounts relating to people or events both from the past and present.</p> <p>Educational visits / visitors to the school allow pupils to use a wider range of sources of evidence</p>

Key historical concepts	Early Years Foundation Stage	Year One	Year Two
	pupils are encourage to share these observations and ask questions. This is further supported through photographs and artefacts/object from the events they have encountered.	Educational visits / visitors to the school promote pupils to begin to draw on knowledge and skills to allow them to discuss and to ask simple questions.	to develop a secure knowledge about key events / people and to make links in their learning.
<b>Communicate historically</b>	Pupils develop an understanding of the past through settings, characters and events encountered in books and through story time. They talk about members of their family and the community in which they live. They can use simple vocabulary to describe what they can see in images, books, photographs and artwork. Pupils experience a range of nursery rhymes and will gather an understanding of the language used in these e.g. bobbin, curds and whey, Grand old Duke.	Pupils are supported to use key vocabulary taught through history topics and are beginning to use everyday historical terms. Pupils are encouraged to use discussion, drama and role play as a way of communicating and finding out about about events / people.	Pupils to use the key vocabulary linked to the topic studied and are to talk as historians using everyday historical terms. Pupils increasingly use period specific language. Pupils use common words and phrases linked to the passing of time. Pupils are able to communicate in a range of ways such as discussions, drama, writing and drawings.
<b>Similarity and difference</b>	Pupils know some similarities and differences between things in their past and now. They can talk about what they have experienced and what they have seen/ heard in books. They can recognise when something is the same or different and can talk about this. They gather this understanding through their visits to different places such as local parks, museums and libraries and through their provision areas. They can make simple comparisons about these places.	Pupils can describe how some aspects of life today differ from the past and use simple historical vocabulary when doing so. Pupils are making comparisons between the past and present and can talk about the similarities and differences they can see and hear.	Use phrases such as ‘compared to the present day/ today’, ‘this was different in the past because...’ Pupils can talk about similarities and differences between the past and now and also between two or more events from the past.
<b>Continuity and change</b>	Pupils can talk about immediate members of their family and community. They can talk about the lives of the people around them and their roles in society such as people who help us.	Pupils can discuss and match old artefacts / pictures to people / events from the past. Pupils can communicate some aspects of how life today has changed and how other aspects of life have remained the same.	Pupils are able to recognise and communicate that some aspects of life have changed and some aspects have stayed the same and are beginning to refer to periods of time as doing so.

Key historical concepts	Early Years Foundation Stage	Year One	Year Two
	<p>Pupils develop an understanding of the past through settings, characters and events encountered in books and through story time. They can compare and contrast different characters, people and events including those from the past.</p>		
<p><b>Causes and consequences</b></p>	<p>Pupils can talk about objects, images and events from the past which are familiar to them. They can compare and contrast different characters, people and events including those from the past. Through drama and role-play pupils recreate familiar situations/ events which clearly show a consequence of an action. Pupils are developing an understanding that their actions and actions of others affect others and the consequences to these.</p>	<p>Pupils can give simple explanations why a person from the past acted as they did or why an event occurred. They can talk about the consequences of those actions / events in simple terms. Pupils are beginning to recognise and talk about who was important and the changes they have made.</p>	<p>Pupils can describe in simple terms the causes / consequences of an important historical event. Pupils are beginning to think about and discuss some of the reasons why people have acted the way they have. They are able to talk about some of the reasons why events have happened in the past. Pupils can recognise and talk about who was important and the changes they have made and the impact on present day life.</p>
<p><b>Transferrable historical vocabulary</b></p>	<p>Before, younger, job, old, new, today, ay, long ago, baby, child, toddler, up/adult, earlier, yesterday, tomorrow, now, ame, different.</p>	<p>Timeline, event, important, time, date, earlier, yesterday, day, week, year, before, new, old, past, present, today, order, question, ask, answer, evidence, object, same, different, history, historian, now, then, a long time ago, in Victorian times.</p>	<p>Timeline, event, chronological, chronology, long time ago, 100 years ago, before I was born, yesterday, week, month, year, past, present, nowadays, source, evidence, museum, artefact, questions, reliable, unreliable, important, person, similar, different, historian, history, long time ago, memory, during the war.</p>
<p><b>Substantive concepts:</b> The following concepts run inexplicitly as a thread through the teaching and learning of history. These are delivered in a simple and age appropriate. The following definitions are to support staff's subject knowledge of history.</p>	<p>Empire – The countries and states ruled by a monarch at any one time. E.g. Queen's Elizabeth is sovereign of 16 countries known as the Commonwealth. Legacy - historical legacy includes historical people, situations or things existed in the past and are considered to be a part of history. Legacy also refers to the lessons that have been learnt from the past. Peasantry – historically a 'peasant' refers to smallholders or farmers of low social status. Today it refers more to the working class and people of low social and economic status. Civilisation – The most advanced stage of human social and cultural development, it is characterised by industry, infra-structure, government, religion, social structure, the arts and make up of cities. Parliament – The highest legislation, made up of the house of commons, the house of lords, the sovereign and the voice of the people.</p>		

