



# History Progression Maps

## Reception History Progression Map

| Autumn Term  | Spring Term   | Summer Term  |
|--|---|--|
| <p><b>ELG People and Communities - Children talk about past and present events in their own lives and in the lives of family members.</b></p> <p>Children will have exposure to and explore the following:</p> <ul style="list-style-type: none"> <li>• talking about their family and looking at family photographs</li> <li>• creating simple family tree of who is in their family</li> <li>• creating a house showing who lives there</li> <li>• using vocabulary linked to time and families</li> </ul> <p>The children will begin to understand why we commemorate something by finding out about</p> <ul style="list-style-type: none"> <li>• Guy Fawkes and Bonfire night</li> <li>• Remembrance Day</li> <li>• Using vocabulary linked to events in the past</li> </ul> | <p><b>ELG People and Communities - Children talk about past and present events in their own lives and in the lives of family members.</b></p> <p>Children encouraged to use the language related to time and their family in discussions and will have exposure to and explore the following:</p> <ul style="list-style-type: none"> <li>• sequencing a day</li> <li>• sequencing experiences they have had</li> <li>• sequencing events linked to themselves i.e. birth, 4th birthday</li> <li>• creating own time lines</li> <li>• Naming and sequencing days of the week</li> <li>• Using vocabulary linked to time</li> </ul> | <p><b>ELG People and Communities - Children talk about past and present events in their own lives and in the lives of family members.</b></p> <p>Children are encouraged to use the language related to time and the past and will have exposure to and explore the following:</p> <ul style="list-style-type: none"> <li>• talking about what the past is</li> <li>• looking at, handling and naming old objects</li> <li>• talking about things have changed</li> <li>• having first hand experiences of the past i.e. washing clothes, cooking on a fire</li> <li>• Using vocabulary linked to the past.</li> </ul> |

## Year One History Progression Map

| Autumn Term   | Spring Term  | Summer Term   |
|---|--|---|
| <p><b>Year 1 Programme of Study -</b><br/>Children will be taught about:</p> <p style="text-align: center;"><b>Their own personal history, changes within living memory</b></p> <p>They will have experiences of the Programme of Study by finding out about ;</p> <p style="text-align: center;"><b><u>Themselves and their personal history</u></b></p> <p>Children will find out about:</p> <ul style="list-style-type: none"> <li>• Their families and family relationships and how people link through discussions, photographs, drawings and timelines</li> </ul> <p>Children will be taught about:</p> <p style="text-align: center;"><b>Changes in living memory. They will begin to compare, contrast and place objects in chronological order as well as look at and handle artefacts</b></p> <p>Children will have experiences of the Programme of Study by finding out about:</p> <p style="text-align: center;"><b><u>Toys in the past</u></b></p> <p>Toys that children play with compared to those of parents and grandparents.</p> <p style="text-align: center;"><b><u>Playground Games</u></b></p> <p>Playground games that children play compared to the games of parents and grandparents</p> <p style="text-align: center;"><b><u>Teddy Bears</u></b></p> <p>Observing and handling teddy bears. Looking for clues as to which is the oldest or newest. Looking at and describing how teddy bears have changed</p> <p style="text-align: center;"><b><u>Schools old and new</u></b></p> <p>Finding out about schools long ago and comparing to school now. What has changed and what is the same.</p> <p style="text-align: center;"><b><u>Incidental history</u></b></p> <p>Guy Fawkes and Bonfire Night and Remembrance Day.</p> | <p><b>Year 1 Programme of Study -</b><br/>Children will be taught about:</p> <p style="text-align: center;"><b>Events beyond living memory that are significant nationally .</b></p> <p>They will have experiences of the Programme of Study by finding out about :</p> <p style="text-align: center;"><b><u>'The Great Fire of London'</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Compare London now and then and see how London has changed</li> <li>• Sequence the events of the Fire of London</li> <li>• Compare and contrast houses and homes, now and then</li> <li>• Find out how the fire has impacted on the streets we have now</li> <li>• Compare and contrast firefighters now and then</li> <li>• Find out about Samuel Pepys and what he did</li> <li>• Look at artefacts from the Great Fire of London.</li> <li>• Use vocabulary linked to time and the historical event</li> </ul> | <p><b>Year 1 Programme of Study -</b><br/>Children will be taught about:</p> <p style="text-align: center;"><b>The lives of significant individuals</b></p> <p>They will have experiences of the Programme of Study by finding out about:</p> <p style="text-align: center;"><b><u>The Queen</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Find out about the Queen and her family</li> <li>• Compare the Queens family to their own</li> </ul> <p>Children will be taught about:</p> <p style="text-align: center;"><b>Changes in living memory and compare aspects of life in different periods</b></p> <p>Children will find out about</p> <p style="text-align: center;"><b><u>Holidays</u></b></p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Find out where we go on holiday and compare this to parents and grandparents experiences.</li> <li>• Look at artefacts and photographs from holidays in the past</li> <li>• Find out about clothes worn in the past to go on holiday</li> <li>• Compare holidays now and holidays then.</li> <li>• Make timelines linked to holidays</li> <li>• Use vocabulary linked to holidays in the past</li> </ul> |

## Year Two History Progression Map

| Autumn Term   | Spring Term   | Summer Term   |
|---|---|---|
| <p><b>Year 2 Programme of Study –</b><br/>Children will be taught about:<br/><b>Events beyond living memory that are significant globally and the lives of a significant individuals who have contributed to national and international achievements</b></p> <p>Children will find out about<br/><b><u>Florence Nightingale</u></b></p> <p>They will:</p> <ul style="list-style-type: none"> <li>• Ask questions, seek answers, research information and use artefacts to find out about the life of Florence Nightingale and the impact she had on hospitals today.</li> <li>• Compare Florence Nightingale with <b>Mary Seacole</b> and the impact they both had on hospitals and nursing.</li> </ul> <p>Children to find out about<br/><b><u>Sir Edmund Hillary</u></b></p> <p>Link to Geography work on Nepal, Children will:</p> <ul style="list-style-type: none"> <li>• Ask questions, find answers, research information linked to Sir Edmund Hillary and the significant event of being the first person to scale the world's tallest mountain.</li> </ul> <p>Children will use vocabulary linked to the passing of time, changes and significant events</p> | <p><b>Year 2 Programme of Study –</b><br/>Children will be taught about:<br/><b>Events beyond living memory</b></p> <p>Children will find out about<br/><b><u>Knights and Castles</u></b></p> <p>They will:</p> <ul style="list-style-type: none"> <li>• Ask questions , research information and find answers about what castles are, why they were built, who lived in castles and how they were attacked and defended.</li> <li>• Find out about knights, their roles and how they became knights.</li> <li>• Use different sources to find information.</li> <li>• Handle artefacts and discuss their purpose.</li> <li>• Use vocabulary linked to events beyond living memory</li> </ul> | <p><b>Year 2 Programme of Study –</b><br/>Children will be taught about:<br/><b>The lives of significant Individuals</b></p> <p>They will find out about<br/><b><u>Grace Darling</u></b></p> <p>They will:</p> <ul style="list-style-type: none"> <li>• Ask questions and find answers by using different sources of information to determine what Grace Darling did and why she is famous.</li> </ul> <p>They will find out about<br/><b>Events beyond living memory</b></p> <ul style="list-style-type: none"> <li>• Ships and compare and contrast how they have changed over time.</li> <li>• The events which led to the sinking of the Titanic.</li> </ul> <p>Children will be taught about:<br/><b>The lives of significant Individuals who have contributed to national and international achievements</b></p> <p>They will find out about<br/><b><u>Ernest Shackleton</u></b></p> <p>They will:</p> <ul style="list-style-type: none"> <li>• Find out what he did and compare him to other explorers</li> <li>• Use vocabulary linked to events beyond living memory and significant events</li> </ul> |