HISTORY PROGRESSION MAP

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
EYFS	**OURSELVES** All About Me Our Families Our Homes **Development Matters** Comment on images of familiar situations in the past. **Building to Early Learning Goals** 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.		**OUR COMMUNITY** People Who Help Us People and communities **Development Matters** Compare and contrast characters from stories, including figures from the past. **Building to Early Learning Goals** 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.		**OUR WORLD** Key Texts: Little People Big Dreams- Greta Thunberg (nonfiction) Little People Big Dreams- David Attenborough (nonfiction) **Development Matters** Compare and contrast characters from stories, including figures from the past. **Early Learning Goals** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	
	Why this and why now?					
	During the topics 'All About Me and Our Families' children build relationships with peers and adults during their first term by discussing their family and significant people in their lives. Significant people in history are introduced during the summer term and added to throughout KS1. Through talking about experiences that are familiar to them they are able to see how these may have differed in the past, this enables them to begin to develop the concept of 'the past'. The concept of the past is built upon in EYFS and KS1 including the vocabulary used. Organising events, recognising things that happened before they were born is their first experience of using basic chronology. Children's understanding of chronology is developed and deepened through KS1. Children begin to make sense of their own life-story, family tree and history.		Presenting children with pictures, stories, artefacts and accounts from the past, gives children hands-on experiences and the very basic skills of being a Historian. Children develop their history enquiry skills in KS1. Through looking at pictures and artefacts children begin to distinguish similarities and differences from the past. Building on their knowledge and understanding of the past during the Autumn term. Hands-on history also builds children's curiosity about the past, wanting them to find out more.		Children are introduced to significant individuals, people who have made a difference to our world. Children learn about more historical figures and how they have made a difference to our world in KS1. Both male and female historical figure are used for inspiration for all pupils.	

	Vocabulary, Key Concepts/Skills					
	Key Concepts and Skills To understand who they are and how they are unique and different to others To talk about members of their immediate family and their own experiences To share pictures and memories of their family, listening and learning about other people's life-story and family, and how they are different. To make connections between the features of their family and other families To ask questions and make comments **Vocabulary** unique, different, special son, daughter, grandchild change, bungalow, caravan, chimney, cottage, flat		**Key Concepts and Skills** To talk about their families and the community To talk about people other than their immediate family, about their own experiences, people they have come across within their community; such as the fire service, nurses and doctors. **Vocabulary** care, deliver, fix		**Key Concepts and Skills** To know about some significant people in history To talk about people who have/are making a difference to their lives and the world they live in **Vocabulary** explore, discover, travel fossil	
	Wonderful Me!	UK Explorers	London's Burning	From Little Acorns	Magnificent Mexico	Marvellous Minibeasts
CYCLE A 2022/23 Key Stage One	Enquiry Question: **Why are Florence Nightingale and Mary Seacole still remembered today?** Significant historical events, people and places in their own locality – Branston Events beyond living memory that are significant nationally or **globally**: **The Crimean War** Significant individuals: **Florence Nightingale** **Mary Seacole** Some should be used to compare aspects of life in		Enquiry Question: **Could the Great Fire of London have been prevented?** Events **beyond** living memory that are significant **nationally** or globally: **The Great Fire of London** Changes **within** living memory: **How have houses changed over time?** Significant individual: **Samuel Pepys** Some should be used to compare aspects of life in different periods: The			Changes **within** living memory: **Our Planet and Global Warming** Significant individual: **Sir David Attenborough**

	different periods: The change in **hospitals**		change in **houses** and **firefighter**			
	Why this and why now?					
	Children add to their knowledge of significant individuals in History from EYFS during the summer term (Greta Thunberg and David Attenborough) Children will draw upon their first-hand experiences of looking at pictures and artefacts to find out about Florence Nightingale and Mary Seacole and to answer our Enquiry Question this term. Children's knowledge of nurses gained in the topic 'People Who Help Us' in EYFS will also support this. Florence Nightingale and Mary Seacole (Jamaican) are both female inspirational nurses Florence Nightingale and Mary Seacole are added to our class timeline, building on their knowledge of past and chronology from EYFS. Through comparing images of hospitals from the past to today children's understanding		Children's knowledge of significant individuals is built upon from EYFS and term one. Children are able to draw upon their knowledge of firefighters from the unit 'People Who Help Us' in EYFS. Children's understanding of the past and chronology is developed further by placing Samuel Pepys on the class timeline in relation to Florence Nightingale and Mary Seacole Children build on their experience in EYFS during the first term where they recounted their own past events, this is now developed further with them being able to recount national events from the past. Children build on their knowledge of the past and compare this to the present by looking at how houses have changed over time. Children will develop their historical enquiry			Children recall their knowledge of Sir David Attenborough, one of their significant people studied in EYFS during their topic 'Our World'. Building on their knowledge of historical significant individuals. Children learn that people can become historical and significant and still be alive. This gives the children the opportunity to draw on their own experiences, again something they did in EYFS. The concept of past and present is deepened further from EYFS and terms one and three through thinking about the future and the changes they will see and experience in their lifetime. Children draw on their knowledge of the world and the different animals that inhabit it from the previous term in Geography.

	of the past and present is deepened including the vocabulary used. This further develops throughout the year. Children can discuss and compare the past and present drawing their own experiences of hospitals, something they have had experience of in EYFS. Children begin to understand that events in the past/ in History affect how we live today		skills further by looking at different historical sources. Children's knowledge and understanding of a timeline and vocabulary is also developed through looking at the changes in houses. Children build on their understanding that events in History have an effect on the present. Children also draw on their knowledge of London from term two in Geography.			Links are also made to our topic this term.
	Vocabulary, Key Concepts/Skills					
	Key Concepts and Skills: Sequence 3 events Recognise the difference between the past and present Identify differences between ways of life at different times Compare pictures and photographs of people and events in the past **Vocabulary** Florence Nightingale, Mary Seacole, Crimean War, nurse, hygiene, nutrition, hospital, significant individual, timeline, past, present, chronological order, historian		**Key Concepts and Skills:** Sequence events Know and recount events from stories about the past Use stories to distinguish between fact and fiction Find answers to questions about the past from sources of information e.g. artefacts **Vocabulary** Fire, bakery, Samuel Pepys firefighter, house, terrace			**Key Concepts and Skills:** Compare adults talking about the past **Vocabulary** Sir David Attenborough Global warming

	Brilliant Branston	Fossil Hunters	A Castle fit for a King	Seeds, Soil & Sunshine	Amazing Africa	Paws, Claws & Whiskers
CYCLE B 2022/23 Key Stage One		Enquiry Question: **What did Mary Anning discover about the past?** Events beyond living memory that are significant nationally or **globally**: The first discovery of the ichthyosaur fossil and the first discovery of the complete skeleton of a Plesiosaurus Significant individual: **Mary Anning**	Enquiry Question: **Why did William the Conqueror have Lincoln Castle built?** Events beyond living memory that are significant **nationally** or globally: The construction of **Lincoln Castle** **The Battle of Lincoln** **The Magna Carta** Significant historical events, people and places in their own locality Significant individual: **William the Conqueror** Changes **within** living memory: **How has the Royal Family changed over time?**	Events beyond living memory that are significant nationally or **globally**: He discovered thousands of unknown species including; plants, flowers and insects Significant historical events, people and places in their own locality Significant individual: **Sir Joseph Banks**		
	Why this and why now?					
		Through applying their historical enquiry skills learnt in EYFS and Cycle A of KS1, studying photographs and artefacts children are able to find out who Mary Anning was and answer our Enquiry Question for this term. Children's knowledge and understanding of significant historical individuals is deepened from EYFS and Cycle A.	Children's historical enquiry skills deepen, children are given hands-on experiences by visiting a local historical place of importance - Lincoln Castle. This also enables the children to research and answer our Enquiry Question for this term. Children use their knowledge of Branston and the UK from Cycle A	Children further build on their local history knowledge from term three and EYFS. Children's historical enquiry skills are deepened through a range of historical resources to study. Children use their knowledge of Branston and the UK to locate Horncastle on the map.		

		Placing Mary Anning on our class timeline develops children's understanding of the past, present and chronology. Mary Anning is a female palaeontologist. She was not that much older than the children when she made her first discovery. Children use their knowledge from Cycle A term two of the UK to locate Devon.	term two and term one to locate Lincoln on the map. Children look at changes within their living memory. Children draw on their own experience something they have had experience of doing at the beginning of EYFS and in Cycle A during term three. Children have a recent experience of a change of monarch. This also deepens their understanding of timelines and the concepts of past and present.	Links are made with our seed, soil and sunshine topic for this term.		
	Vocabulary, Key Concepts/Skills					
		Key Concepts and Skills: Use sources to answer questions about the past on the basis of simple observations **Vocabulary** Mary Anning, fossil, beach, cliff, coastline, discover, extinct, palaeontologist	**Key Concepts and Skills:** Sequence events on a timeline Use sources to answer questions about the past on the basis of simple observations Discuss reliability of photographs, accounts and stories **Vocabulary** William the Conqueror, Nicola de la Haye, Lincoln, Lincoln Castle, The Battle of Lincoln, The Magna Carta, Baron, moat, arrow loops, tower, barbican, portcullis, battlements, bailey	**Key Concepts and Skills:** Use sources to answer questions about the past on the basis of simple observations **Vocabulary** Sir Joseph Banks, botanist, plants, flowers, insects, explorer, Horncastle		