



Holy Trinity CE  
Primary School

# History Progression Map

**Areas of the EYFS framework most relevant for History** - Understanding the World

Nursery: Begin to make sense of their own life-story and family's history.

Reception:

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Talk about the lives of 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.
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**Yr N**

Understanding the world

The children will be exploring the environment around them in a variety of different ways. They will use all of their senses in hands-on exploration of natural materials with similar and/or different properties. They will be able to talk about what they see, using a wide vocabulary. In our growing garden, we will plant seeds and care for growing plants. We will carefully look at the key features of the life cycle of a plant and of animals too. The children will begin to make sense of their own life-story and family's history and share this with their peers. They will also know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

People, Culture and Communities - Expectations for end of Nursery year:

The children will know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family

The children will be able to talk about and continue to develop positive attitudes about the differences between people

Daily discussions throughout the continuous provision:

To know that everyone has a birthday and they are usually celebrated in a similar manner around the world

Our own milestones in learning (learning to walk, talk, get dressed, go to the toilet etc)

Special events such as Christmas, Diwali, Hanukah, weddings, Christenings

Different occupations

Old/New toys

Using everyday language related to time

Sequencing the time of day, week and year

Seasons

Old/new objects – why do we think they are old/new?

<b>Yr R</b>	<b><u>Understanding the World</u></b>	
	<p>Know the members of their immediate family and the relationship to them and name and describe people who are familiar to them.</p> <p>Know that you can find out information from different sources e.g., internet, books.</p> <p>Know and talk about the special things in their own lives.</p> <p>Know how to respect and take care of school resources.</p> <p>Know how to show respect and care for the natural environment and all living things.</p> <p>Know that families in other countries across the world engage in similar activities to their own family. Know some differences in family celebrations across the world.</p> <p>Know that features of their immediate environment can be represented with objects and on paper e.g., classroom maps, Pete's story map around school, seating maps, nature area map.</p> <p>Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside.</p> <p>Explore the natural world around them by taking part in forest school sessions.</p>	<p>Old and new Richmond, themselves, their families</p> <p>Talk about changes</p> <p>Looking at history mystery objects</p> <p>They ask 'how' and 'why' questions about their experiences and in response to stories and events</p> <p>Sort artefacts 'old' and 'new'</p> <p>Looking at how information can be retrieved from books and computers</p>

**Concepts taught throughout each unit of work:**

- Investigate & interpret the past
- Understand world history
- Understand chronology
- Communicate historically

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Yr 1</b>	<p>The moon landing</p> <p>Neil Armstrong</p> <p>The Gunpowder plot</p> <p>Armistice Day</p> <p>The sinking of the Titanic</p> <p>Queen II coronation</p>	<p>Emily Davidson</p> <p>Nelson Mandela</p> <p>Christopher Columbus – images, purpose of voyage, conditions – difference with now</p> <p>Captain Cook – link to Australia</p> <p>Marie Curie</p>	<p>Victorian seaside towns – look at photographs &amp; pictures of artefacts</p> <p>Focus: entertainment at seaside towns then &amp; now</p> <p>Compare photos today's holidays abroad to Victorian times &amp; before. Why did people choose these places? Why not abroad? What happened pre Victorians?</p>

			How has transport changed over time? Artefacts Emmeline Pankhurst
<b>Yr 2</b>	Great Fire of London: Examine a range of sources to find out more about the fire. Understand about how we know about events beyond living memory. Sequence of events/chronology of GFOL – what happened when. Compare fire-fighting techniques and equipment in 1666 with the present day Queen Elizabeth 1st Sir Walter Raleigh: Historical question was he innocent? Mother Teresa: Significant person - impact on today's society	Use sources of evidence to find out about: Mary Seacole Florence Nightingale Beatrix Potter George Stephenson Martin Luther King	1908 & 2012 Olympic games in London Winston Churchill Pictures of famous inventors – what impact did they have? Edison, Wright brothers, J L Baird, Alexander Graham Bell, Dyson, Steve Jobs, Bill Gates. What were they known for? Order in a timeline The medieval plague Invention of world wide web The industrial revolution
<b>Yr 3</b>	Changes from the Stone Age to the Iron Age Late Neolithic hunter gatherers & early farmers Bronze Age: Stonehenge - religion, technology & travel Iron age hill forts (Butser Farm)	Local History A study into the Tudors & Stuarts & Richmond. Changes to our locality	The achievements of the earliest civilizations An overview of where & when the first civilizations achieved The Ancient Egyptians
<b>Yr 4</b>	The Anglo Saxons Map work to show where Anglo Saxons main Kingdoms are. When & why did they come to Britain? Label a timeline e.g Romans, Anglo Saxons, Vikings.	The rise & fall of the Romans in Britain The Roman Empire's impact on Britain The legacy of Roman culture (art, architecture or literature) on later periods in British history	A non-European society that provides contrast with British history The Mayans: Compare the Mayan civilization with the Anglo-Saxon life in Britain
<b>Yr 5</b>	A study of an aspect of British history that extends pupils chronological knowledge beyond 1066: Life in Victorian Britain Legacy of the Victorians	Ancient Greece A study of Greek life & achievements & their influence on the western world	The Aztecs
<b>Yr 6</b>	WW1 (brief history) WW2	A local history study: The Blitz: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality A significant turning point in British history - Battle of Britain	Viking raids & invasion