

	<b>History Progression through EYFS</b> <b>UW- Past and Present/The World</b>					
Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary - to be used daily	
Reception Skills	Use talk to organise, sequence and clarify thinking and events.  Compare & contrast characters from stories, including figures from the past.  Comment on images of familiar situations in the past.	Ask questions to find out more & to check understanding of what has been said.  Understands questions such as who, why, when, where & how.  Understands a range of complex sentence structures including tense markers.  Engage in non-fiction books.	Articulate ideas & thoughts in well-formed sentences.  Ask questions to find out more & to check understanding of what has been said.	Use talk to organise, sequence & clarify thinking, ideas, feelings & events.	Understand and use vocabulary: yesterday, last week, at the weekend, this morning, last night.  Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?  Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain.	
Reception Knowledge	Autumn 1 All About Me	Autumn 2 Changes	Spring 1 Animals Who Live in Cold and Warm Places	Spring 2 Growing	Summer 1 Lifecycles/Mini-Beasts	Summer 2 Journeys
	To describe special events that have happened in my life.  To describe special families members and why they are special.  To describe what is the same and what is different.	Can describe who 'Guy Faulks' was and what he did.  Can compare different celebrations and relate to family life.  Can retell the Christmas story and how this has influenced us today.  Can compare Christmas traditions from the past to today.	Can compare a range of homes describing similarities and differences.  To discuss the life of James Cook and his work with maps.  To sequence photographs of a baby, toddler, child and adult in the snow. What is the same and what is different?	Can make predictions about what might happen next.  Use non-fiction text to retrieve information.  Use sources to find information.	Sequence the lifecycle of a butterfly. Chronology  Can describe the life cycle of a chick using correct terminology e.g. embryo, incubation, hatching.	Can compare transport from the past to transport today. Discuss similarities and differences  Can identify old and new homes and explain their features.  What is special about my home?  Explore tools used for building and compare to today.  Talk about memories in the past, black and white photographs and compare to today.
Significant person		Significant event		Significant places		Changes within living memory

N.B - These are our overarching themes that have been mapped to national curriculum subjects in KS1. The knowledge content is identified in the intent subject documents.

## History

<u>Year</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
1	<a href="#">Autumn 1</a> Changes within living memory—Toys through time	<a href="#">Spring 1</a> Significant people—Queen Elizabeth II, Edith Cavell	<a href="#">Summer 1</a> Significant events, people and places in local history — Walter Senior, Battle of Warrington Bridge
2	<a href="#">Autumn 1</a> Significant historical events—Remembrance Day	<a href="#">Spring 1</a> Events beyond living memory—Great Fire of London <a href="#">Spring 2</a> Significant individuals—Walter Tull, Isbard Kingdom Brunel	<a href="#">Summer 1</a> Significant events, people and places — Roy Chadwick, Burtonwood airbase

<u>Year</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
3	<a href="#">Autumn 1</a> Changes in Britain—Stone Age to Iron Age—An overview of the earliest civilisations starting with the Stone age through the Bronze age through to the Iron Age	<a href="#">Spring 1</a> Early civilisations—Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty (Main focus on Ancient Egypt)	
4	<a href="#">Autumn 1</a> Early civilisations—Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty (Main focus on The Indus Valley)	<a href="#">Spring 1</a> The Roman Empire and its impact on Britain—Julius Caesar’s attempted invasion in 55-54 BC ‘Romanisation’ of Britain	<a href="#">Summer 2</a> Ancient Greece—A study of Greek life and achievements and their influence on the western world ( <a href="#">Previously taught in Y3 so this year Autumn and Spring topics covered across the year</a> ).
5	<a href="#">Autumn 1</a> Ancient Greece—A study of Greek life and achievements and their influence on the western world	<a href="#">Spring 1</a> Anglo Saxons and Vikings—Struggle for the kingdom of England to the time of Edward the Confessor	Mayans—A non-European society that provides contrasts with British history
6	<a href="#">Autumn 1</a> Significant Individuals—Walter Tull and other significant individuals linked to Black History.		<a href="#">Summer 1</a> Local history study—Britain beyond 1066 —Oliver Cromwell <a href="#">Summer 2</a> Conflict through time —Wars and the impact on the local area (Looking at WW1 and WW2 and the impact on Britain and the Local area)