EYFS Progression Map 2021/22 Subject: EYFS Understanding of the Word – Past & Present (History)

Subject Lead: Mrs J Meardon

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
General Themes	All about me	Let's Celebrate	Winter Wonderland	Planting & Growing	Who can help me?	Once Upon a Time	
Understanding 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. EYFS Statutory Educational Programme						
Past & Present	с ,	photographs.	Recognise self and others in photographs and relate to simple stories.		Name family members in photographs.	Begin to make sense of their own life story & family history.	

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
General Themes	Me & My Emotions	Celebrations of Light	I wonder Why?	New Life	People Who Help Us	Terrific Tales		
Understanding the World	knowledge and sense of the work listening to a broad selection of important knowledge, this exter	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. EYFS Statutory Educational Programme						
Past & Present Use daily caterpillar timelin recall the passage of time.		Know that children were babies in the past. Know that adults were children in the past	U	Identify similarities and differences between us now and as babies	Describe how people change in the first four years of life.	Use past and present seaside photographs to talk about change.		

Forning together and having fun

nily members in phs.	Begin to make sense of their own life story & family history.
	Summer 2
) Help Us	Terrific Tales

Progression Map

Subject: History 2021/22

Subject Lead: Julie Meardon

Aims

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; • achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' •
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historicallyvalid guestions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, • political, religious and social history; and between short- and long-term timescales.

G	Year	Autumn Term	Spring Term	Summer Term
Knowledge	Group	<u>Significant historical event in the locality</u>	<u>Changes beyond living memory</u>	Lives of Significant
(Breadth)	1	Great Fire of Newcastle	Personal history, timeline of their lives	Mary Seacole
Investigate and Interpret the Past		Observe or handle evidence to ask questions and to find answers to questions about the past To ask questions like: What was life like or people? What happened? How long ago? Use artefacts, pictures, stories, on line sources and databases to find out about the past Identify some of the different ways the past has been represented	Observe or handle evidence to ask questions and to find answers to questions about the past To ask questions like: What was life like or people? What happened? How long ago? Use artefacts, pictures, stories, on line sources and databases to find out about the past Identify some of the different ways the past has been represented	Observe or handle answers to questi To ask questions happened? How lo Use artefacts, pi to find out about Identify some of represented

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dle evidence to ask guestions and to find tions about the past s like: What was life like or people? What long ago?

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Build an Overview of World History	Describe historical events Describe significant people from the past Recognise that there are reasons why people in the past acted as they did	Describe historical events Describe significant people from the past Recognise that there are reasons why people in the past acted as they did	
Understand Chronology	Place events and artefacts in order, on a time line Label time lines with words and phrases such as , past present, older and newer Use dates where appropriate	Place events and artefacts in order, on a time line Label time lines with words and phrases such as , past present, older and newer Recount changes that have occurred in their own lives Use dates where appropriate	Place events and Label time lines w present, older and Recount changes Use dates where
Communicate Historically	Use words and phrases such as :long age, recently, when my parents were children, years, decades, and centuries to describe the passing of time. Show an understanding of the concept of nation and a nations history Show an understanding of the concept of civilisation, monarchy, parliament.	Use words and phrases such as :long age, recently, when my parents were children, years, decades, and centuries to describe the passing of time.	Use words and ph were children, ye the passing of tin

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phrases such as :long age,, when my parents years, decades, and centuries to describe time

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- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' •
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historicallyvalid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

	Year Group	Autumn Term	Spring Term	Summer Term
Knowledge (Breadth)	2	<u>Key events in the past</u> The Gunpowder Plot (Festival: Bonfire Night)	Significant historical events, people and places in their locality George Stephenson	<u>Changes beyond livi</u> A Day in the Life
Investigate and Interpret the Past		Observe or handle evidence to ask questions and to find answers to questions about the past To ask questions like: What was life like or people? What happened? How long ago? Use artefacts, pictures, stories, on line sources and databases to find out about the past Identify some of the different ways the past has been represented	Observe or handle evidence to ask questions and to find answers to questions about the past To ask questions like: What was life like or people? What happened? How long ago? Use artefacts, pictures, stories, on line sources and databases to find out about the past Identify some of the different ways the past has been represented	Observe or handle e questions about the To ask questions lik long ago? Use artefacts, pictu about the past Identify some of th
Build an Overview of World History		Describe historical events Describe significant people from the past Recognise that there are reasons why people in the past acted as they did	Describe significant people from the past Recognise that there are reasons why people in the past acted as they did	Describe historical Describe significant Recognise that ther
Understand Chronology		Place events and artefacts in order, on a time line Label time lines with words and phrases such as , past present,older and newer Use dates where appropriate	Place events and artefacts in order, on a time line Label time lines with words and phrases such as , past present, older and newer Use dates where appropriate	Place events and art Label time lines with newer Use dates where ap
Communicate Historically		Use words and phrases such as :long age, recently, when my parents were children, years, decades, and centuries to describe the passing of time. Show an understanding of the concept of nation and the nation's history	Use words and phrases such as :long age, recently, when my parents were children, years, decades, and centuries to describe the passing of time. Show an understanding of the concept of civilisation, monarchy, parliament	Use words and phra were children, year time.

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- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
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	Year Group	Autumn Term	Spring Term	Summer Term
Knowledge (Breadth)	3	<u>Changes in Britain from Iron age to Stone age</u>	<u>The achievements of early civilisations</u> Ancient Egypt	The Roman Empire
Investigate and Interpret the Past		Use evidence to ask questions and find answers to questions about the past Suggest suitable sources of evidence for historical enquiries Use more than one source of evidence for historical enquiry in order to gaina more accurate understanding of history	Use evidence to ask questions and find answers to questions about the past Suggest suitable sources of evidence for historical enquiries Use more than one source of evidence for historical enquiry in order to gaina more accurate understanding of history	Use evidence to ask past Suggest suitable sou Use more than one s gaina more accurate Describe different why the accounts ma Suggest some of the and changes in histo
Build an Overview of World History		Give a broad overview of life in Britain Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past including ideas , beliefs, attitudes and experiences of men, women and children	Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past including ideas , beliefs, attitudes and experiences of men, women and children	Give a broad overvie Describe the social, Describe the charac attitudes and exper
Understand Chronology		Place events, artefacts and historical figures on a time line using dates Understand the concept of change over time, representing this, along with evidence on a timeline Use dates and terms to describe events	Place events, artefacts and historical figures on a time line using dates Understand the concept of change over time, representing this, along with evidence on a timeline Use dates and terms to describe events	Place events, artefa Understand the con evidence on a timelin Use dates and terms

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facts and historical figures on a time line using dates oncept of change over time, representing this, along with eline

ms to describe events

Communicate	Use appropriate historical vocabulary to	Use appropriate historical vocabulary to communicate	Use appropriate
Historically	communicate	Dates	Dates
•	Dates	Time period	Time period
	Time period	Use literacy, numeracy and computing skills to a good	Use literacy, nur
	Use literacy, numeracy and computing	standard in order to communicate information about the	in order to comm
	skills to a good standard in order to	past.	
	communicate information about the past.		
	learning a	ogether and having	BUR

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imeracy and computing skills to a good standard municate information about the past.

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; • achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historicallyvalid questions and create their own structured accounts, including written narratives and analyses
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Knowledge (Breadth)	Year Group 4	Autumn Term <u>A study of a theme in British History</u> WW1	Spring Term Britain's settlement by Anglo-Saxons and Scots	Summer term The Viking and Angl the time of Edward
Investigate and Interpret the Past		Use evidence to ask questions and find answers to questions about the past Suggest suitable sources of evidence for historical enquiries Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history Describe different accounts of a historical event, explaining some reasons why the accounts may differ Suggest some of the causes and consequences of some of the main events and changes in history	Use evidence to ask questions and find answers to questions about the past Suggest suitable sources of evidence for historical enquiries Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history	Use evidence to a about the past Suggest suitable Use more than on order to gain a ma Describe different some reasons why Suggest some of main events and a
Build an Overview of World History		Give a broad overview of life in Britain Describe the characteristic features of the past including ideas , beliefs, attitudes and experiences of men, women and children	Give a broad overview of life in Britain Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past including ideas , beliefs, attitudes and experiences of men, women and children	Give a broad over Describe the soci past society Describe the cha ideas , beliefs, at children

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e sources of evidence for historical enquiries one source of evidence for historical enquiry in more accurate understanding of history ent accounts of a historical event, explaining hy the accounts may differ

f the causes and consequences of some of the changes in history

erview of life in Britain ocial, ethnic, cultural or religious diversity of

naracteristic features of the past including attitudes and experiences of men, women and

Understand	Place events, artefacts and historical	Use dates and terms to describe events	Use dates and ter
Chronology	figures on a time line using dates	Good	
	Use dates and terms to describe events		
Communicate	Use appropriate historical vocabulary to	Use appropriate historical vocabulary to communicate	Use appropriate h
Historically	communicate	Dates	Dates
	Dates Time period	Time period Era	Time period Era
	Era	Change	Change
	Change	Chronology	Chronology
	Chronology	Use literacy, numeracy and computing skills to a good	Use literacy, num
	Use literacy, numeracy and computing	standard in order to communicate information about the	in order to commu
	skills to a good standard in order to communicate information about the past	past	
	communicate information about the past		(0)
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	Year Group	Autumn Term	Spring Term	Summer Term
Knowledge (Breadth)	5	<u>A study of a theme in British History</u> WW2 and the Battle of Britain	<u>A study of a theme in British History</u> The changing roles of women from Victorian era to present day	<u>A non European soc</u> Mayan Civilisation c
Investigate and Interpret the Past		Use sources of evidence to deduce information about the past Select suitable sources of evidence, giving reasons for choice Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied Understand that no single source of evidence gives the full answer to questions about the past	Use sources of evidence to deduce information about the past Select suitable sources of evidence, giving reasons for choice Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied Understand that no single source of evidence gives the full answer to questions about the past	Use sources of evi Select suitable so Understand that r to questions about
Build an Overview of World History		Describe the social diversity of past society	Describe the characteristic features of the past, including ideas beliefs attitudes and experiences of men, women and children	Describe the social society Describe the char beliefs attitudes a
Understand Chronology		Describe the main changes in a period of history(including terms such as social, religious, political, technological and cultural) Use dates and terms accurately in describing events	Describe the main changes in a period of history(including terms such as social , religious , political , technological and cultural) Use dates and terms accurately in describing events Understand the concepts of continuity and change over time, representing them, along with evidence , on a timeline Use dates and terms accurately in describing events	Describe the main such as social , rel Use dates and ter

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in changes in a period of history(including terms religious, political, technological and cultural) erms accurately in describing events

Communicate	Use appropriate historical vocabulary to	Use appropriate historical vocabulary to communicate	Use appropriate ł
Historically	communicate	Dates	Dates
•	Dates	Time period	Time period
	Time period		Era
	Era	Chronology	Chronology
	Chronology	Continuity	Continuity
	Change	Change	Change
	Use original ways to present information and ideas	decade Use original ways to present information and ideas	Decade legacy
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	Year Group	Autumn Term	Spring Term	Summer Term
Knowledge (Breadth)	6	<u>Study an aspect or theme in British history</u> <u>that extends pupils chronological knowledge</u> <u>beyond 1066</u> Was Guy Fawkes framed?	<u>Ancient Greece – a study of Greek life and achievements and their influence on the western world</u>	<u>A local history stud</u> The Hartley Pit Dis
Investigate and Interpret the Past		Use sources of evidence to deduce information about the past Select suitable sources of evidence, giving reasons for choices Use sources of information to form testable hypothesis about the past Seek out and analyse a wide range of evidence in order to justify claims about the past Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied Understand that no single source of evidence gives the full answer to questions about the past	Use sources of evidence to deduce information about the past Select suitable sources of evidence, giving reasons for choice Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied Understand that no single source of evidence gives the full answer to questions about the past	Use sources of ex Select suitable so Understand that answer to questic

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evidence to deduce information about the past sources of evidence, giving reasons for choice at no single source of evidence gives the full tions about the past

Build an Overview	Describe the social, ethnic cultural or	Describe the social, ethnic cultural or religious diversity	Describe the cha
of World History	religious diversity of past society	of past society	ideas beliefs atti
	Describe the characteristic features of	Describe the characteristic features of the past,	children
	the past, including ideas beliefs attitudes	including ideas beliefs attitudes and experiences of	
	and experiences of men, women and	men, women and children	
	children		
Understand	Describe the main changes in a period of	Describe the main changes in a period of	Describe the mai
Chronology	history(including terms such as social,	history(including terms such as social, religious,	terms such as so
	religious, political, technological and	political, technological and cultural)	cultural)
	cultural)	Use dates and terms accurately in describing events	Use dates and te
	Use dates and terms accurately in	Understand the concepts of continuity and change over	Understand the a
	describing events	time, representing them, along with evidence, on a	representing the
	Understand the concepts of continuity	timeline	Use dates and te
	and change over time, representing them, along with evidence , on a timeline	Use dates and terms accurately in describing events	
	Use dates and terms accurately in		
	describing events		
Communicate	Use appropriate historical vocabulary to	Use appropriate historical vocabulary to communicate	Use appropriate l
Historically	communicate	Dates	Dates
Flistorically	Dates	Time period	Time period
	Time period	Era	Era
	Era	Chronology	Chronology
	Chronology	Continuity	Continuity
	Continuity	Change	Change
	Change	Century	Century
	Century	Legacy	Decade
	Decade	Use literacy, numeracy and computing skills to an	Legacy
	Legacy	exceptional standard in order to communicate	Use literacy, num
	Use literacy, skills to an exceptional	information about the past	standard in order
	standard in order to communicate	Use original ways to present information and ideas	Use original ways
	information about the past		
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