

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	Recognise self in baby photos	Name family members in 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	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 timeline to recall the passage of time.	Know that children were babies in the past. Know that adults were children in the past..	Know that adults can remember things from the past.	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.

Learning together and having fun

Progression Map		Subject: History 2026/27		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 historically-valid 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)	1	<u>Significant historical event in the locality</u> Great Fire of Newcastle	<u>Changes beyond living memory</u> Personal history, timeline of their lives	<u>Lives of Significant Individuals</u> 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 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	

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 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
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 phrases such as : long age,, when my parents were children, years, decades, and centuries to describe the passing of time

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- 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
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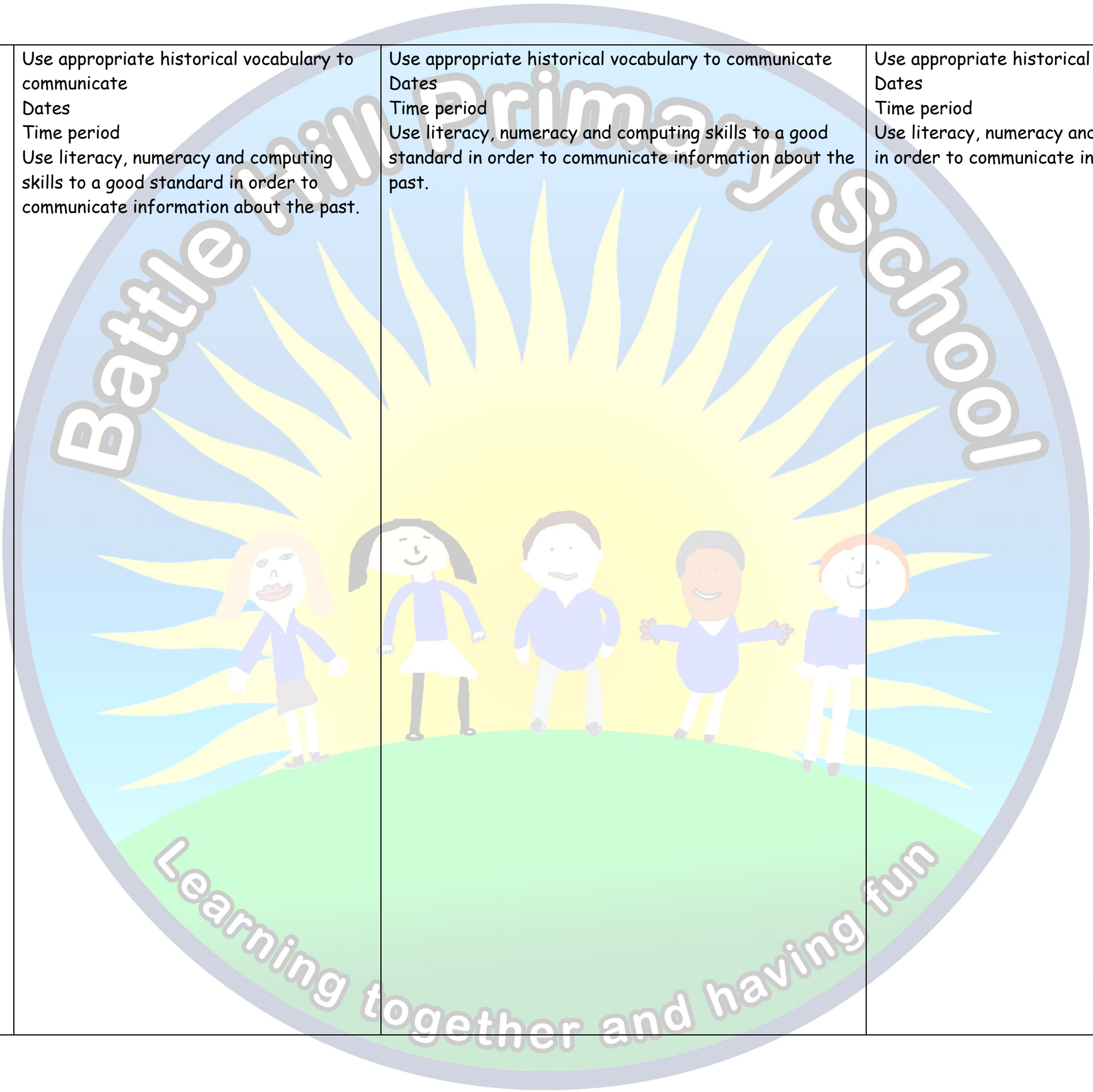
	Year Group	Autumn Term	Spring Term	Summer Term
Knowledge (Breadth)	2	<u>Key events in the past</u> The Gunpowder Plot (Festival: Bonfire Night)	<u>Significant historical events, people and places in their locality</u> George Stephenson	<u>Changes beyond living memory</u> A Day in the Life
<i>Investigate and Interpret the Past</i>		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 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
<i>Build an Overview of World History</i>		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 events Describe significant people from the past Recognise that there are reasons why people in the past acted as they did
<i>Understand Chronology</i>		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 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
<i>Communicate Historically</i>		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 phrases such as :long age, recently, when my parents were children, years, decades, and centuries to describe the passing of 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
- 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.

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Knowledge (Breadth)	3	<u>Changes in Britain from Iron age to Stone age</u>	<u>The achievements of early civilisations</u> Ancient Egypt	<u>The Roman Empire and its impact on Britain</u>
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	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 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
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 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
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, 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

Communicate Historically		Use appropriate historical vocabulary to communicate Dates Time period Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Use appropriate historical vocabulary to communicate Dates Time period Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Use appropriate historical vocabulary to communicate Dates Time period Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
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Knowledge (Breadth)	4	<u>A study of a theme in British History WW1</u>	<u>Britain's settlement by Anglo-Saxons and Scots</u>	<u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u>
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 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
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 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

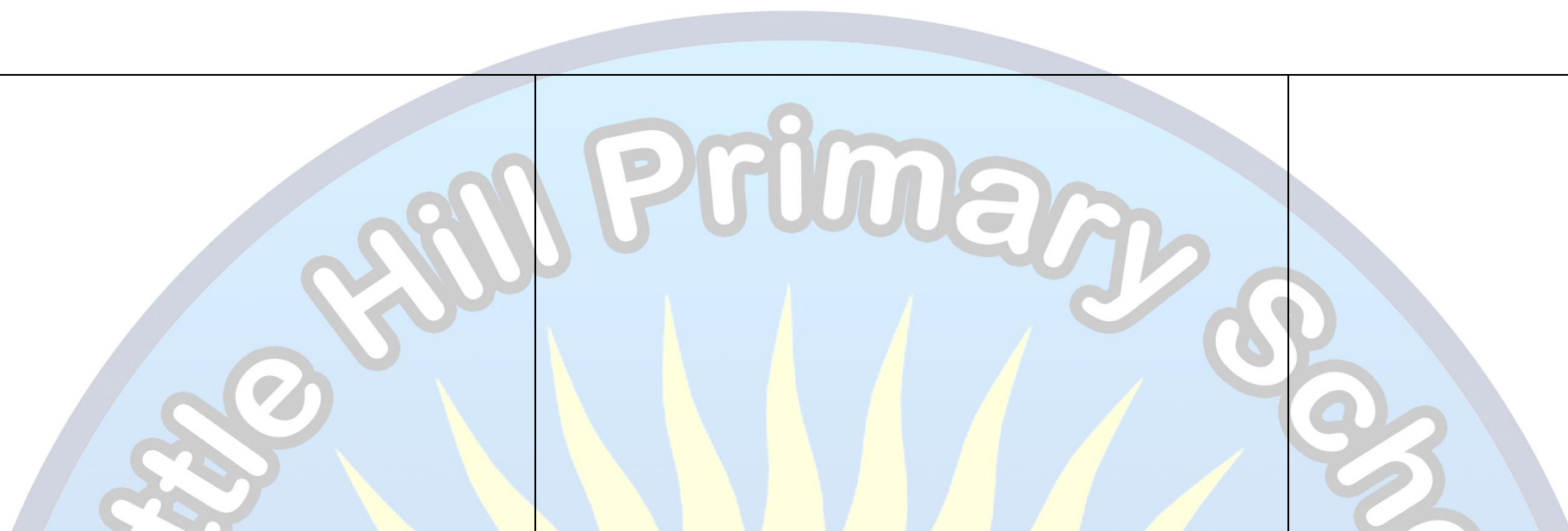
Understand Chronology		Place events, artefacts and historical figures on a time line using dates Use dates and terms to describe events	Use dates and terms to describe events	Use dates and terms to describe events
Communicate Historically		Use appropriate historical vocabulary to communicate Dates Time period Era Change Chronology Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past	Use appropriate historical vocabulary to communicate Dates Time period Era Change Chronology Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past	Use appropriate historical vocabulary to communicate Dates Time period Era Change Chronology Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past

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Knowledge (Breadth)	5/6 Cycle A	<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 society that contrasts with British history</u> Mayan Civilisation c. 900
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 evidence to deduce information about the past Select suitable sources of evidence, giving reasons for choice Understand that no single source of evidence gives the full answer to questions about the past
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, 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
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	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

		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	
Communicate Historically		Use appropriate historical vocabulary to communicate Dates Time period Era Chronology Change Use original ways to present information and ideas	Use appropriate historical vocabulary to communicate Dates Time period Era Chronology Continuity Change decade Use original ways to present information and ideas	Use appropriate historical vocabulary to communicate Dates Time period Era Chronology Continuity Change Decade legacy Use original ways to present information and ideas



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Knowledge (Breadth)	5/6 Cycle B	<u>Study an aspect or theme in British history that extends pupils chronological knowledge 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 study.</u> The Hartley Pit Disaster



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 evidence to deduce information about the past Select suitable sources of evidence, giving reasons for choice Understand that no single source of evidence gives the full answer to questions about the past
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		Change Century Decade Legacy Use literacy, skills to an exceptional standard in order to communicate information about the past Use original ways to present information and ideas	Century Legacy Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past Use original ways to present information and ideas	Century Decade Legacy Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past Use original ways to present information and ideas
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