

**HISTORY Curriculum Progression at Merebrook Infant School**

Essential Learning Objective	EYFS			Year 1			Year 2		
	Skills	Knowledge	Key Vocabulary	Skills	Knowledge	Key Vocabulary	Skills	Knowledge	Key Vocabulary
To investigate and interpret the past	<p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Look at the photos from their own past and their families and talk about it.</p> <p>Look at some evidence from the past (drawings of pirates) and ask questions and answer questions.</p>	<p>Children learn that past is what's happened already (yesterday, at the weekend etc.)</p> <p>Children learn that present is what is happening now.</p> <p>Children talk about recent events in their lives and family members such as birthday parties, family gatherings, holidays, days out, school trips</p> <p>Children look at pictures and talk about what they looked like, what they did, who was there etc.</p> <p>Children examine drawings of pirates to learn about pirates and to ask and answer questions and find out more about them.</p>	<p>Yesterday At the weekend In the morning Now Birthday Holiday Party Photos Drawings A long time ago</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Past is the time before the present. Things that have happened.</p> <p>History means everything that has happened in the past to people or things</p> <p>An artefact is an object made by a human being, typically one of cultural or historical interest.</p> <p>Evidence is facts and information to show something is true.</p>	<p>Past History Artefacts evidence</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago? Identify some of the different ways the past has been represented.</p>	<p>Past is the time before the present. Things that have happened.</p> <p>History means everything that has happened in the past to people or things</p> <p>An artefact is an object made by a human being, typically one of cultural or historical interest.</p> <p>Evidence is facts and information to show something is true.</p> <p>Children learn that we learn from the past by looking at different evidence such as pictures, plays, films, museum displays, and fiction and non-fiction writings.</p>	<p>Past History Evidence Artefacts Pictures Photos Drawings paintings plays films museum displays Fiction and non-fiction writings. diaries</p>
To build an overview of world history	<p>Children learn about historical events such as Bonfire night Remembrance Sunday and poppy appeal</p> <p>Children learn about pirates and their lives.</p>	<p>Children learn who Guy Fawkes was and why he acted like that. Children learn why we have a remembrance Sunday. Children learn about poppy appeal and why we wear poppies.</p> <p>Children learn that pirates lived a long time ago. They learn some facts about their lives on the ship. They learn about some famous pirates and</p>	<p>Bonfire night Guy Fawkes Gun powder Fireworks King War peace Soldiers Poppy appeal enemy</p> <p>Captain Black Beard, Grace O'Malley, pirates, Queen Elizabeth I, pirate ship, battle, treasure, seas,</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <ul style="list-style-type: none"> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul> <p>Identify similarities and differences between ways of life in different periods.</p>	<p>Significant person means an important person from the past.</p> <p>Historical event means something important that happened in the past.</p> <p>Children learn about historical events such as Bonfire night Remembrance Sunday and poppy appeal</p> <p>Children describe the life of Christopher</p>	<p>Bonfire night Guy Fawkes Gun powder Fireworks King World War 1 &amp; 2 peace Soldiers Poppy appeal enemy</p> <p>Explorer, Atlantic Ocean, Voyage, map, ship, sailing, Journey, sailor, new world, Spain, Italy</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Identify similarities and differences between ways of life in different periods.</p>	<p>Significant person means an important person from the past.</p> <p>Historical event means something important that happened in the past.</p> <p>Family Tree is a diagram showing the relationship between people in several generations of a family.</p>	<p>Significant Historical events Fossil Fossil hunter Archaeologist Lyme Regis Dorset Jurassic period</p> <p>Astronaut, Neil Armstrong Pilot, Apollo 11 Space, moon, moon landing USA, NASA, Earth, orbit</p>

		what they did and why they did them and what happened to them.	oceans, canon, canon balls, sword, cutlass, dagger,		Columbus and his voyage and discovery  Children describe the life of Queen Elizabeth II  Children describe Mary Seacole and Florence Nightingale' lives and their achievements. Children compare and contrast nursing then and now.	Coronation, royal, royal family, monarchy, crown, palace, throne, head of state, army and church, longest-reigning monarch, nation of United Kingdom  Jamaica, nurse, Crimea war, British hotel, soldiers, hospital Italy, the lady with the lamp, Queen Victoria, Royal Red Cross,		Children describe the life of Mary Anning and learn about her discoveries.  Children learn about moon landing and Neil Armstrong and Identify similarities and differences between ways of travel now and the 15 <sup>th</sup> century.  Children describe the life of Queen Victoria and compare her life to the life of Queen Elizabeth II and their relations.  Children describe Great fire of London and learn about Samuel Pepys's diary. Children learn the impact of Great Fire of London. Children identify the similarities and differences between buildings now and then.	Queen Victoria, Prince Albert, monarchy, British Empire, crown, palace, throne, Victorian era, family tree, royal, Royal family,  King Charles II, Samuel Pepys, fireman, Fire hooks, fire engine, River Thames, London Bridge, St Paul's Cathedral, Monument,
To understand chronology	Sequence the stages in their lives  Sequence events and activities	Children sequence the stages of their lives in a chronological order and talk about it.  Children sequence the activities of a typical day in school.  Children retell the events of a trip in the chronological order.	Baby, toddler, child, grow, change  First, then, after, eventually, finally, at the end	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Recount changes that have occurred in their own lives.</li> </ul>	A timeline is a line that shows the time and the order in which events have happened  Chronology means the order in which a series of events happened  A timeline of Christopher Columbus, Mary Seacole, Florence Nightingale, Queen Elizabeth II  A timeline of buildings/ bridges (old and new)  A timeline of toys (old and new)	Timeline Chronology Past Present Old new Older newer	Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate.	Children Know the 3 periods of time when dinosaurs roamed the earth (Triassic, Jurassic, Cretaceous)  A timeline of Great fire of London, Queen Victoria, Mary Anning and Moon landing with dates	Timeline Chronology Past Present Old new Older newer
To communicate historically	Use words such as when I was a baby, little	Children talk about what they could do and couldn't when they were a baby.	Baby, little, child, toddler, yesterday, at the weekend, when it was my birthday, when we went on holiday	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years ago,	Year: the period of 365 days (or 366 days in leap years) starting from the first of January	A long time ago recently Year Decade Century	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years,	Year: the period of 365 days (or 366 days in leap years) starting from the first of January	A long time ago recently Year Decade Century

	Talk about the events in their immediate past such as at the weekend, in the morning	Children talk about the past events in their lives (family outings, parties, weekends, holidays etc.)		decades and centuries ago to describe the passing of time.	Decade: A period of 10 years  Century: a period of 100 years		decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such monarchy, empire parliament, democracy, and war and peace.	Decade: A period of 10 years Century: a period of 100 years Monarchy: a country with a monarch (king or queen) as its head. Nation: a country full of people living together Empire: a group of people and countries living under one ruling country. Parliament is place where the rules of the country are made. War: when people and countries fight each other. Peace: calm and happiness without war and fighting.	Monarchy Empire War Peace Parliament nation
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