

## HISTORY Curriculum Progression at Merebrook Infant School

EYFS Development Matters			KS1 National Curriculum			
<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history. (Three and Four-Year-Olds)</li> <li>Show interest in different occupations. (Three and Four-Year-Olds)</li> <li>Talk about members of their immediate family and community. (Reception)</li> <li>Name and describe people who are familiar to them. (Reception)</li> <li>Comment on images of familiar situations in the past. (Reception)</li> <li>Compare and contrast characters from stories, including figures from the past. (Reception)</li> <li>Talk about the lives of the people around them and their roles in society. (ELG)</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)</li> </ul>			<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p><b><u>Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and / or Florence Nightingale and Edith Cavell.</li> <li>significant historical events, people and places in their own locality.</li> </ul>			
	EYFS		Year 1		Year 2	
Autumn	Me and my family	Bonfire night Remembrance Day	<p><b>The lives of significant individuals in the past</b>  <b><u>What did Mary do in her life that was so special?</u></b>  Mary Anning  <b><u>How have our lives been changed by the Victorians?</u></b>  Queen Victoria (life at the start and end of her reign - children's lives)</p>	<p><b>Events commemorated through festivals or anniversaries</b>  <b><u>What are we remembering and why?</u></b>  Bonfire night  Remembrance Day</p>	<p><b>The lives of significant individuals in the past</b>  <b><u>Why do we remember them?</u></b>  Florence Nightingale  Mary Seacole  <b>Events beyond living memory</b>  <b><u>Who was to blame for the Great Fire of London?</u></b>  The Great Fire of London</p>	<p><b>Events commemorated through festivals or anniversaries</b>  <b><u>What are we remembering and why?</u></b>  Bonfire night  Remembrance Day</p>
Spring	People who help us	Pirates	<p><b>The lives of significant individuals in the past</b>  <b><u>Who would you rather explore with?</u></b>  Neil Armstrong  Christopher Columbus</p>		<p><b>The lives of significant individuals in the past</b>  <b><u>What did Robert Falcon Scott do that was special?</u></b>  Robert Falcon Scott  <b><u>How have cars changed over time?</u></b>  Cars from beginning to now, The first car and a new car</p>	
Summer			<p><b>Changes within living memory:</b>  <b><u>How the way we shop has changed over the years?</u></b>  Shops now and then  <b><u>Would you prefer to live now or in the Victorian Era?</u></b>  Victorian Era (Toys and schools and homes in Victorian Era compared to now)  <b>significant historical events, people and places in their own locality.</b>  <b><u>What do we learn from the MK museum?</u></b>  MK museum/John Radcliffe</p>		<p><b>Changes within living memory:</b>  <b><u>How have homes changed over the years?</u></b>  Homes now and then  <b>Significant historical events, people and places in their own locality.</b>  <b><u>What did Alan Turing do that was special?</u></b>  Alan Turing / Bletchley Park</p>	

CHRONOLOGY			
	EYFS	Year 1	Year 2
<b>Disciplinary Knowledge</b>	To begin to show an awareness of the past, using common words and phrases relating to the passing of time e.g. when I was little, when it was my birthday etc.	To demonstrate an awareness of the past, using common words and phrases relating to the passing of time e.g. before, after, now, oldest, newest, a long time ago.	To demonstrate increasingly secured chronological knowledge and understanding of the past using phrases relating to the passing of time e.g. years, decades, centuries.
<b>Substantive Knowledge</b>	I can put the pictures of my own growth since birth in the right order. I know that I have been growing and getting bigger and stronger since birth. I know that as I am growing, I am developing more skills and I am learning more things every day. I know that the pirates lived a long time ago.	I can show where people and events fit into a broad chronological framework I begin to use dates – specific to famous people/events studied e.g. Mary Anning, Christopher Columbus, Neil Armstrong, John Radcliffe, Queen Victoria. I know that these significant people and events belong to different times in the past. I begin to put these significant people / events on a timeline.	I can use dates - specific to famous people / events e.g. Florence Nightingale, Mary Seacole, Robert Falcon Scott, Alan Turing, Great Fire of London I know that these significant people and events belong to different times in the past. I can put these significant people/ events on a timeline. I can use dates and the time of the day to put the events of the Great Fire of London in chronological order.
<b>Vocabulary</b>	Baby, toddler, child, grown up, old, little, grow, change, at the weekend, on my birthday, when I was little, when we went on holiday, a long time ago etc.	past, present, before, after, now, old, new	year, decade, century, chronology, timeline,

CHANGE AND CONTINUITY			
	EYFS	Year 1	Year 2
<b>Disciplinary Knowledge</b>	To show awareness of the continuity and changes happening around them. To be able to look at family photos / videos to find out about own life story. To recognise a familiar event such as birthdays can be represented in different ways e.g. photos, videos.	To begin to identify old and new things across periods of time through pictures, photographs and artefacts. To begin to understand that some things change and some things stay nearly the same.	To identify old and new things across periods of time through pictures, photographs and objects. To understand that some things change and some things stay nearly the same.
<b>Substantive Knowledge</b>	I can spot and talk about the changes that have been happening to me by looking at my younger photos. I can talk about and describe the members of my family including grandparents and relatives. I can name important places in my community such as schools, shops, doctors etc. I know that there are people who are always there to help and look after us as we grow up.	I can explain how the way we shop has changed in the UK since the 1930s until now and I can sequence the shops from the oldest to the newest.  I can explain the history of MK museum and how MK Museum started and explain how it developed through time from 1967 until now.	I can explain how things we use at home have changed and improved over the last few decades in the UK.  I can explain how cars have evolved since their invention and I can sequence them chronologically.
<b>Vocabulary</b>	Same, different	Similarities, differences	Improvement, advancement, progress,

CAUSE AND CONSEQUENCE			
	EYFS	Year 1	Year 2
<b>Disciplinary Knowledge</b>	To show an understanding that people do things for a reason and there are consequences for their actions.	To begin to understand that a cause makes something happen and that historical events have causes. To begin to explain that historical events are caused by things that occurred before them. To begin to understand that a consequence is something that happens as a result of something else.	To understand that a cause makes something happen and that historical events have causes. To explain that historical events are caused by things that occurred before them. To understand that a consequence is something that happens as a result of something else.
<b>Substantive Knowledge</b>	I can explain why pirates chose to become pirates. I can explain what happened to Edward Teach in the end and why.	I can talk about what led to Mary Anning’s discoveries and what happened as a result (changed our view of the world)	I can explain that the Crimean War was the cause for Florence Nightingale and Mary Seacole’s important work and the

	I can explain why Grace O'Malley was arrested and what happened when she met the Queen.	I can talk about what led to the discoveries of explorer, Christopher Columbus and what happened as a result (the discovery of a new continent)	consequence was better conditions and improved treatments in hospitals. I can explain that the Great Fire of London spread because of the poor building materials and cramped conditions and as a result future building were built better and the fire services were improved. I can talk about what led to the discoveries of explorers (Robert Falcon Scott) and what happened as result. I can explain how Alan Turing's work helped to end the war and I can explain that his first computer started the beginning of the age of computers.
<b>Vocabulary</b>	Wrong choices, right choices	Reason, outcome	Cause, consequence

SIGNIFICANCE (Events)			
	EYFS	Year 1	Year 2
<b>Disciplinary Knowledge</b>	To show an understanding of the importance of events.	To begin to talk about why the event was important and what happened. To begin to identify different ways to represent the past (photograph, stories, information books, artefacts) To begin to ask and to answer questions about historical events e.g. When? What happened? What was it like....?	To talk about why the event was important and what happened. To identify different ways to represent the past and find out about the past (photograph, stories, websites, information books, artefacts) To ask and to answer questions about historical events e.g. When? What happened? What was it like....? Why? Who was involved?
<b>Substantive Knowledge</b>	<p>I can remember and talk about significant events in my own life such as birthdays and family celebrations.</p> <p><b><u>The Remembrance Day</u></b></p> <p>I know that there were wars that happened a long time ago and brave soldiers fought and many died. I know that we remember them by making and buying poppies.</p> <p><b><u>The Gunpowder Plot</u></b></p> <p>I know that every year in Autumn we celebrate the Bonfire Night. I know how the Bonfire Night is celebrated. I Know Guy Fawkes and his friends tried to kill the king but were found out and stopped.</p>	<p><b><u>The Remembrance Day</u></b></p> <p>I know that the First World War was one of the wars that our country fought many years ago. I know that on the 11<sup>th</sup> November every year we remember the brave soldiers who fought our enemies and made sacrifices in the wars. I know that the day is called Remembrance Day and it is a significant date in our calendar. I know that communities mark this day with parades. I know that the money that is raised from puppies is given to the soldiers and their families.</p> <p><b><u>The Gunpowder Plot</u></b></p> <p>I know the key events of the Gunpowder Plot and its significance in our history.</p> <p><b><u>The Moon Landing</u></b></p> <p>I can recall some facts about the significant event of the Moon Landing and sequence the events of their journey to the moon and back. I know that the Moon Landing event is significant because no one had been on the moon before and this was a great opportunity to learn about space and other planets in space.</p>	<p><b><u>The Remembrance Day</u></b></p> <p>I know that the charity that runs the Poppy Appeal is called the Royal British Legion and can talk about the importance of their work. I know that the day is also called Armistice day. I know the army is consists of three branches Royal Navy, British Army, Royal Air Force. I know that a veteran is a soldier who used to be in the army. I know that the King Charles III and his family leads the commemorations by laying a poppy wreath at a monument in London called Cenotaph.</p> <p><b><u>The Gunpowder Plot</u></b></p> <p>I know why the plotters wanted to kill the King and I can explain why the plan failed and what happened to the plotters.</p> <p><b><u>The Great Fire of London</u></b></p> <p>I can recall some facts about the Great Fire of London. I know that The Great Fire of London was significant as it destroyed 80% of the city and a new London emerged after that.</p>
<b>Vocabulary</b>	<p>War, soldiers, poppy,</p> <p>Bonfire Night, fireworks, sparklers, toffee apples</p>	<p>First World War, Enemy, 11<sup>th</sup> of the 11<sup>th</sup> at 11am, sacrifice, remember, Remembrance Day, parades, poppy wreaths</p> <p>Guy Fawkes, Gunpowder plot, 5<sup>th</sup> November,</p>	<p>The Royal British Legion charity, poppy appeal, Armistice day, veterans, Monuments, Cenotaph, King Charles III</p> <p>King James I, Protestant church, Robert Catesby, Houses of parliament, Catholic church, Tower of London</p>

		Astronaut, Neil Armstrong, Pilot, Apollo 11, Space, moon, moon landing, USA, NASA, Earth, orbit	King Charles II, Samuel Pepys, fireman, Fire hooks, fire engine, River Thames, London Bridge, St Paul's Cathedral, Monument
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SIGNIFICANCE (Individuals)			
	EYFS	Year 1	Year 2
<b>Disciplinary Knowledge</b>	To show an understanding that why some people and what they do are important. To be able to listen to the stories and information to find out about characters and figures from the past.	To begin to explain reasons why a person might be significant. To communicate one's understanding of the past through drawings and simple written captions.	To explain reasons why a person might be significant. To communicate understanding of the past in a variety of ways e.g. timelines, drawing, acting, explanations and writing captions.
<b>Substantive Knowledge</b>	<p><u>People who help us</u></p> <p>I can talk about what the Police Officers do and how they help us. I can talk about what Firefighters do and how they help us. I can talk about what doctors, nurses, paramedics, vets and dentists do and how they help us. I can talk about what the postal workers do and how they help us.</p> <p><u>Edward Teach</u></p> <p>I know why Edward Teach was also called Blackbeard. I can talk about what Edward Teach did during his time as a pirate. I can talk about why his actions upset many people in the army and the ship owners. I can talk about what life was like for the pirates on the pirate ship.</p> <p><u>Grace O'Malley</u></p> <p>I know why Grace O'Malley is an important figure because she was one of the few lady pirates.</p>	<p>I can recall some facts about the life of Mary Anning, Queen Victoria, Neil Armstrong and Christopher Columbus.</p> <p>I know that Mary Anning is significant person because she discovered a new type of dinosaur and changed the way we thought about the age of the planet.</p> <p>I can explain that Queen Victoria's reign is significant because many discoveries and inventions happened during her reign. I can explain what Britain was like at the start of Queen Victoria's reign and the changes that happened during her reign. I can explain what life was like in Victorian England for people particularly for the children.</p> <p>I can explain that Neil Armstrong is significant because he was the first man to walk on the moon in 1969.</p> <p>I can explain that Christopher Columbus is significant because he discovered a new part of the world.</p> <p>I can explain that John Radcliffe is significant to our local history because he bought the land where the MK museum is located now.</p>	<p>I can recall some facts about the life and work of Florence Nightingale, Mary Seacole, Robert Falcon Scott and Alan Turing.</p> <p>I can describe that Florence Nightingale and Mary Seacole are significant because of the changes and improvements they made to the hospital and the nursing practice.</p> <p>I can describe that Robert Falcon Scott is significant because he was the first British explorer to reach the South Pole.</p> <p>I can explain that Alan Turing is significant because he designed the first computer and used it to decode secret enemy messages.</p>
<b>Vocabulary</b>	Police officers, Police station, Police transport (car, helicopter, motorbike, horse) Firefighters, fire station, fire engine doctors, nurses, paramedics, vets, dentists, ambulance, hospital, surgery Postal worker, post office, Captain Black Beard, Edward Teach, pirates, pirate ship, battle, treasure, seas, oceans, Grace O'Malley, Ireland,	<p>Significant, Queen Viktoria, Prince Albert, Empress, British Empire, inventions, discoveries, factories, workhouses, trains, steam engine, Victorian Age Mary Anning, Fossil, Fossil hunter, Archaeologist, Lyme Regis, Dorset,</p> <p>Astronaut, Neil Armstrong, Pilot, Apollo 11, Space, moon, moon landing, USA, NASA, Earth, orbit</p> <p>Christopher Columbus, Explorer, Atlantic Ocean, Voyage, map, ship, sailing, journey, sailor, new world, USA, Spain, Italy, discovery</p>	<p>Robert Falcon Scott, Explorer, expedition, Royal Navy Officer, British, South Pole, anarchic, discovery, Victoria Era</p> <p>Mary Seacole, Florence Nightingale, Jamaica, nurse, Crimea war, British hotel, soldiers, hospital, Italy, the lady with the lamp, Queen Victoria, Royal Red Cross,</p> <p>Alan Turing, second world war, Bletchley, code breaking, mathematician,</p>

COMPARE AND CONTRAST			
	EYFS	Year 1	Year 2
<b>Disciplinary knowledge</b>	<p>To show an understanding of similarities and differences between characters and their behaviours.</p> <p>To show an understanding of similarities and differences between old and new things.</p> <p>To communicate one's understanding of the past, through talk and simple sorting activities.</p>	To begin to recognise some similarities and differences between the past and the present.	To recognise some similarities and differences between the past and the present.
<b>Substantive Knowledge</b>	<p>I can recognise the baddie / villain and the goodie / hero in the stories and explain how I know.</p> <p>I can explain why pirates including Edward Teach were considered villains.</p> <p>I can observe and explain the differences between the Firefighters' uniforms a long time ago and now.</p> <p>I can observe and explain the differences between the firefighters' equipment from a long time ago and now.</p>	<p>I can compare and talk about similarities and differences in some aspects of life in different periods (Christopher Columbus and Neil Armstrong).</p> <p>I can talk about and compare the Victorian toys to toys today and sort them into groups.</p> <p>I can talk about what schools were like in Victorian times and compare and contrast them to schools today.</p> <p>I can talk about what Victorian homes were like and compare them to our homes today.</p>	<p>I can explain what the hospitals were like before Florence Nightingale's actions and after.</p> <p>I can compare and contrast the features of the first car with a modern car.</p>
<b>Vocabulary</b>	Old, new, baddie, villain, goodie, hero	Then, now,	Past, present.