



Intended Curriculum Progression Document for History FS and KS1

EYFS Statutory Education Programme:

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.

National Curriculum Purpose of Study:

A high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and challenges of the time.

Aims: The national curriculum for History aims to ensure that all pupils;

- Know and understand the history of these islands as a coherent, chronological narrative; from the earliest times to the present day...
- Know and understand significant aspects of the history of the wider world
- Understand 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...
- Understand methods of historical enquiry
- Gain perspective and understand the connections between local, regional, national and international history; between cultural, economic, political, religious and social history and between short and long timescales.

Neston Primary Curriculum Progression in History

Subject Content Key Stage 1:

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 the 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.

Pupils should be taught about:

Changes in living memory (where appropriate they should be used to reveal aspects of change in national life)

Events beyond living memory that are significant nationally or globally

The lives of significant individuals in the past who have contributed to national and international achievements

Significant historical events, people and places in their own locality

Long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS F1	Explore the natural world Where we live. Talk about their family	Talk about members of their family and community Talk about people who are familiar to them Make sense of own family's history	Look at their immediate environment- explore natural materials inside and outside	Talk about what they see using a wide vocabulary Explore collections of materials talk about what they notice- link to past events	Understand the life cycle of a plant or animal Describe what they see, hear and feel outside	Continue to develop positive attitudes about differences between people
EYFS F2	How have I changed since a baby?	Sequence family members explain who they are (baby, toddler, child, teenager, adult, elderly)	Talk about what they see in their own environment using a wide range of vocabulary- History of immediate environment	Describe what they see, hear and feel whilst outside- Link to past experiences	Describe what they see, hear and feel whilst outside- Link to past experiences	Talk about the lives of people around them and their roles in society Talk about events in the year
Year 1	N/A	Toys			Neil Armstrong	
Year 2		Chronology – time lines		Know about a famous person from outside the UK and explain why they are famous- Christopher Columbus	Compare 2 people from different periods of history-Christopher Columbus & Neil Armstrong	Know how the local area is different to the way it used to be a long time ago. Differentiate between things that were here 100 years ago and things that were not- Ladies' Day

Year 1 End Points			
Unit Title	Prior learning links	Assessed outcomes	Vocabulary
Toys	Talking about the past in EYFS.	<ul style="list-style-type: none"> Use words relating to the passing of time Place 3 artefacts in chronological order Identify similarities between toys from the past and present 	Past, now, then long ago, old, new, plastic, wooden, metal, chronological order
Neil Armstrong	Figures from the past in EYFS but learning about a significant person.	<ul style="list-style-type: none"> To ask and answer questions To know why Neil Armstrong is a significant person To know about an important event in history Place 4 events on a time-line 	Significant , famous, event, time-line
Year 2 End Points			
Unit Title	Prior learning links	Assessed outcomes	Vocabulary
Know about a famous person from outside the UK and explain why they are famous- Christopher Columbus	Links to a significant person.	<p>Who was Christopher Columbus and when did he live? What was Columbus's early life like? Where did CC think he was sailing to? Did CC discover America? (What was the New World?) What was the impact of his discoveries?</p>	15th Century significant Beyond Living Memory impact navigate voyage compass New World Taino
Compare 2 people from different periods of history- Christopher Columbus & Neil Armstrong	Links to Neil Armstrong in Year 1.	<p>How are the lives achievements of NA and CC similar?</p> <p>How are the lives and achievements of NA and CC different?</p>	Compare opinion similarities differences consequences time-period
Know how the local area is different to the way it used to be a long time ago. Differentiate between things that were here 100 years ago and things that were not- Ladies' Day		<p>What is Neston Ladies' Day and when did it begin?</p> <p>Why was the Neston Female Society formed? Sequence the photos of Ladies' Day</p> <p>How does the source show how Neston has changed or stayed the same?</p> <p>How have the buildings in Neston and their uses changed? NPS 'Ladies' Day'</p>	Century Historical Source Living Memory Beyond Living Memory Society Procession

