



History  
Progression of Knowledge and Skills

	<u>EYFS</u>				<u>Year 1</u>			<u>Year 2</u>			
Term	Autumn	Spring	Summer	Term/NC Strand	Autumn	Spring	Summer	Autumn	Spring	Summer	
<b>Topic/Enquiry</b>	<b>Marvellous Me/ Sparkle and Shine</b> <i>Enquiry 1: How have I changed since I was a baby?</i>		<b>Journeys-Near and Far</b> <i>Who is King of the Castle?</i>		<b>Marvellous Me</b> <i>What has changed since my parents and grandparents were young?</i> <b>Dragons</b>		<b>Journeys-Near and Far</b> <i>Who is King of the Castle?</i>	<b>Big lights, big city</b> <i>Why do we call it the Great Fire of London?</i>	<b>Superheroes</b> What was similar and different about the nurturing nurses?	<b>From pit to port</b> <i>How did China Clay transform our area?</i>	
<b>Enquiry Skills</b>											
<b>Historical Overview</b>	Past and present: They talk about members of their immediate family and community They can comment on images of familiar situations in the past- <b>Visits from people that used to go to our school/work at our school. Look at images of our school.</b> They can compare and contrast characters from stories, including figures from the past then, before, now, next, soon.				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 the 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.			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 the 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.			
	Understanding the world: Sequence photos of ourselves and place it along a timeline with age underneath so that the children can see the sequential impact of numerals, time			<b>Changes within living memory</b>	-Changes that have happened since they were born. Changes in themselves and						-Use books and the internet to find out information about the past.



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	and the physical changes associated with the passage of time. A permanent display in class, which can be developed with time showing the different seasons of the year, will also help children to see how the seasons change with time.		changes in homes compared to those of their parents (80s/90s) and those long ago.					
	<b>Spring</b>	<b>Events beyond living memory</b>	-Know how to ask and answer questions about old and new objects. Homes long ago-visit to Lanyhdrock House.			-Know about an event that happened before their grandparents were born: Samuel Pepys/ John Evelyn- The Great Fire of London		-Know about the life of a famous person in the past; -Know about the lives of significant individuals- Florence Nightingale and Mary Seccole. Jack Lesley-First black footballer to be selected for England; Plymouth Argyle.
<b>Topic/Enquiry</b>	<b>Animals/Once Upon a Time</b> <i>Why do we wear different clothes at different times of the year?</i>							
The children could help to develop a working <b>timeline</b> display, which will grow as the year progresses. It can include artwork or photographs of the children celebrating the events, as well as evidence of seasonal changes. Labels depicting the seasons and/or months will help the children to learn more about the vocabulary associated with the passage of time.								
	<b>Summer</b>	<b>Lives of significant individuals</b>	-Know why there is a monument to a famous event nearby; Remembrance Day					-William Cookworthy/Charles Rashleigh
<b>Topic/Enquiry</b>	<b>Healthy Me/Sowing and Growing</b> <i>What are our favourite celebrations each year?</i>							
<b>What did we do last term?</b> *Children can think the different ways in which they can find out about the past-an early introduction to thinking about historical sources. Have a pictorial daily menu for activities under each day of the week – display it for a whole week so that children can see that different activities happen on different days of the week.		<b>History in the locality</b>			Visit Wheal Martyn or Charlestown. Use words and phrases like before, after, past, present, then, now. -Buildings in Par; things that were			



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				different when their grandparents were young. Walk to the beach.			
Impact/key assessment criteria:		Through the above topics, knowledge and skills a Year 1 historian will:			Through the above topics, knowledge and skills a Year 2 historian will:		
		<ul style="list-style-type: none"> <li>- Know about and name many of the changes that have happened since they were born;</li> <li>- Know how to ask and answer questions about old and new objects;</li> <li>- Use words and phrases like: old, new and a long time ago, before after, past, present, then and now.</li> <li>- Spot old and new things in a picture;</li> <li>- Give examples of things that were different when their grandparents were children;</li> <li>- Know about someone famous who was born or lived near their town;</li> <li>- Know why there is a monument to a famous person or event nearby;</li> </ul>			<ul style="list-style-type: none"> <li>- Know about an event that happened before their grandparents were born;</li> <li>- Recount the life of someone famous from Britain who lived in the past and know about what they did to make the world a better place;</li> <li>- Recount the life of someone famous who lived outside Britain and explain why he/she was famous;</li> <li>- Know about the life of a famous person from the past because they know how to research;</li> <li>- Know how to use books and the internet to find out more information about the past;</li> <li>- Know how to find out things about the past by talking to an older person;</li> <li>- Know about how things were different when their grandparents were children;</li> <li>- Know what certain objects from the past might have been used for;</li> </ul>		

\*All children to have their own timeline which can be added to as they progress through the school.