

Progression of skills: EYFS and KS1

	EYFS	Year 1	Year 2
Units:	<p>Remembrance Key question: Why do we wear poppies? Key historical concepts covered: Significance (Link to NC for Y1 and Y2)</p> <p>The King's Crown Key question: What is a crown and who wears one? Key historical concepts covered (Link to NC for Y1 and Y2): Continuity and change Similarity and difference Chronology</p> <p>Chat Mats Key questions: What is it? What was it used for? Why was it needed? Where does it come from? Do we use it / them today? How has the object changed? Key historical concepts – (Link to NC for Y1 and 2) Continuity and change Similarity and difference Chronology</p> <p>ELG: Understanding the world Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some</p>	<p>Units covered: Mae Jemison and Mary Ellis Who were they and why were they significant? Substantive knowledge: Lives of significant individuals How do we know about what happened in the Great Fire of London? Substantive knowledge: Events beyond living memory How do our favourite toys compare with those of children in the 1960's? Substantive knowledge: Changes within living memory</p>	<p>How has the High Street in Petersfield changed? Substantive knowledge: Events beyond living memory Lives of significant individuals Significant events, people and places in locality What does it take to become a great explorer? Substantive knowledge: Changes within living memory Events beyond living memory Lives of significant individuals Titanic – Triumph or tragedy? Substantive knowledge: Events beyond living memory</p>

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	similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.		
Similarity and difference	I know some similarities and differences between things in the past and now.		
Chronology Including duration/interval/overlap	I can talk about who is in our royal family and know the order to the throne - who was the Queen, who is the King and who will be our future King. (covered in The King's Crown unit) I can hear and use new vocabulary linked to my topic. (covered in The King's Crown unit)	I can create a simple timeline to sequence. I can confidently use vocabulary associated with the past. (Covered in all units)	I understand that historians use dates to describe events. I can use phrases describing intervals of time. (Covered in all units)
Characteristic features of the period/society studied	I can talk about London and its landmarks, share my experiences and sights I have seen. I can recognise clothing and transport from the past and compare it to now. (covered in The King's Crown unit)	I can recognise that buildings, clothing, transport or technology could be different in the past. I can spot significant features not seen today. (Covered in Great Fire of London unit)	I can recognise and describe, in simple terms, some characteristic features of a person or period studied. I am beginning to use period specific language in my explanations (Covered in Petersfield High Street and Titanic unit)
Continuity and change	I can share my thoughts and opinions about objects and photographs which are about the past and describe why it was different compared to now.	I can match old objects to people or situations from the past. I can describe how some aspects of life today differ from the past using simple historical vocabulary. (Covered in Toys and Great Fire of London unit)	I can talk about similarities and differences not just between <i>then</i> and <i>now</i> but between <i>then</i> and another <i>then</i> . (Covered in Petersfield High Street unit)
Cause and consequence including short term/long term	I can talk about why things have happened. For example, why the Queen is no longer our Queen and	I can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.	I can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.

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	why we have a King now. (covered in The King's Crown unit)	(Covered in Great Fire of London unit)	(Covered in Titanic and explorer units)
Historical Significance including short term/long term	I can begin to talk about why people wear poppies.	I can recognise and describe special times or events for family and friends. (Covered in Mary Ellis / Mae Jemison unit)	I can recognise and talk about who was important e.g. in a simple historical account. (Covered in Explorers unit)
Historical Interpretation of the past including how and why contrasting views arise		I can identify and talk about different accounts of real historical situations. (Covered in Great Fire of London unit)	I can identify and talk about differences in accounts relating to people or events both from the time (contemporary source) and from the present (interpretive source). (Covered in Titanic unit)
Historical enquiry including source comparison and analysis		I can talk about similarities and differences between two or more historical sources using simple historical terms. (Covered in Great Fire of London unit) I can talk about past events and use annotations or captions (maybe scribed) to identify important features of pictures sources artefacts etc. (Covered in all units)	I can gather information from simple sources to ask and answer questions about the past. I can explain events and actions rather than just retell the story. (Covered in all units)
Key vocabulary: (Main substantive concepts across the school in purple)	Crown, king, queen, monarchy , power, authority, ruler Remembrance: significant, remember, important Chat Mats: artefact, object, record, recording, same, different, past, present, new, old, order	<u>Toys:</u> Monarchy , technology, transport, entertainment, leisure, chronological, decade, BCE, Millennium, artefact, commemorate, memorable, modern, BCE, century, timeline, invention, historian, significant Mary Ellis and Mae Jemison: Legacy, Monarchy , Society, transport, pilot, aviation, evidence, astrology, astronaut, chronology, timeline, space, significant, importance, past, present <u>Great Fire of London:</u> Monarchy, trade, legacy eyewitness, social class, hazard, artefact, century, memorial, timeline, chronology, evidence, sources, reconstruct, firebreak, compensation, petition, commemorate	<u>Locality:</u> War, crime, empire , conflict, punishment, monarchy , archaeology, power, century, memorial, statue, population <u>Explorers:</u> Exploration, empire, monarchy , slave, trade, equality, New World, government, expedition, voyage, timeline, navigate, motive, conquer, mission, space race <u>Titanic:</u> Empire, social class, transport, monarchy , society, Edwardians, migration , wealth, poverty, evidence, sources, working class, maiden, maritime, voyage, period, era, aristocrat, emigrant, immigrant, disaster

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