

Stelling Minnis CEP School

History Progression Document



EYFS: How we provide for a foundation of historical and geographical skills and knowledge

Main link: Understanding the World

The following are potential learning opportunities where our children may develop skills and knowledge of history and geography in readiness for the KS 1 curriculum. Other opportunities may arise as we follow the children's interests.

Begin to make sense of their own life story and family's history	Talk about photos and memories within their family and growing up	Continue to develop positive attitudes about differences between people	Comment on images of familiar situations in the past	Visit our local area – identifying significant geographical and historical importance – e.g. The Minnis, the windmill and our Churches
Discover and discuss homes, schools and transport from the past	Begin to develop an understanding of chronology when discussing routines and past events	Compare and contrast characters from stories, including figures from the past	Begin to develop an understanding of past and present through stories and images	Notice similarities and differences between families and communities
Celebrate and value cultural, religious and community events and experiences	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Draw information on a simple map	Familiarise children with the name of village, county, country their school is in	Look at aerial views of familiar places recognising key features of the environment
Understand the effect of changing seasons on the natural world around them	Recognise some similarities and differences between life in this country and life in other countries	Explore the natural world around them, sing songs and rhymes about the natural world	Recognise that some environments are different from the one in which they live	Explore in different ways, contrasting environments within both their local and national region

ELG: Past and Present • Talk about the lives of the people around them and their roles in society • Know some 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

People, Cultures and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

EYFS: What this might look like in provision

Main link: Understanding the World

The following are possible opportunities within all provision areas that children may develop historical and geographical skills and knowledge. They may be further developed or adapted to follow the children's interests.

Sharing family photos – on display in home corner to talk about	Discussions about our families – including sharing objects/artefacts important to our families Inviting grandparents in to talk with us	Parents sharing family background, multicultural links. Children with grandparents, relatives, friends in other countries - find on a map	Look at what happens to our environment when the weather changes at different times of the year – make links with different climates around the world	Talk about landscapes including oceans, mountains, deserts – recreate in small world
Build castles and castle features in construction	Roleplaying kings, queens, princes, princess Link to 'significant people'	Exploring countries on maps, globes and atlases inc. using technology e.g. Google Maps	Use directional language in everyday e.g. N,S,E,W, left, right	Creating different kinds of maps: story maps, treasure maps and plans that include symbols, labels and pictures
Talk about and imagination play holidays we have been on and how they are different from where we live	Daily weather conversations. Compare with other countries. Talk about appropriate clothing for different weathers	Talk about our favourite toys, our parents and grandparents' favourite toys	Ordering daily routines and visual timetables Ordering – e.g. how to plant a seed, make a cake, build a structure	Observational skills when drawing things in their environment or when out on walks in our local environment
Exploring different geographical stories from around the world (E.g. Handa's Surprise)	Tasting and trying different foods from around the world	Discover festivals and celebrations from around the world Look at how other children celebrate Christmas	Discussing what happens next in stories Changes in nursery rhymes/ stories	Look at how somethings are old and some are new E.g. Explore how some building look older than others – in stories, in our local area
Creating different environments in small world play – mountains, rivers, beaches, cliffs, woodland	Looking at changes over time that are familiar to us e.g. life cycles of butterflies or tadpoles in our pond	Investigation behaviours in play – What else could we try? What could this be used for? How might this work?	Recapping on 'yesterday's' discussions/activities and relating this to 'past' events	Sand area – exploring environments, being archaeologists

History: Key Stage 1

	Within living memory	Beyond living memory	Lives of significant people	Local history
	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> 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] 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> significant historical events, people and places in their own locality
Year 1	<ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own Organise a number of artefacts by age Know what a number of older objects were used for Know the main differences between their school days and that of their grandparents 		<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous 	<ul style="list-style-type: none"> Know the name of a famous person, or a famous place, close to where they live
Year 2		<ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts Know that children's lives today are different to those of children a long time ago 	<ul style="list-style-type: none"> Know about a famous person from outside the UK and explain why they are famous 	<ul style="list-style-type: none"> 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 (including buildings, tools, toys, etc.)

History: Key Stage 2

CHRONOLOGY (Stone age to 1066)		Beyond 1066	LOCAL STUDY
	<ul style="list-style-type: none"> To include: Stone age to Iron age Romans Anglo-Saxons Vikings 	<ul style="list-style-type: none"> An aspect of theme that takes pupils beyond 1066 	<ul style="list-style-type: none"> A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066
Year 3	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age Know the main differences between the stone, bronze and iron ages Know what is meant by 'hunter-gatherers' 		
Year 4	<ul style="list-style-type: none"> Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudica Know about at least one famous Roman emperor 		

History: Key Stage 2

CHRONOLOGY (Stone age to 1066)		CIVILIZATIONS from 1000 years ago	ANCIENT ANCIENTS (approx. 3000 years ago)
<ul style="list-style-type: none"> To include: Stone age to Iron age Romans Anglo-Saxons Vikings 		<ul style="list-style-type: none"> Choose one of: Mayans Islamic Civilizations Benin Civilization 	<ul style="list-style-type: none"> Cover each of and then choose one to look at in depth: Ancient Egypt Ancient Sumer Indus Valley Shang Dynasty
Year 3	<ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 Know about how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Use a time line to show when the Anglo-Saxons were in England 		
Year 4	<ul style="list-style-type: none"> Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons 		<ul style="list-style-type: none"> Know about, and name, some of the advanced societies that were in the world around 3000 years ago Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty

History: Key Stage 2

CHRONOLOGY (Stone age to 1066)		Beyond 1066	LOCAL STUDY
	<ul style="list-style-type: none"> To include: Stone age to Iron age Romans Anglo-Saxons Vikings 	<ul style="list-style-type: none"> An aspect of theme that takes pupils beyond 1066 	<ul style="list-style-type: none"> A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066
Year 5			<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time
Year 6		<ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework know how Britain has had a major influence on the world 	

History: Key Stage 2

ANCIENT ANCIENTS (approx. 3000 years ago)		CIVILIZATIONS from 1000 years ago	ANCIENT GREECE
<ul style="list-style-type: none"> • Cover each of and then choose one to look at in depth: • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty 		<ul style="list-style-type: none"> • Choose one of: • Mayans • Islamic Civilizations • Benin Civilization 	<ul style="list-style-type: none"> • Greek life and influence on the Western world
Year 5			<ul style="list-style-type: none"> • Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics
Year 6		<ul style="list-style-type: none"> • Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin • Know why they were considered an advanced society in relation to that period of time in Europe 	