



## PROGRESSION IN HISTORY - EYFS TO YEAR 2

A child with secure, age-related historical knowledge and skills will show evidence of attainment set out for the end of each unit:

	EXPLORERS	PLANET PROTECTORS	HEROES	EXPLORERS	PLANET PROTECTORS	HEROES
By the end of EYFS	<i>Local History: Upton</i>	<i>History of Chester Zoo</i>	<i>Florence Nightingale</i>	<i>Space Explorers through the decades</i>	<i>Local History: The History of New Brighton</i>	<i>The Beatles and significant places in Liverpool</i>
<p>I can talk about the lives of the people around me and their roles in society.</p> <p>I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.</p> <p>I can understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I understand that History is the study of the past.</p> <p>I can use words to talk about the passing of time.</p> <p>I know that our school was built in 1930 and that this was before my parents / grandparents were born.</p> <p>I know that my school and village has changed over time and can use photos to help me to talk about how life was the same or different in the past.</p>	<p>I know that Chester Zoo opened in 1931 and that this was a similar time to our school.</p> <p>I know that this was nearly one hundred years ago and a hundred years is called a century.</p> <p>I can find out about how Chester Zoo has changed by visiting the Zoo and looking at old photographs.</p> <p>I can compare my life to the life of the Mottershead family, who I have learned about from videos and stories.</p>	<p>I know that Florence Nightingale was born 200 years ago and that this is two centuries.</p> <p>I can use different sources to find answers to questions about key events in Florence's life.</p> <p>I read stories (Vlad, the Florence Nightingale Adventure) to understand more about events in the past.</p> <p>I can use stories and use role play to explain what I know about Florence Nightingale.</p> <p>I can use artefacts to discuss the differences between nursing in the past and nursing today.</p>	<p>I can show an awareness of the past using common words and phrases.</p> <p>I know key dates in space travel and place on a class timeline.</p> <p>I can talk about how space exploration has changed during different decades.</p> <p>I can use a variety of sources and stories to compare the achievements of significant space explorers in the last century.</p> <p>I can ask and answer questions about space travel in different decades.</p>	<p>I can use a timeline to talk about the changes in New Brighton over two centuries using historical vocabulary.</p> <p>I understand what chronology means and can order events on a timeline in chronological order.</p> <p>I can use enquiry questions to articulate what I want to find out about the past in New Brighton.</p> <p>I can use a variety of historical sources to answer my questions.</p>	<p>I can compare ways of life in Liverpool in the 1960s and today (fashion, music, transport, communication).</p> <p>I can discuss the global significance of The Beatles on music around the world.</p> <p>I can recall places of significant historical interest in Liverpool, particularly those that are linked to The Beatles.</p> <p>I can visit a museum (The Beatles Story), discuss the different ways the past is represented and decide which historical sources are effective.</p>



## PROGRESSION IN HISTORICAL VOCABULARY - EYFS TO YEAR 2

	EXPLORERS	PLANET PROTECTORS	HEROES	EXPLORERS	PLANET PROTECTORS	HEROES
By the end of EYFS	<i>Local History: Upton and Moreton</i>	<i>History of Chester Zoo</i>	<i>Nightingale, Seacole and Cavell</i>	<i>Space Explorers through the decades</i>	<i>Local History: The History of New Brighton</i>	<i>The Beatles and significant places in Liverpool</i>
today yesterday long ago same different before after	decade century change local past present Church Christianity similarities differences	decade century change local past present similarities differences	decade century change past present similarities differences memorial	Revise Y1 vocabulary explorer chronology discovery international significant global cause consequence sources	Revise Y1 vocabulary source chronology cause consequence similarities differences change continuity local Victorian	Revise Y1 vocabulary primary evidence secondary evidence museum source chronology artefact international global significant cause consequence continuity

### Fiction and Non-fiction books to support learning:

EYFS	EXPLORERS	PLANET PROTECTORS	HEROES	EXPLORERS	PLANET PROTECTORS	HEROES
'Lost in the Toy Museum' by David Lucas  Little Leaders board books  'Peepo!' by Ahlbergs	'Lost Wirral' by Les Jones  'Moreton Memories' (local publication)	'Our Zoo' by June Mottershead  'Children's History of Chester' by Tony Pickford	'Vlad and the Florence Nightingale Adventure' by Kate Cunningham  'Comparing people from the past: Nightingale, Seacole and Cavell' by Nick Hunter	'Explorers – Amazing Tales of the World's Greatest Adventurers' by Nellie Huang  'Famous Explorers- Lift the Flap' by Joshua George	'New Brighton – A Victorian Seaside Resort' by Tony Franks-Buckley  'Lost Wirral' by Les Jones	Little People, Big Dreams – John Lennon  'A,B, See the Beatles' by Jill Davis



## EXTENDING HIGHER ATTAINING CHILDREN IN FOUNDATION SUBJECTS - HISTORY

FOUNDATION SUBJECT	KEY STAGE TWO	VOCABULARY TAUGHT IN YEAR THREE
HISTORY	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>They should learn about:</p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• the Viking and Anglo-Saxons struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a local history study (Juniors do Port Sunlight)</li> <li>• a study of an aspect or theme in British history that extends chronological knowledge beyond 1066</li> <li>• the achievements of the earliest civilisations and a depth study of one of them</li> <li>• Ancient Greece – the achievements and influence of the Ancient Greeks</li> <li>• a non-European society that provides contrasts with British history</li> </ul>	<p>abolition afterlife ancient architecture archaeologist artefact circa civilisation empire era hierarchy hieroglyphics immigrants merchants Mesolithic migration mummification Neanderthal Neolithic papyrus pharaoh pyramids Palaeolithic Royal Charter remains sarcophagus settlement tomb trade</p>