



Rawmarsh Ryecroft Infants School - Curriculum Progression Map

History	<u>Values and Vision</u>		
	"Secure, Happy and Successful" Resilience - I always keep going Respect - I value everybody and everything Care - I look after my world and the people in it. Achievement - I try to be the best I can be Community - I am proud of where I belong		
<u>Intent</u> Children will be taught a high-quality history education that develops their knowledge and understanding of Britain's past and that of the wider world. We will inspire pupils' curiosity to know more about the past. We will develop their ability to ask historical questions, understand chronology and think carefully about the evidence they use to find out about information from the past	<u>Implementation</u> At Ryecroft our History curriculum has been developed to ensure coverage and progression across all year groups. History is taught through a skills based theme driven centred curriculum where knowledge is acquired as part of cross curricular learning. As part of our curriculum, we include school visitors and trips out to link in with the topics to enhance children's knowledge. By the end of Year Two, it is expected that most children will have developed their knowledge and understanding of all the skills set out in Key Stage One.	<u>Impact</u> Children will have developed the historical knowledge and skills to help them understand and change the world around them and how things change over time. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent historians in the next phase of their education.	

Taught Curriculum - Objectives and Vocabulary			
	FS2	Year 1	Year 2
Objectives	<u>ELG UTW</u> PAP - To talk about the lives of the people around them and their roles in society; PAP - To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; PAP - To understand the past through settings, characters and events encountered in books read in class and storytelling	<u>National Curriculum</u> To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. To know events beyond living memory that are significant nationally or globally To understand the lives of significant individuals in the past who have contributed to national and international achievements. To compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong). To name people and places in their own locality.	Talk about events beyond living memory that are significant nationally or globally To ask and answer questions about the past. To know where the people and events they study fit within chronological framework and identify similarities and differences between ways of life in different period. To talk about significant historical events, people and places in their own locality. To talk about changes within living memory.
Vocabulary	Event Before After Past Present Change Different Then	Bonfire Night , Gunpowder plot, 5 th November Guy Fawkes , Neil Armstrong Helen Sharman, Tim Peake, Mae Jemison. astronaut, Conisborough Castle,	Poppy Remembrance War conflict soldier London Pudding Lane Samuel Pepys

	Now Extinct Toy Games	Lord Lady Knight Motte and Bailey Drawbridge moat Chronological, famous,	Florence Nightingale Mary Seacole Local Compare Similarities Differences Significant Timeline Same Significant
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Progression Map - As Historians we need to be able to

	FS2	Year 1	Year 2
Chronological Understanding including Timelines	I can put familiar events in the order that they happened.	- I can sequence events in my life in chronological order. - I can begin to put things in chronological order.	- I can recognise the difference between past and present. - I can sequence photographs from different periods of my life and the life of others/ significant others. - I can sequence photographs of significant events from different periods of time and compare similarities and differences.
Historical Enquiry	- I can talk about the difference between past and present events. - I can answer questions about the past comparing characters from stories, including figures from the past.	- I can understand how to find out about the past with support using a variety of different sources. - I can compare photographs of people and events from the past. - I can ask and answer questions with support using simple secondary sources including stories, books or internet. - I can begin to discuss changes made due to an event. - I can start to say which sources are reliable. - I can begin to discuss interpretations of history. - I can begin to interpret pieces of evidence.	- I can understand how to find out about the past using a variety of different sources. - I can compare similarities and difference using photographs of people and events from the past. - I can ask and answer questions using simple secondary sources including stories, books or internet. - I can discuss change and continuity in an aspect of life - I can say which sources are reliable. - I can discuss interpretations of history. - I can interpret pieces of evidence
Cause and Consequence	I can begin to respond to simple questions asking why that happened, within history contexts and across the provision.	- I can question why things happen and give simple explanations. - I can begin to question why things happen and give simple explanations.	- I can question why things happen and give explanations. Recognise why people did things, why events happened and what happened as a result. - I can question why things happen and give simple explanations.
Historical Significance	- I can talk about past and present events in my own life or my families'. - I can recognise and describe special times or events of my family or friends. - I can remember and talk about significant events from my own experiences.	- I can recall significant events from the past. - I can recall and name significant individuals from the past.	- I can understand the key features of significant events that have happened in the past. - I can talk about significant events, people and places in my own locality and the world, including why they are important. - I can understand the significance of events/symbols.

Historical Terms	I can use historical vocabulary with support. For example - past and present.	I can use historical vocabulary with support. For example - chorological order.	I can use historical vocabulary appropriately.
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Progression Map - As Historians we need to know

	I know and can order simple events from my family history. I know that some things happened a long time ago and some things happened recently. I know that toys and games have changed over time. I know that vehicles have changed over time. I know what a fossil is and where they come from. (Dinosaur theme).	I know who Guy Fawkes was, what he did and that he lived a long time ago. I know that air travel has changed. I know that Neil Armstrong was the first man on the moon. I know the parts of a castle, talk about what they are for and their importance. I begin to understand why man wanted to go to the moon. I know what castles are, why and where they were built. I know why castles were built and how they changed. I know about how peoples lives were different in castles.	I know and can explain why Remembrance Day is important. I know why people wear poppies as a mark of respect. I know key facts about WW1 and WW2 I know who Samuel Pepys is and why he is famous in history. I know who Florence Nightingale/Mary Seacole is and why she is famous in history. I know the events of the GFOL and can put them in order. I can explain the differences between fire fighters or houses today and in 1666 I know when and where the Great Fire of London started. I know and can talk about how my local environment has changed. I know how my school is the same and different to the past. I know and can talk about how seaside's have changed over time.
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