



Halfway Nursery Infant School

Whole School Progression Map



Subject: History

Term: Autumn 1

Concept: Safety and Wellbeing - 'The best me I can be!'

Subject Drivers: PE, PSHE and Science

Key- **Highlighted** are the new EYFS 2021 Framework objectives

| Aspect | EYFS (30 - 50mths to ELGs) | | KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework | | |
|------------------------------------|---|---|---|----|-----|
| | F1 | F2 | Y1 | Y2 | GDS |
| Suggested Focused Enquiries | Begin to make sense of their own life-story and family's history. | (Through continuous provision) Understanding the World | NB – Not a subject driver this half term | | |
| Chronology | Remembers and talks about significant events in their own experience. | People and Communities (40-60 months) Enjoys joining in with family customs and routines The World (40-60 months) Looks closely at similarities, differences, patterns and change. | | | |
| Historical Terms | | | | | |
| Historical Enquiry | Shows interest in different occupations and ways of life. | | | | |
| Interpreting History | | | | | |
| Continuity and Change | Remembers and talks about significant events in their own experience. | | | | |

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| Causes and Consequences | | | | | |
| Similarities and Difference | <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> | | | | |
| Significance | | | | | |
| Key Vocabulary | Old, new, past, ago, family tree | Old, new, past, ago, family tree, a long time ago, when I was little, past, since I was born, first, next, after that, later | Before I was born, when I was younger, before/after, past/present, then/now, sequence, chronological order, earlier, later. | Locality, democracy, eye-witness account | |



Halfway Nursery Infant School

Whole School Progression Map



Subject: History

Term: Autumn Term 2

Concepts: Community and Culture - 'Let's Celebrate!'

Subject Drivers: RE, Geography and History

| Aspect | EYFS (30 - 50mths to ELGs) | | KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework | | |
|------------------------------------|--|---|---|---|--|
| | F1 | F2 History Focus: 'The History of You' - Looking back at when we were babies and how we have changed. | Y1 | Y2 | |
| Suggested Focused Enquiries | <p>Begin to make sense of their own life-story and family's history.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> | <p>Understanding the World</p> <p>Comment on images of familiar situations in the past.</p> <p>ELG</p> <p>Talk about the lives of people around them and their roles in society.</p> | <p><i>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</i></p> <p><i>Show where places, people and events fit into a broad chronological framework</i></p> <p><i>Begin to use dates</i></p> | <p>History linked to RE and the Christmas Story</p> <p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Show where places, people and events fit into a broad chronological framework.</p> <p>Begin to use dates.</p> | |

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| | Remembers and talks about significant events in their own experience. | | | |
| Chronology | | | <i>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my L. were younger, years, decades, centuries</i> | Develop the use of a wide vocabulary of historical terms, such as a long time ago, recently, years, decades, centuries. |
| Historical Terms | | | <i>Ask and begin to answer questions about events e.g. When? What happened? What was it like? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites Choose and use parts of stories and other sources to show understanding of events Communicate understanding of the past in a variety of ways</i> | Ask and begin to answer questions about events. Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites. Choose and use parts of stories and other sources to show understanding of events. Communicate understanding of the past in a variety of ways. |
| Historical Enquiry | | | <i>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</i> | Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays. |
| Interpreting History | | | <i>Discuss change and continuity in an aspect of life, e.g. holidays</i> | Discuss change and continuity in an aspect of life, e.g. holidays. |
| Continuity and Change | | | | |
| Causes and Consequences | | | <i>Identify similarities and differences between ways of life in different periods, including their own lives</i> | Identify similarities and differences between ways of life in different periods, including their own lives. |
| Significance | | | | |

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| Key Vocabulary | | Old, new, past, ago, family tree, a long time ago, when I was little, past, since I was born, first, next, after that, later | , celebrate, event(s) King, Mary, Joseph, baby, Jesus, rule, years, difference, object, artefact, picture, photograph, explain, used for, chronological order. | Celebrate, King, Mary, Joseph, baby, Jesus, rule, years, difference, object, artefact, picture, photograph, explain, used for, chronological order. | |
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Halfway Nursery Infant School
Whole School Progression Map



Subject: History

Term: Spring Term 1

Concepts: *Innovation & Imagination*

Subject Drivers: *DT, Art, ICT.*

| Aspect | EYFS (30 - 50mths to ELGs) | | KS1 Statutory Curriculum Guidance <i>Non-Statutory Curriculum Guidance</i> Teacher Assessment Framework | | |
|------------------------------------|-------------------------------|---|--|----|-----|
| | F1 | F2 | Y1 | Y2 | GDS |
| Suggested Focused Enquiries | | (Through continuous provision) Understanding the World People and Communities (40-60 months) Enjoys joining in with family customs and routines The World (40-60 months) Looks closely at similarities, differences, patterns and change. | NB – Not a subject driver this half term | | |
| Chronology | | | | | |
| Historical Terms | | | | | |
| Historical Enquiry | | | | | |
| Interpreting History | | | | | |
| Continuity and Change | | | | | |
| Causes and Consequences | | | | | |
| Significance | | | | | |
| Key Vocabulary | | | Old, new, past, ago, family tree, a long time ago, when I was little, past, since I was born, first, next, after that, later | | |



Halfway Nursery Infant School

Whole School Progression Map



Subject: History

Term: Spring Term 2

Concepts: Time & Change – ‘Back to the Future’

Subject Drivers: History, Science

| Aspect | EYFS (30 - 50mths to ELGs) | | KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework | | |
|------------------------------------|---|---|---|---|--|
| | F1 People and communities The world | F2 History Focus: Life cycle of a butterfly, life cycle of a hen - changes | Y1 | Y2 Space exploration | |
| Suggested Focused Enquiries | Begin to make sense of their own life-story and family's history. | Understanding the World | | | |
| Chronology | Remembers and talks about significant events in their own experience. | People and Communities (40-60 months) Enjoys joining in with family customs and routines The World (40-60 months) Looks closely at similarities, differences, patterns and change. | <i>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</i> <i>Show where places, people and events fit into a broad chronological framework</i> | Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time. Show where places, people and events fit into a broad chronological framework. | |
| Historical Terms | | Compare and contrast characters from stories, including figures from the past. ELG | <i>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my L. were younger, years, decades, centuries</i> | Develop, the use a wide vocabulary of historical terms such as a long time ago, recently, years, decades, centuries. | |
| Historical Enquiry | Shows interest in different occupations and ways of life. | Know some similarities and differences between things | Ask and begin to answer questions about events | Ask and begin to answer questions about events | |

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| | | <p>in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p><i>e.g. When? What happened? What was it like?</i></p> <p><i>Why? Who was involved?</i></p> <p><i>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</i></p> <p><i>Choose and use parts of stories and other sources to show understanding of events</i></p> <p><i>Communicate understanding of the past in a variety of ways</i></p> | <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.</p> <p>Choose and use parts of stories and other sources to show understanding of events.</p> <p>Communicate understanding of the past in a variety of ways.</p> | |
| Interpreting History | | | | | |
| Continuity and Change | <p>Remembers and talks about significant events in their own experience.</p> <p>Talks about why things happen and how things work.</p> <p>Developing an understanding of growth, decay and changes over time.</p> | | <p><i>Discuss change and continuity in an aspect of life. (fossils, dinosaurs)</i></p> | <p>Discuss change and continuity in an aspect of life. (space exploration)</p> | |
| Causes and Consequences | | | | <p>Recognise why people did things, why some events happened and what happened as a result of people's actions or events. (Moon landings, travel to space)</p> | |
| Significance | <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in the lives of people who are familiar to them.</p> | | <p><i>Identify similarities and differences between ways of life in different periods, including their own lives</i></p> | <p>Recognise and make simple observations about who was important in an historical event/account. (Astronauts)</p> | |

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| | Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. | | | | |
| Key Vocabulary | Old, new, past, ago, family tree | first, next, after that, later, life cycle, egg, caterpillar, chrysalis, butterfly, chick, hen, hatch, changes, grow | Past, since, I was born,, history, very old, before, after, historical event, past/present, fossils, dinosaur, Mary Anning. | Before I was born, when I was younger, before/after, past/present, then/now, sequence, chronological order, earlier, later, historical event, when grandparents were young, parliament, older person, source, research. | |



Halfway Nursery Infant School

Whole School Progression Map



Subject: History

Term: Summer Term 1

Concepts: *Conservation 'Our Wonderful World'*

Subject Drivers: *Geography, Science and PSHE.*

| Aspect | EYFS (30 - 50mths to ELGs) | | KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework | | |
|------------------------------------|---|---|---|----|--|
| | F1 | F2 | Y1 | Y2 | |
| Suggested Focused Enquiries | | (Through continuous provision) Understanding the World People and Communities (40-60 months) Enjoys joining in with family customs and routines ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and | NB – Not a driver this half term | | |
| Chronology | | | | | |
| Historical Terms | | | | | |
| Historical Enquiry | Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. | | | | |
| Interpreting History | | | | | |
| Continuity and Change | | | | | |

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| Causes and Consequences | | among families, communities and traditions. | | | |
| Significance | | <p>The World (40-60 months) Looks closely at similarities, differences, patterns and change.</p> <p>ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> | | | |
| Key Vocabulary | | Old, new, past, ago, family tree, a long time ago, when I was little, past, since I was born, first, next, after that, later | | | |



Halfway Nursery Infant School
Whole School Progression Map



Subject: History

Term: Summer Term 2

Concepts: Enterprise, Inspiration and Aspiration – ‘When I grow up...’

Subject Drivers: Art, DT and ICT

| Aspect | EYFS (30 - 50mths to ELGs) | | KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework | | |
|------------------------------------|--|--|---|----|--|
| | F1 | F2 | Y1 | Y2 | |
| Suggested Focused Enquiries | <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Remembers and talks about significant events in their own experience.</p> | <p>(Through continuous provision)</p> <p>Understanding the World</p> <p>People and Communities (40-60 months)</p> <p>Enjoys joining in with family customs and routines</p> <p>ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and</p> | NB – Not a driver this half term | | |
| Chronology | | | | | |

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|--------------------------------|---|---|--|--|--|
| Historical Terms | | among families, communities and traditions. | | | |
| Historical Enquiry | Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. | The World (40-60 months) Looks closely at similarities, differences, patterns and change. | | | |
| Interpreting History | | ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. | | | |
| Continuity and Change | | | | | |
| Causes and Consequences | | | | | |
| Significance | | | | | |
| Key Vocabulary | | Old, new, past, ago, family tree, a long time ago, when I was little, past, since I was born, first, next, after that, later | | | |

Subject content

Key stage 1 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 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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about: ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ♣ 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] ♣ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] ♣ significant historical events, people and places in their own locality.