




History Curriculum/Progression Map: Early Years with links to KS1

Trust Key Concepts  <i>Key driver: Oracy</i>	Interpreting History through sources/artefacts	Similarity, difference and significance (significant individuals/events, civilizations) Continuity and change (settlement) Cause & consequence (conflict)	Understand Chronology (Main events/people): timelines
Key concepts: End of Yr1 Composite knowledge	Understand the past through: <ul style="list-style-type: none"> Personal experiences Videos (e.g. moon landing) Photos, books and documentaries Maps (CC link) 	Significance (individuals): <ul style="list-style-type: none"> Know about the life of a significant person (Neil Armstrong, Katherine Johnson, Christopher Columbus, Martin Luther King, Rosa Parks) Why were they significant? 	<ul style="list-style-type: none"> Fit people/events into a chronological framework - MLK (bus boycott, speech, prize, assassination), Armstrong (moon landing), Columbus – voyages) Have an understanding of the chronology of the historical periods in which the explorers lived
Key concepts: End of EYFS Composite knowledge	<ul style="list-style-type: none"> Children will explore a variety of primary & secondary sources and be able to respond and recall information e.g. objects, photos, non-fiction books etc. 	<ul style="list-style-type: none"> Know about the important people in their lives Know about people who help us in our community Know some similarities and differences between things in the past and now (ELG) Understand how their own behaviour can have an effect on others 	<ul style="list-style-type: none"> Understand change over time Understand and follow a visual timetable for daily routines Know things that have happened in the past Sequence events and stories with an understanding of chronological order
Early Years – Key Learning Experiences (adult led) (component knowledge) <i>History Capital in red</i>			
TWOs	<ul style="list-style-type: none"> Explore objects – small world toys 	<ul style="list-style-type: none"> Important people – family members 	<ul style="list-style-type: none"> Visual timetables – daily routines
Nursery	<ul style="list-style-type: none"> Family photos (share photo books) Photos Story books Non-fiction books Small world toys 	<ul style="list-style-type: none"> Family members Begin to make sense of own life story and family's history (DM) – share photo books <ul style="list-style-type: none"> Text Link – Peepo – <i>similarity and difference</i> between family life in the past and now 	<ul style="list-style-type: none"> Visual timetables – daily routines Timeline of growing plants/lifecycles (science link) <ul style="list-style-type: none"> Text Links – Jack & Beanstalk, Jasper's Beanstalk, Hungry Caterpillar
Reception	<ul style="list-style-type: none"> Family photos (share photo books) Photos – old and new Videos <ul style="list-style-type: none"> Text link – Astro Girl – video of moon landing Non-fiction books 	<ul style="list-style-type: none"> Important people – to learn facts about the past life and experiences of <i>significant people</i> in their lives Understand the role of <i>significant people</i> in our community e.g. doctor/nurse/vet/police/builder/road 	<ul style="list-style-type: none"> Visual timetables – daily routines Morning routine – 'yesterday was ...' etc. Sequence of mealtimes Sharing holiday news Chronological timeline of growing a

		<p>safety/fire fighters</p> <ul style="list-style-type: none"> ○ Text Link – Astro Girl – female astronauts (family) <p>Compare & contrast characters from stories, including figures from the past (DM)</p>	<p>plant</p> <ul style="list-style-type: none"> ○ Text link – Errol’s Garden ● How children have changed from birth to now ● Text Link: What did the Tree See? (timelines and chronology)
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Early Years Continuous Provision - environment/opportunities (independent and adult supported)

<p>TWOs/Nursery/Reception <i>(ongoing through year)</i></p> <p>Opportunities to revisit learning available in continuous provision, learning journals, reading area</p>	<p>Family photo books reflecting families, cultures – available in reading area and across provision</p> <p>Family photos displayed in the environment</p> <p>Stories and non-fiction books available in Reading Area and across provision to support learning</p> <p>Small world toys – children to create their own environments, including different kinds of transport old and new</p>	<p>Family photo books reflecting families, cultures – available in reading area Family photos displayed in the environment</p> <p>Stories and non-fiction books available in Reading Area and across provision to support learning</p> <p>Small world opportunities – children to create their own environments, including homes, families etc. & castles, knights</p> <p>Home Corner reflecting and representing different cultures and families</p> <p>Explore <i>cause and consequence</i> (conflict) through learning to be kind to each other, sharing, and what happens if we hurt others (in everyday class situations)</p>	<p>Visual timetable on display and used throughout the day</p> <p>Investigation area with plants and natural objects to explore changes over time – growing and decaying</p> <p>Children’s own timelines – baby to now</p>
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<p>Key Knowledge for Assessment</p> <p>New ELGs (2021/22) <i>Understanding the World</i></p>	<p>ELG: Past and Present - Children at the expected level of development will:</p> <ul style="list-style-type: none"> ✓ 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
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<p>Key Vocabulary:</p>	<p><u>TWOs/Nursery</u> Yesterday, today, past, present, before, after, then, now, important, in order</p>	<p><u>Reception</u> Past, previously, earlier, before, after, currently – now, immediately – straight away Significant – important, sequence, Chronological – in order (+ Y1 topic specific vocab)</p>
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