

Summerhill Infant School

Coverage and progression map for History



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Early Learning Goals (linked to subject) ELG: Past and Present Children at the expected level of development will: <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. 					
	Me, Myself and I	Once Upon a Time	Food glorious Food	People Who Help Us	Minibeasts	Wonderful Water
	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.		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;		

Year 1

KS1 National Curriculum statutory requirements

- 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] – remembrance day, guy fawkes,
- 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.

Me and my community	Enchanted Woodland	Pirates!	Toys	Going Green	Castles and Dragons
<ul style="list-style-type: none"> • Talk, draw or write about aspects of the past • Use common words and phrases relating to the passing of time 		<ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time • Ask and answer relevant basic questions about the past • Find answers to some simple questions about the past from simple sources of information • Discuss the lives of significant individuals in the past who have contributed to national and international achievements. • Talk, draw or write about aspects of the past • Identify some similarities and differences between ways of life in different periods • Understand key features of events 	<ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time • Place known events and objects in chronological order • Sequence events and recount changes within living memory • Ask and answer relevant basic questions about the past • Find answers to some simple questions about the past from simple sources of information • Sort artefacts from 'then' and 'now' • Describe some simple similarities and differences between artefacts • Changes within living memory significant historical events, people and places in their own locality • Talk, draw or write about aspects of the past • Identify some similarities and differences between ways of life in different periods 		<ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time • Ask and answer relevant basic questions about the past • Find answers to some simple questions about the past from simple sources of information • Discuss the lives of significant individuals in the past who have contributed to national and international achievements. • Talk, draw or write about aspects of the past • Identify some similarities and differences between ways of life in different periods • Understand key features of events • Relate his/her own account of an event and understand that others may give a different version

	Animals in the Wild	The Victorians	Around the world in 28 days	Explorers	Journey into space	Being Human
Year 2		<ul style="list-style-type: none"> • Discuss the lives of significant individuals in the past who have contributed to national and international achievements. • significant historical events, people and places in their own locality • I can use a wide vocabulary of everyday historical terms • I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods • I can record what I have learned by drawing and writing • I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented 		<ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally [for example, 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 • I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events • I can speak about how I have found out about the past • an awareness of the past, using common words and phrases relating to the passing of time • I can show an awareness of the past, using common words and phrases relating to the passing of time 	<ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally • 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 • Changes within living memory significant historical events, people and places in their own locality • I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods 	<ul style="list-style-type: none"> • changes within living memory.

TT for Year 2

NC and TT for Y2

TT for Year 1

ELG:

Key Stage 1: Chronological understanding

ELG / KS1	Reception	Year 1	Year 2
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			
Show an awareness of the past, using common words and phrases relating to the passing of time		<u>All history topics:</u> <u>Me and My Community, Pirates, Toys, Castles, Dragons, Kings and Queens</u> Use common words and phrases relating to the passing of time	<u>All history topics:</u> <u>Victorians, Journey to space, Explorers</u>
Describe where the people and events studied fit within a chronological framework Identify similarities and differences between ways of life in different periods		<u>Toys(4)</u> Focus: Place known events and objects in chronological order - toys Sequence events and recount changes within living memory - how toys have changed from grandparents to today. Pirates(3)	<u>Victorians (2)</u> Key events and people during Victorians on timeline - start, end, marriage, William Morris, Brunel - bridge train, boat, Mary Seacole. Compare - life of a child (Victorian School day) , transport (Brunel) <u>Explorers(4)</u> Key people on timeline: Neil Armstrong, Christopher Columbus and Ibn Batuta.

Events in pirate history, when was it happening, when did it end, when was the golden Age.

Compare: Different attitude to exploration.

Journey to space(5)

Key events on timeline. Wright Brothers, Montgolfier Brothers, Amelia Earhart, Neil Armstrong, Time Peake, Mae Jemison.

ELG:

Key Stage 1: Historical Enquiry

ELG / KS1	Reception	Year 1	Year 2
Talk about the lives of the people around them and their roles in society;	Me, Myself and I People who help us		
Understand the past through settings, characters and events encountered in books read in class and storytelling			
Ask and answer questions Choosing and using parts of stories and other sources to show that he/she knows and understands key features of events		<u>Main History topics: Pirates, Toys, Castles, Dragons, Kings and Queens</u> Ask and answer relevant basic questions about the past Find answers to some simple questions about the past from simple sources of information. All topics start with what do we know, what do we want to find out. All topics have a range of source material Books, ICT. videos, artefacts, visits	<u>All history topics:</u> <u>Victorians, Journey to space, Explorers</u> All topics start with what do you know, what do you want to find out. Enquiry based topic unit. All topics have a range of source material - Internet, NF books, story books, artefacts, photos, maps, visits
Show understanding of some of the ways in which we find out about the past and		<u>Toys(4)</u> Sort artefacts from 'then' and 'now'	<u>All history topics:</u> <u>Victorians, Journey to space, Explorers</u>

<p>identify different ways in which it is represented</p>		<p>Describe some simple similarities and differences between artefacts</p> <p>Range of old and new toys. Children to understand how we can learn new info from artefacts.</p>	<p>All topics have a range of source material - Internet, NF books, story books, artefacts, photos, maps</p>
--	--	---	--

ELG:

Key Stage 1: Historical Interpretations

ELG / KS1	Reception	Year 1	Year 2
Talk about the lives of the people around them and their roles in society;	Me, Myself and I People who help us		
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		<u>Me and My community (1)</u> Relate his/her own account of an event and understand that others may give a different version Discussion of within their living memory - what do they remember, what do others remember. <u>Toys (4)</u> Focus: How toys have changed from grandparents to today.	<u>Explorers(4)</u> First man on the moon - International Space Station.
Events beyond living memory that are significant nationally or globally.		<u>Events taught through the year</u> Guy Fawkes Remembrance Day	<u>Victorians (2)</u> First steam and propeller iron ship - Brunel <u>Explorers (4)</u> First White man to 'discover' America

			<p><u>Journey to space (5)</u> First aeroplane flight - Wright Brothers</p>
<p>Significant historical events, people and places in their own locality.</p>		<p><u>Pirates (3)</u> Blackbeard and Calico Jack - Bristol pirates</p> <p><u>Castles(6)</u> Bristol castle</p>	<p><u>Victorians (2)</u> Brunel, George Muller, SS Great Britain</p> <p><u>Journey to space (5)</u> Concorde built</p>

ELG:

Key Stage 1: Organisation and communication

ELG / KS1	Reception	Year 1	Year 2
Talk about the lives of the people around them and their roles in society;	Me, Myself and I People who help us		
Use a wide vocabulary of everyday historical terms		<u>All history topics:</u> <u>Me and My Community, Pirates, Toys, Castles, Dragons, Kings and Queens</u> Talk or write about aspects of the past	<u>All history topics:</u> <u>Victorians, Journey to space, Explorers</u> Talk or write about aspects of the past
Speak about how he/she has found out about the past		<u>All history topics:</u> <u>Me and My Community, Pirates, Toys, Castles, Dragons, Kings and Queens</u> Talk about aspects of the past	<u>All history topics:</u> <u>Victorians, Journey to space, Explorers</u> Talk about aspects of the past
Record what he/she has learned by drawing and writing		<u>All history topics:</u> <u>Me and My Community, Pirates, Toys, Castles, Dragons, Kings and Queens</u> Draw or write about aspects of the past School trip - Castles(6) / Going Green(5) Relate his/her own account of an event and understand that others may give a different version	<u>All history topics:</u> <u>Victorians, Journey to space, Explorers</u> Draw or write about aspects of the past

ELG:

Key Stage 1: Understanding of events, people and changes

ELG / KS1	Reception	Year 1	Year 2
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	- class names - Stevenson and Blackwell		
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		<p><u>Main History topics: Pirates, Toys, Castles, Dragons, Kings and Queens</u></p> <p>Identify some similarities and differences between ways of life in different periods</p> <p>Pirates - difference in life then and life now</p> <p>Toys - difference in toys then(grandparents and parents) and now</p> <p>Castles- difference in life then and now</p> <p>Understand key features of events</p> <p>Pirates - golden age of pirating, why pirating happened</p> <p>Castles - why most castles were built, why they were built there. Who lived there.</p>	<p><u>Victorians (2)</u></p> <p>Isambard Kingdom Brunel</p> <p>Queen Victoria</p> <p>Mary Seacole</p> <p><u>Explorers (4)</u></p> <p>Comparison of :</p> <p>Neil Armstrong - first moon</p> <p>Christopher Columbus</p> <p>Ibn Batuta</p> <p><u>Journey to space (5)</u></p> <p>Wright Brothers - first flight</p> <p>Amelia Earhart - first solo female</p> <p>Comparison of:</p> <p>Tim Peake</p>

			Mae Jemison
--	--	--	-------------