



Curriculum Progression



History – human changes

EYFS

- know how my family and home have changed over time
- explain how jobs have changed over time
- identify differences between life in a castle (Medieval period) and the way we live today
- identify differences in ourselves and family members over time

Key Stage 1

- identify differences between a seaside town and a Victorian seaside
- identify differences between toys parents and grandparents played with and the toys we play with today
- compare old and new trains, including advances in technology
- identify similarities and differences between firefighting equipment (1966 v today)
- identify advances in nursing/hospitals (1800s v today)
- identify and understand advances in flight and technology in order to explore

Lower Key Stage 2

- explain why it is important to study history
- discuss what the term chronological means
- compare the period of time I am studying to what life is like in Britain now
- pose an appropriate question about the time period I am studying and complete independent research to answer this
- use a range of sources to complete historical research





Curriculum Progression

History – significant places and events

EYFS

- Know where I live and to remember my address
- Identify historical London landmarks
- Name the key events leading to the celebration of Bonfire Night
- Know what a castle is and its importance in history
- Know that we are ruled by King Charles

Key Stage 1

- know that Southend-on-Sea has the longest pier in the world
- understand the importance Wolverton and Wolverton railway station
- identify the key events of the Great Fire of London
- recognise the importance of the Open University and its work on Space Science

Lower Key Stage 2

- explain why it is important to study history
- discuss what the term chronological means
- discuss the role of a King or Queen
- talk about the objects (i.e. a crown) a Monarch had and why these were important
- discuss crime and punishment (Tower of London visit)
- compare the period of time I am studying to what life is like in Britain now
- pose an appropriate question about the time period I am studying and complete independent research to answer this
- use a range of sources to complete historical research





Curriculum Progression



History – significant people

EYFS

- Explain the difference a significant person has made in their life (role model)
- Know who Guy Fawkes was
- Know the name of the King (King James I) at the time of the Gunpowder Plot
- Name King Charles III, recognising that he has succeeded Queen Elizabeth II

Key Stage 1

- know that Queen Victoria reigned during the Victorian period
- recall facts which show why Robert Stephenson was important in the history of trains
- know that King George IV reigned when The Rocket (steam locomotive) was invented
- know that King Charles II reigned during the Great Fire of London
- understand the importance of Samuel Pepys's diary – primary source of evidence
- know that Sir Christopher Wren was an architect and responsible for designing new building after the great fire, including work on St Paul's Cathedral
- know who Florence Nightingale and Mary Seacole were
- identify how Florence Nightingale and Mary Seacole inspired advances in nursing
- understand the significance of Mae Jemison
- know the significance of the Wright Brothers, Amelia Earheart and Neil Armstrong

Lower Key Stage 2

- explain why it is important to study history
- discuss what the term chronological means
- discuss the role of a King or Queen
- talk about the objects (i.e. a crown) a Monarch had and why these were important
- discuss the role of a King or Queen
- talk about the objects (i.e. a crown) a Monarch had and why these were important
- place the Kings and Queens we have been learning about in chronological order
- explain what a coat of arms is and why they are important

