

EYFS History Curriculum Progression 2024/2025

EYFS Children
Aged 3-4 (Nursery)
Statements

Understanding the World

- Begin to make sense of their own life story and their family history.

EYFS Children in
Reception
Statements

Understanding the World

- Begin to make sense of their own life-story and family's history.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories including figures from the past.

ELG

Past and Present

- Talk about the lives of 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.

ELG

People, Culture and Communities

- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.
- Know some similarities and differences between families, different religious and cultural communities, cultures and traditions.

Y1 History Curriculum Progression 2024/2025			
Term	Autumn	Spring	Summer
Topic	Space	Blast from the Past	Queen Elizabeth II and King Charles III
NC Statements	<p>Explore the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Identify changes in living memory.</p> <p>Understand some of the ways in which we find out about the past. Use sources to ask and answer questions.</p> <p>Know where people and events fit within a chronological framework.</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Learn about events which were significant nationally or globally.</p>	<p>Develop an awareness of the past, through finding out about changes within living memory. These should be used to reveal aspects of change in national life.</p> <p>Ask and answer questions, choosing sources to show that they know and understand key features of events.</p>	<p>Develop an awareness of the past, knowing where people and events studied fit within a chronological framework.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Develop knowledge of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Develop knowledge of events beyond living memory that are significant nationally or globally.</p>
Working historically (interwoven throughout the topics)	<ul style="list-style-type: none"> • to ask perceptive questions • to think critically • to weigh evidence • to sift arguments • to develop perspective and judgement 		
GDS Stretch and challenge	<ul style="list-style-type: none"> • Reflect on how reliable different sources might be. • Show initiative in research Compare different periods of history studied in detail and independently • Explain cause and effect. 		

- Explain how past events have impacted on our lives today.
- Synthesise information about the period studied.

Year 2 History Curriculum Progression 2024/2025			
Term	Autumn 1	Spring	Summer
Topic	The Great Fire of London	Roald Dahl	The Lives of Significant Individuals
NC Statements	<p>Know and understand key features of an event beyond living memory that are nationally significant.</p> <p>To develop knowledge of significant historical events, people and places.</p> <p>To develop an awareness of the past and identify similarities, and differences between ways of life in different periods.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p>To identify significant people and places in their own locality.</p> <p>To identify changes within living memory.</p>	<p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To compare aspects of life in different periods.</p>

Working historically (interwoven throughout the topics)	<ul style="list-style-type: none">• to ask perceptive questions• to think critically• to weigh evidence• to sift arguments• to develop perspective and judgement
GDS Stretch and challenge	<ul style="list-style-type: none">• Reflect on how reliable different sources might be.• Show initiative in research Compare different periods of history studied in detail and independently• Explain cause and effect.• Explain how past events have impacted on our lives today.• Synthesise information about the period studied.