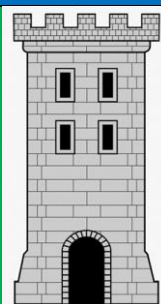
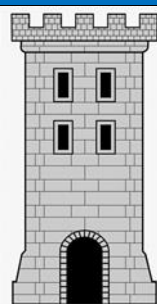


Subject Overview - History



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Love Your Selfie! Me and You	The Wheels on the Bus Ticket Around the World	Dear Zoo Mad About Minibeasts	How to Catch a Dragon Once Upon a Story	Let's Grow! Owl Babies/The Gruffalo	The Most Magnificent Thing! Bright Sparks!
Reception	Love Your Selfie! Me and You	Whatever Next! Ticket Around the World	Down in the Jungle Mad About Minibeasts	Knight in Training Once Upon a Story	Let's Grow! Owl Babies/The Gruffalo	The Most Magnificent Thing! Bright Sparks!
Year 1	Love your selfie Marvellous Me	Amazing places and Spaces/ Explorers Let's Remember	Claws, Feathers and Fangs! Wriggle and Crawl	Towers, Tunnels, Turrets/Kings & Castles Once Upon a time	Let it grow Enchanted Wood	Inventors Cracking Contraptions
Year 2	Love your selfie Marvellous Me	Amazing places and Spaces/ Explorers Let's Remember	Claws, Feathers and Fangs! Wriggle and Crawl	Towers, Tunnels, Turrets/Kings & Castles Once Upon a time	Let it grow Enchanted Wood	Inventors Cracking Contraptions

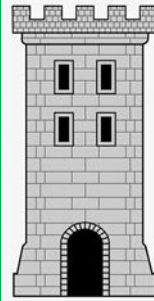
Progression of Knowledge



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Begin to make sense of their own life-story and family's history	Show interest in different occupations	Begin to understand the need to respect and care for the natural environment and all living things.	Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary.
Reception	Comment on images of familiar situations in the past.	<p>Talk about members of their immediate family and community.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences.</p>	<p>To know some similarities and differences between things in the past and now, drawing on their experiences.</p> <p>To explore the natural world around them, making observations and drawing pictures of animals</p>	<p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>To explore the natural world around them, making observations and drawing pictures of plants</p>	<p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>
Year 1	To begin to learn about changes within living memory.	<p>To begin to learn about 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. (Neil Armstrong, Remembrance)</p> <p>To begin to learn about changes within living memory – where appropriate, these should be</p>	To begin to learn about changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. (David Attenborough)	To begin to learn about 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. (William the Conqueror)	To begin to learn about 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. (Jethro Tull – Lincolnshire Farming/ Joseph Banks)	To begin to learn about 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. (Alexander Bell, Wright Brothers, Amy Johnson)

		used to reveal aspects of change in national life. (Tim Peak)				
Year 2	To learn about changes within living memory.	<p>To learn about 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. (Neil Armstrong, Remembrance)</p> <p>To learn about changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. (Tim Peak)</p>	To learn about changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. (David Attenborough)	To learn about 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. (William the Conqueror)	To learn about 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. (Jethro Tull – Lincolnshire Farming/ Jeff Banks)	To learn about 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. (Alexander Bell, Wright Brothers, Amy Johnson)

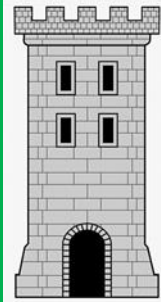
Progression of Skills



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	<p>I show an interest in the lives of people who are familiar to me.</p> <p>I retell a simple past event in the correct order (e.g. went downslide, hurt finger).</p> <p>I remember and talk about events in my own experiences using single words (e.g. slide, house).</p>	<p>I can talk about events in my own experiences using single words (e.g. slide, house).</p> <p>I retell a simple past event in the correct order (e.g. went downslide, hurt finger).</p>	<p>I can talk about events in my own experiences using simple phrase (e.g. went playground, to shop).</p> <p>To answer questions showing the differences about people.</p>	<p>I can talk about events in my own experiences using simple phrase (e.g. went playground, to shop).</p> <p>I show an interest in the lives of people who are familiar to me using simple words (e.g. my mummy).</p>	<p>I can talk about events in my own experiences using simple sentences (e.g. went to playground with... , at shop I got...).</p>	<p>I can talk about events in my own experiences using simple sentences (e.g. went to playground with... , at shop I got...).</p>
Reception	<p>I talk about past and present events in my own life and in the lives of family members (e.g. my mummy)</p>	<p>I can talk about events from the past that are not my own.</p> <p>I can talk about a photograph</p>	<p>I can talk about events from the past that are not my own.</p> <p>I can talk about a photograph</p>	<p>I can talk about events from the past that are not my own.</p> <p>I can talk about a photograph adding more detail.</p> <p>I can talk about the world around me.</p>	<p>I can talk about events from the past that are not my own.</p> <p>I can make links between two objects</p> <p>I talk about the similarities and differences between themselves and others.</p>	<p>I can talk about events from the past that are not my own.</p> <p>I can make links between two objects.</p> <p>I talk about the similarities and differences between themselves and others..</p>
Year 1	<p>I put up to three objects in chronological order.</p> <p>I can begin to recognise and use a timeline to show changes over time.</p> <p>I can explain what my timeline shows using words like: past, present.</p>	<p>I answer questions using a range of artefacts or photographs.</p> <p>I can talk about a significant event – e.g the moon landing</p> <p>I continue to recognise and use a timeline to show changes over time.</p>	<p>I answer questions using a range of artefacts or photographs.</p> <p>I can talk about a significant person.</p> <p>I continue to recognise and use a timeline to show changes over time.</p>	<p>I answer questions using a range of artefacts or photographs provided.</p> <p>I find out more about a significant person from the past and carry out some research on them.</p> <p>I can begin to compare aspects of the present to the</p>	<p>I ask and answer questions using a range of artefacts or photographs provided.</p> <p>I can compare similarities and differences between the past and present.</p>	<p>I ask and answer questions using a range of artefacts or photographs provided.</p> <p>I can ask questions to find out about the past by talking to an older person.</p> <p>I can talk about things that are different in my life from that of</p>

	<p>I use words and phrases like: old, new and a long time ago.</p> <p>I tell others about things that happened when I was young.</p> <p>I explain how I have changed since I was born.</p>	<p>I find out more about a significant person from the past by using a range of sources.</p> <p>I can explain what my timeline shows using words like: past, present.</p>		<p>past and begin to compare similarities and differences.</p> <p>I find out something about the past by talking to an older person. (Trip to the Castle)</p>	<p>I can recognise and use a timeline to show changes over time.</p>	<p>my grandparents when they were young.</p> <p>I can compare similarities and differences between the past and present.</p>
Year 2	<p>I use words and phrases like: before I was born, when I was younger.</p> <p>I use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning.</p> <p>I sequence a set of events in chronological order and give reasons for their order.</p> <p>I develop my understanding of a timeline and explain what it represents.</p> <p>I know a timeline is sequential.</p>	<p>I answer questions using a range of artefacts or photographs.</p> <p>I can research a significant event – e.g the moon landing.</p> <p>I develop my understanding of a timeline and explain what it represents.</p> <p>I know a timeline is sequential.</p> <p>I use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning.</p> <p>I answer questions by using a specific source, such as an information book.</p> <p>I research the life of a significant individual.</p>	<p>I ask and answer questions by using a specific source, such as an information book.</p> <p>I research the life of a significant individual.</p> <p>I ask and answer questions using a range of artefacts or photographs.</p>	<p>I find out more about a significant person from the past and how it links to the local area.</p> <p>I make links and give explanations between people and places.</p> <p>I use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning.</p> <p>I ask historical questions to find out about the past.</p>	<p>I research the life of someone who used to live in their area using the Internet and other sources to find out about them.</p> <p>I compare aspects of the present to the past and compare similarities and differences.</p> <p>I can use a timeline to show changes over time.</p> <p>I ask historical questions to find out about the past.</p> <p>I research the life of someone who use to live in the local area. -Joseph Banks</p>	<p>I ask and answer questions by using a specific source, such as artefacts, an information book.</p> <p>I compare aspects of the present to the past and compare similarities and differences.</p> <p>I can use a timeline to show changes over time.</p> <p>I ask historical questions to find out about the past.</p> <p>I research the life of a significant person from the past using a range of sources.</p> <p>I can explain why someone in the past acted the way they did and how they have made an impact on life today.</p>

Progression of Vocabulary



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6					
Nursery	Historical Vocabulary - Yesterday, today, tomorrow and last week										
	Yesterday, today, tomorrow and last week	Cycle A -Astronaut, moon, rocket, star	Cycle B -	Cycle A -	Cycle B -	Cycle A - Castle, Lincoln	Cycle B -	Cycle A -	Cycle B -	Cycle A -	Cycle B -
Reception	Historical Vocabulary - Past, present, change, same, different and similar										
	Past, present, change, same, different and similar	Cycle A - Astronaut, moon, rocket, star, planets, sun	Cycle B -	Cycle A - explorer, famous	Cycle B -	Cycle A - castle, Kings, Queens and tower.	Cycle B -	Cycle A -	Cycle B -	Cycle A -	Cycle B -
Year 1	Historical Vocabulary - Past, present, then, now, old, new, different, similar, change and timeline										
	Past, present, then, now, old, new, different, similar, change, timeline	Cycle A - Astronaut, moon, rocket, star, solar system, earth, explore and telescope	Cycle B -	Cycle A - Significant, natural historian, famous, explorer, timeline and dates	Cycle B -	Cycle A - Castle palace, tower, flags, dungeon, moat, knight, Lincoln, ruler and armour	Cycle B -	Cycle A - Agriculture, horse-drawn, land owner, machinery and ploughing	Cycle B -	Cycle A - Inventor, lightbulb, internet, phone old, new and technology	Cycle B - plane and pilot,
Year 2	Historical Vocabulary - Past, present, then, now, old, new, different, similar, change, timeline										
	Cycle A - Past, present, then, now, old, new, different, similar, change, timeline	Cycle A - Astronaut, moon, rocket, star, solar system, earth, explore, telescope, solar system, discovery, gravity and orbit	Cycle B -	Cycle A - Significant, natural historian, famous, explorer, conservation, timeline, dates, chronology	Cycle B -	Cycle A - Castle palace, tower, flags, dungeon, moat, knight, Lincoln, ruler, armour, Magna Carta, Motte and Bailey Castle, Stone Keep	Cycle B -	Cycle A - Agriculture, horse-drawn, seed-drill, land owner, inventor, machinery, ploughing, revolution,	Cycle B -	Cycle A - Inventor, lightbulb, internet, phone old, new, technology, electricity and compare	Cycle B – Plane, pilot, chronological order, aviation, glider, airline, passenger, pilot, modern and a long time ago.

						Castle, Concentric Castle, Lincoln, Barbican, Drawbridge, Rampart and Portcullis.		pioneer and source			
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