

TWS - History Progression Map			
EARLY YEARS CURRICULUM			
Expectations for Nursery	Expectations for Reception	ELG	Links to KS1
<u>Understanding the World.</u> Begin to make sense of their own life story and family’s history.	<u>Understanding the World</u> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	<ul style="list-style-type: none">Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.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;	History Changes within living memory About the lives of significant individuals in the past
			Key Vocab
			then now same different memories past
Activities : Making family pictures Naming members of their family	Activities: Sequencing baby to adult pictures. Discussing what they can do now and compare to what they could do as a baby. Buildings in the past and buildings now. Dinosaurs – when they lived. Space – Neil Armstrong – first man on the moon.		

History Curriculum Milestone 1

NC aspect / Theme	Key Vocabulary	Sticky Facts	Essential knowledge and Learning Experiences
Year 1			
Lives of significant people Black History Superheroes	Equality Invention Inventor Significant Timeline Chronology Evidence Unique Pioneer World wide Web Past Present Older Newer Timelines	<ul style="list-style-type: none"> Rosa Parks did not give up her seat for a white person on the bus because she believed white and black people were equal. Alexander Graham Bell invented the telephone in 1847. His mother and wife were both deaf. Tim Berners Lee was an English computer scientist who invented the World Wide Web (WWW) in 1989. The Wright Brothers were American. The Wright Brothers invented the first airplane by studying how birds flew. 	<ul style="list-style-type: none"> Name famous people – Super Heroes from History - from the past and explain why they are famous and are considered “Heroes”. Look at any female superheroes in History such as Rosa Parks and through their work how they motivated women to pursue chosen careers and support Equal Rights.
Changes within Living Memory Superheroes	Communication Wealthy Travel Abroad	<ul style="list-style-type: none"> Before telephones were invented, people communicated by writing letters which could take days to be delivered. Telephones have changed over time. Mobile phones were not invented until 1985. Travel was something that only wealthy people could afford at the time of the Wright Brothers. Before the airplane was invented, if rich people travelled abroad they did so by boat or ship. Before we had computers we relied on books for our information. 	<ul style="list-style-type: none"> Investigate and interpret the past – explain how people communicated before phones and computers were invented and how phones have changed over time. Explain if and how people travelled abroad and compare to how easy it is today. Explain how our lives have changed since computers and the WWW was invented- what did our grandparents and parents do for entertainment?
	Lopping Rights	<ul style="list-style-type: none"> Thomas Willingale lived in Loughton. He was a poor person who stood up to rich people. 	<ul style="list-style-type: none"> Describe significant historical events, people and places in their own locality – Explain who Thomas Willingale

<p>Local History Study</p> <p>Amazing Spaces and Places</p>	<p>Commoners gather fuel</p>	<ul style="list-style-type: none"> • Lopping is the act of cutting wood from trees for firewood. • In the olden days, people needed wood to cook and heat their houses. • Thomas Willingale guarded the right of common people to go into Epping Forest to gather fuel. • We are allowed to freely go into the forest today because of the actions of people like Thomas Willingale. 	<p>was and how he helped the commoners of Epping Forest.</p>
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Year 2			
NC aspect / Theme	Key Vocabulary	Sticky Facts	Essential knowledge and Learning Experiences
Changes beyond living memory Great and Ghastly Events	mission War peace Propaganda influence Trench Allies Evacuee Nation Soldier First class Third class	<ul style="list-style-type: none"> The Great Fire of London happened in 1666. It began in Pudding Lane at a bakery. The fire spread so quickly because the houses were made of wood and were close together. The first moon landing was in 1969 with the Apollo 11 mission. WW1 started in 1914 and ended in 1918. The Allies in WW1 were Great Britain, France, Belgium, Russia and USA. The Allies fought against Germany, Austria, Hungary, Bulgaria and Turkey. The Allies won WW1. WW11 started in 1939 and ended in 1945. Children were evacuated (moved to live somewhere safer) from the cities to the countryside to protect from bombing raids. The First class passengers on the Titanic were allowed to board the lifeboats first. Third class passengers were made to sleep by the boiler rooms. The Titanic sank in 1912. 	<ul style="list-style-type: none"> Know about the Great Fire of London that happened long ago, even before their grandparents were born. Explain why the fire spread so rapidly. Understand how we know about the Great Fire. Recount the events of the first moon landing. Discuss how propaganda posters were used in WW1 to influence people to act in certain ways. To understand a nation's history through the commemoration of Remembrance Day. Identify some of the different ways the past has been represented through posters, diaries, paintings for example. Understand how the lives of children were effected during the great wars compared to our lives today. To understand how the lives of people from different classes impacted their experiences and why people acted as they did.
Australian Adventure	Aborigines Heritage Belief Didgeridoo Customs traditions	<ul style="list-style-type: none"> The Aboriginals were the first people of Australia. They used a flowering plant called ochre to paint dots and lines on their bodies. They played a musical instrument called a didgeridoo. There are still aboriginals living in Australia today. Aborigines told and believed in stories called 'Dreamtime'. 	<ul style="list-style-type: none"> Understand the concept of nation and a nation's history. Understand that people from different places and different times have different beliefs. Understand some of the different customs and traditions of people from different places in the world.

Changes within Living Memory Great and Ghastly Events From Field to Fork Marvellous Mechanisms	Overcrowding Living conditions Thatch Wattle and Daub Timber frames	<ul style="list-style-type: none"> Houses were made of timber frames with wattle and daub and a thatched roof. Glass was very expensive and only the rich could afford it. Houses were lit using candles. 	<ul style="list-style-type: none"> Know what we use today instead of a number of older given artefacts relating to items in the home. Know that the homes children live in today are different to those of children a long time ago in the 17th Century. Know what a number of older objects were used for – things within a Tudor house.
	Livestock Machinery Efficient Plough Irrigation Harvesting Pitchfork Hay baler Decades centuries	<ul style="list-style-type: none"> Farms today use lots of machinery to make the jobs easier and quicker. Hand tools and animals such as horses were used in olden days to harvest and plough fields. A combine harvester is a large machine that can harvest a whole field far more quickly and efficiently. A combine harvester is a large machine and is very expensive so farms either share or hire them. A decade is 10 years and a century is 100 years. 	<ul style="list-style-type: none"> Explore the history of farming in the UK and compare farming in the past to today. Identify how machinery has helped to make farming more efficient. Identify the pros and cons of modern machinery.
	Catapult adapted	<ul style="list-style-type: none"> Catapults used to be made out of wood but are now made from stronger material such as metal. Catapults were first invented in Greece and are still used today. Catapults used to be used as weapons. 	<ul style="list-style-type: none"> Recount changes over time. Understand how some items from the past may still be used today but may have been adapted for use.
Lives of significant people Great and Ghastly Events	Diarist Witness Astronaut explorer	<ul style="list-style-type: none"> Samuel Pepys was a witness who wrote a diary about the Great Fire of London. Neil Armstrong was an astronaut who was the first person to walk on the moon. Buzz Aldrin and Michael Collins were also on the Apollo 11 mission with Neil Armstrong. 	<ul style="list-style-type: none"> Write a diary about the Great Fire of London including important facts such as when and where it started and why it spread so quickly. Name famous people and know why they were significant.

History National Curriculum Skills/Chris Quigley milestones

To investigate and interpret the past	To understand chronology	To build an overview of world history	To communicate historically
<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <ul style="list-style-type: none"> • Describe significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.