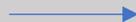


1. Progression map - Year on Year for HISTORY Subject Leader: **Sally Marshall** Last updated: **Sept 21**

	F2	Y1	Y2 & KS2 
EYFS & N C programme of study Pupils should be taught to:	<p>-UTW (3 to 4 year olds)</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>UTW (Reception)</p> <p>-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>-ELG – UTW – Aspect: Past & Present</p> <p>-Talk about the lives of 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 and what has been read in class.</p> <p>-Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>-develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>-They should know where the people and events they study fit within a chronological framework & identify similarities and differences between ways of life in different periods.</p> <p>- They should use a wide vocabulary of everyday historical terms.</p> <p>-They should 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>-They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	
I know:			
<p>Changes within living memory: Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>-That toys that I play with are different to those that my parents played with, -How I have changed since I was born.</p>	<p>-How some aspects of life has changed over time from when my parents/grandparents were at school -How to organise some artefacts by age on a timeline</p>	<p>-How to compare & contrast artefacts from the past with those of today, -How to create a timeline of events & artefacts, -How life was different for children born over 100 years ago</p>
<p>Events beyond living memory: that are significant nationally or globally</p>	<p>-Who Guy Fawkes was, -Some things that happen on Remembrance Day & why.</p>	<p>-about the Gunpowder Plot, -about the significance of Remembrance Sunday, -Great Fire of London -about the First Flight, -about the Moon Landing, -about the race to the South Pole.</p>	<p>-about the discovery of the Americas, -How has life changed in the last 100 years & can talk about some artefacts from this era. -some facts about the Civil Right movement/ Apartheid, Suffragette movement, first car, raincoat, 1st computer programmer, Paralympics, development of cancer treatments in the context of the significant individuals involved.</p>
I know about the lives of these significant individuals:			
<p>Lives of significant people: in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>-Guy Fawkes -Robert Miles -Julia Donaldson -Eric Carle</p>	<p>-Wright Brothers -Guy Fawkes -Samuel Pepys -Neil Armstrong -Captain Scott -Mary Anning -Helen Keller -Vincent Van Gogh</p>	<p>-Christopher Columbus -Karl Benz -Charles Macintosh -Marie Curie -Rosa Parks -Nelson Mandela -Ludwig Guttman -Ada Lovelace (Newstead Abbey) -Emmeline Pankhurst -Composers of historical significance: Bach, Vivaldi, Mozart, Haydn</p>
<p>Local history: significant historical events, people and places in their own locality. (The Buttercross. Nottingham Castle, Newstead Abbey, Robin Hood, William Booth, Ada Lovelace, Robert Miles)</p>	<p>-How the lives of the people who help us have changed over time, -Why our school is called Robert Miles Infants. -Some changes that have happened over time in my local area, Bingham</p>	<p>-How Bingham has changed over time -About the significance of the Buttercross in Bingham market place, -Why our school is named after Robert Miles & some things about his life.</p>	<p>-about the legend of Robin Hood, -the significance of William Booth & the work of the Salvation Army -about the work of Robert Miles in our local community & why our school is named after him -how Nottingham Castle & Nottingham City has changed over time</p>
<p>Historical vocabulary: Develop their vocabulary of historical terms when discussing, questioning, comparing and evaluating the past, events and people, locally, nationally and internationally.</p>	<p>Before, after, later, yesterday, today, old, new, used, now</p>	<p>Long ago, in the past, a long time ago, ancient, prehistoric, time line, palaeontologist, research, different, similar, changed, better, worse, discover, explore, experiment, worn, battered, rusty</p>	<p>Contrast, compare, developed, improved, invent/inventive, modern, antique, researcher, historian, historic, historically, archaeologist, archaeological. Enquire, investigate, prove/proof</p>

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NB: Year 3 to be added in liaison with the History Leader at Robert Miles Junior School