

Cycle A		
	EYFS	Yr1/2
Autumn	Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.	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, Tim Peake
Spring	Enjoys joining in with family customs and routines	
Summer	Talks about past and present events in their own lives and in the lives of family members Orders and sequences events within their own lives	<u>The Seaside</u> Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality History of the seaside- Punch and Judy shows. Differences and similarities of the seaside today and in the past. Speak to grandparents and parents about their experiences of the seaside.

	<p>CHRONOLOGICAL KNOWLEDGE AND UNDERSTANDING Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members.</p>	<p>CHRONOLOGICAL KNOWLEDGE AND UNDEERSTANDING Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods</p>
	<p>HISTORICLA TERMS Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words</p>	<p>HISTORICAL TERMS Use a wide vocabulary of everyday historical termS</p>
	<p>HISTORICAL ENQUIRY/USING EVIDENCE Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain</p>	<p>HISTORICAL ENQURY/USING EVIDENCE Ask and answer questions Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)</p>
		<p>INTERPRETATIONS Identify different ways in which the past is represented</p>
	<p>CONTINUITY AND CHANGE Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time CAUSE AND CONSEQUENCE Question why things happen and give explanations SIMILARITIES AND DIFFERENCES Know about similarities and differences between themselves and others, and among families, communities and traditions SIGNIFICANCE Recognise and describe special times or events for family or friends</p>	<p>CONTINUITY AND CHANGE Identify similarities / differences between ways of life at different times CAUSE AND CONSEQUENCE Recognise why people did things, why events happened and what happened as a result SIMILARITIES AND DIFFERENCES Make simple observations about different types of people, events, beliefs within a society SIGNIFICANCE Talk about who was important eg in a simple historical account</p>

History Progression Document- two year rolling programme

Cycle B		
	EYFS	Yr1/2
Autumn	Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.	<p style="text-align: center;"><u>The Great Fire of London</u></p> <p>Events beyond living memory that are significant nationally or globally for example, the Great Fire of London,</p> <p>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, for example, Mary Seacole and Florence Nightingale.</p>
Spring	Enjoys joining in with family customs and routines	
Summer	Talks about past and present events in their own lives and in the lives of family members	<p style="text-align: center;"><u>Castles</u></p> <p>Identify similarities and differences between ways of life in different periods.</p>

History Progression Document- two year rolling programme

	<p>CHRONOLOGICAL KNOWLEDGE AND UNDERSTANDING Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members.</p>	<p>CHRONOLOGICAL KNOWLEDGE AND UNDERSTANDING Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods</p>
	<p>HISTORICAL TERMS Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words</p>	<p>HISTORICAL TERMS Use a wide vocabulary of everyday historical terms</p>
	<p>HISTORICAL ENQUIRY/USING EVIDENCE Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain</p>	<p>HISTORICAL ENQUIRY/USING EVIDENCE Ask and answer questions Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)</p>
		<p>INTERPRETATIONS Identify different ways in which the past is represented</p>

History Progression Document- two year rolling programme

	<p>CONTINUITY AND CHANGE Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time</p> <p>CAUSE AND CONSEQUENCE Question why things happen and give explanations</p> <p>SIMILARITIES AND DIFFERENCES Know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>SIGNIFICANCE Recognise and describe special times or events for family or friends</p>	<p>CONTINUITY AND CHANGE Identify similarities / differences between ways of life at different times</p> <p>CAUSE AND CONSEQUENCE Recognise why people did things, why events happened and what happened as a result</p> <p>SIMILARITIES AND DIFFERENCES Make simple observations about different types of people, events, beliefs within a society</p> <p>SIGNIFICANCE Talk about who was important eg in a simple historical account</p>
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