

## Overdale Infant School: History - Progression Map



### Intent

- To use historical vocabulary to discuss events that have happened in the past.
- To understand how life has changed within living memory and beyond.
- To use a range of sources of information to find out about the past.
- To experience areas of historical importance within Leicester.
- To know facts about significant historical events and people.

Development Matters		National Curriculum KS1
<b>Understanding the World</b> <b>3-4 year olds</b> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> </ul>	<b>Understanding the World</b> <b>Reception</b> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul> <b>ELG – Understanding the World – Past and Present</b> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<b>Pupils should be taught</b> <ul style="list-style-type: none"> <li>• changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• 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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>• significant historical events, people and places in their own locality</li> </ul>

	Pre-school	Reception	Year 1	Year 2
Changes within living memory	<p><b>Development Matters:</b>  <b>Birth to Three</b> - Make connections between the features of their family and other families.  <b>3-4 years:</b>  Continue developing positive attitudes about the differences between people</p> <p>Stories with historical links –  Beginning to look and observe how daily life has changed from the illustrations in books.  General discussion about pictures and comparing things like the way the ironing or shopping is being done or milk in bottles delivered by the milkman. Or how people had a bath in a tin bath.</p>	<p><b>ELG – Understanding the World – Past and Present</b>  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>Looking at changes in daily life – comparing how people used to wash clothes in the washbrook and then how we now use washing machines.</p> <p>Comparing toys from the past and toys that we have now – how they have changed including materials used, addition of electronics e.g. batteries and mains electricity. Looking at a timeline of a particular toy e.g. car, teddy, doll.</p>	<p><b>National Curriculum</b>  Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>How daily life has changed from Victorian times to today.  Aspects covered could be: transport, washing (Reception will have looked at washing in the washbrook and washing machines today), cooking, cleaning, holidays, entertainment (Reception will have looked at toys).</p>	No specific unit.

<p>Events beyond living memory that are significant nationally or globally.</p>	<p>Children will begin to be introduced to Remembrance Day through making poppies and taking part in a 2 minute silence.</p>	<p><b>Development Matters:</b>  <b>Children in Reception:</b>            Comment on images of familiar situations in the past. Recognise that people have different beliefs and celebrate special times in different ways.  <b>ELG – Understanding the World – Past and Present</b>            Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Children will begin to be introduced to Remembrance Day through making poppies and taking part in a 2 minute silence.</p>	<p><b>National Curriculum:</b>            Pupils should be taught about events beyond living memory that are significant nationally or globally.            Remembrance Day – Why do we commemorate Remembrance Day? What are we remembering?            Learning about World War I and how Remembrance Day commemorates the end of the War.</p>	<p><b>National Curriculum:</b>            Pupils should be taught about events beyond living memory that are significant nationally or globally.            The Great Fire of London            The Gunpowder Plot            Titanic</p>
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<p>Lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>No specific unit</p>	<p><b>Understanding the World Reception</b></p> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>ELG – Understanding the World – Past and Present</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>Little People, Big Dreams books:</p> <p>Mahatma Ghandi Nelson Mandela Rosa Parks Mary Anning Captain Tom Moore Muhammad Ali Maria Montessori Frida Kahlo</p>	<p>National Curriculum:</p> <p>Pupils should be taught 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Neil Armstrong Queen Elizabeth II / Queen Victoria David Attenborough</p>	<p>Pupils should be taught 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Captain James Cook / Christopher Columbus Florence Nightingale / Mary Seacole (possibly mention Edith Cavell)</p> <p>International Women’s Day – March 8<sup>th</sup> Rosa Parks, Amelia Earhart, Marie Curie and Jane Goodall. School choice to include these individuals.</p>
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<p>Significant historical events, people and places in their own locality.</p>	<p>No specific unit</p>	<p><b>Development Matters:</b>  <b>Children in Reception:</b>  Comment on images of familiar situations in the past.  <b>ELG – Understanding the World – Past and Present</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul> <p>Comparing use of the local Washbrook for washing clothes in the past and the way we wash clothes now.</p>	<p>No specific unit</p>	<p><b>National Curriculum</b>  <b>Pupils should learn about:</b>  significant historical events, people and places in their own locality.</p> <p>Titanic – link to a Gravestone in St Mary Magdalen’s churchyard of someone who was on the Titanic.</p>
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