


Grasslot School
Curriculum progression
 Understanding the World / History

Year Group	Statutory Document	Supporting Materials	Objectives Key Skills (INTENT)	Key supporting activities (IMPLEMENTATION)	
Sunbeams	EYFS Curriculum	Development Matters	No statements directly linked with 'History' *Links to Communication and Language	Daily routine	
Nursery			Begin to make sense of their own life-story and family's history. Show interest in different occupations. *Links to Communication and Language	All about me – how we change from being a baby Family occasions and special events – past and present Traditional stories and rhymes.	
Reception			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. *Links to Communication and Language, PSED and Mathematics ELG 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.	How we celebrate birthdays Christmas story Sequencing pictures / events Stories based in a range of periods	
Year 1	National Curriculum 2014	Twinkl Units plans (dip in and adapt lessons as appropriate)	Pupils should be taught 1 change within living memory. Where appropriate, these should be used to reveal aspects of change in national life 2 events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries 3 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 e.g. 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 and Edith Cavell 4 significant historical events, people and places in their own locality.	<ul style="list-style-type: none"> Use words and phrases related to time Recognise objects from the past Explain how I have changed Explain how other people have helped us have better lives Ask and answer questions about old and new objects Explain what old objects might be used for Recount the life of someone famous from Britain Give examples of how things were different when my grandparents were children Find out about the past from an older person Use books and internet to answer questions Research the life of a famous person from the past 	Toys – How they have changed Great Fire of London Local history- Maritime Maryport (Titanic)
Year 2				Guy Fawkes Plot War and Remembrance Famous people: Neil Armstrong, Mae Jamison Kings and Queens	

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
EYFS	By the end of foundation stage: Daily school routines, sequence events from familiar stories, know they were a baby; use language related to time (yesterday, last week, a long time ago)					
Year 1		Events Beyond Living Memory - Great Fire of London How London was different in the 17 th century. Say how and why the fire spread and finally stopped and what changed afterwards. Explain how we know about The Great Fire of London's Samuel Pepy's diary.	Changes within Living Memory -Toys Identify toys from the past. Compare toys from different time periods, identifying similarities and differences.			Local Maritime History (Titanic) That Maryport was a major port in the UK. The first side launch happened in Maryport (John Peat) Compare the Titanic with a current cruise ship, identifying similarities and differences.

		Sequence the events of The Great Fire of London.				Recall 3 facts about The Titanic.
Year 2		<p>Events Beyond Memory – Gunpowder Plot & Remembrance Day Explain some differences in ways of living in 1605 compared to the present.</p> <p>Why Bonfire Night is celebrated.</p> <p>Sequences the events if the Gunpowder plot.</p>	<p>Lives of significant individuals – Neil Armstrong / Mae Jemison Explain who Neil Armstrong is and what he did.</p> <p>Compare Neil Armstrong and Mae Jemison; identifying similarities and differences.</p> <p>Talk and remember facts about the moon landing.</p>	<p>Kings and Queens Understand the role of a Monarch.</p> <p>Identify significant British Monarchs.</p> <p>I can compare facts about past Kings and Queens.</p>		