



History Progression Document

EYFS STATEMENT: At Biddick Hall Infant and Nursery School we endeavour to ensure that all children in the EYFS have a strong grounding in the idea of past and present. This is essential in order for children to have the historical foundations that are later built upon in KS1. Our youngest children begin to make sense of their own life story and family history by talking about photographs and memories. Children will be able to discuss the lives of people around them and their roles in society. Children will be encouraged to compare and contrast characters from stories, including figures from the past. They will know some similarities and differences between things in the past and now. Children will be able to draw out common themes from stories such as bravery, difficult choices and kindness and talk about children's past experiences with these themes. Children will understand the past through settings characters and events encountered in books and storytelling.

Historical Concepts: At Biddick Hall Infant and Nursery School we strive to develop our children's knowledge and understanding of the past and how that impacts the modern day. We endeavour to ensure that all children have the skills and knowledge to analyse and comprehend the past as a historian. Concepts covered include: continuity and change, empathy, cause and effect, evidence and similarities, differences and significance.

	Knowledge End Points	Skills End Points	Local Context and Key Resources.	Key Vocab	End Points Challenge For Higher Achievers	Supporting End Points For SEND
Autumn Term						
Year 1 - <i>Where the Poppies Now Grow</i>	<p>To know about events beyond living memory (WW1) that are significant nationally or globally</p> <p>To know and summarise key events or features of WW1</p>	<p>To use and interpret a simple timeline. They will begin to have a basic understanding of chronology.</p> <p>To use real primary and secondary historical sources to ask and answer questions about life during WW1.</p>	<ul style="list-style-type: none"> • Visit to the West Park War Memorial • Where the Poppies Now Grow text • NF texts on WW1 located in the library • TWAM boxes for World War 1 	Past, poppy, cenotaph, remember, trench, hero, allies.	<p>You will expect to see:</p> <p>Children being confident in asking and answering questions about artefacts.</p> <p>Making strong predictions about the uses of objects based on their own prior knowledge.</p> <p>A deep understanding that war heroes made sacrifices including that of their lives so that we could live in a better, more peaceful world.</p>	<p>You will expect to see:</p> <p>Some children using vocabulary such as past and present.</p> <p>Use of videos so that children can verbalise their understanding and knowledge of WW1.</p> <p>Visual aids (picture and label word mats) to support with labelling/drawing e.g. trenches.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 1 - Local Hero – The Man with the Donkey</p>	<p>To know about the life of a significant individual who has contributed to national and international achievements.</p> <p>To understand significant historical events, people and places in their own locality.</p>	<p>To ask and answer questions about life in the past.</p> <p>To use real primary and secondary historical sources to ask and answer questions about life during WW1.</p>	<ul style="list-style-type: none"> • TWAM boxes for World War 1 • John Kirkpatrick book • NF texts on WW1 located in the library • Visit from SS History Society 	<p>Past, statue, war hero, battle, John Kirkpatrick, memorial, remembrance</p>	<p>You will expect to see:</p> <p>Children being confident in asking and answering questions about significant individuals.</p> <p>A deep understanding that war heroes made sacrifices including that of their lives so that we could live in a better, more peaceful world.</p>	<p>You will expect to see:</p> <p>Some children using vocabulary such as past and present.</p> <p>Use of videos so that children can verbalise their understanding and knowledge of John Kirkpatrick's life.</p> <p>Visual aids (picture and label word mats) to support.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 1 Toys through Time Exhibition</p>	<p>To know about changes within living memory in the context of toys.</p> <p>Use knowledge to answer questions such as: How are our toys different to toys in the past?</p>	<p>To ask and answer questions about toys in the past.</p> <p>To compare toys from the past to toys now (including what materials were used to make the toys and who might have played with them).</p> <p>To create a timeline of toys. Ordering toys from the past to toys today.</p>	<p>A visit to Preston Park.</p> <p>TWAM Loan box on 20th Century Toys</p> <p>The Toymaker book</p> <p>Old Bear (Fictional story to be shared as a whole class text during story time)</p>	<p>Toys, past, old, new, sawdust, wood shavings, tin, past, present, recent.</p>	<p>You will expect to see:</p> <p>Children using the language of comparison and having the ability to justify their opinion (e.g. this toy is from the past ___ I know this because___.)</p> <p>Children making links with PSED e.g. gender stereotypes (e.g. in the past girls would have played with the doll and boys would have played with the car but</p>	<p>You will expect to see:</p> <p>During discussion, demonstrating an understanding of why toys were made of wood/metal in the past but now far more toys are made with plastic. (It has now been invented and developed and good for 'mass production'.)</p> <p>Visual aids and word mats using pictures and words for writing</p>

					now we know it's ok for anybody to play with any toy.)	about how toys are different. (e.g. the way they are made). Sentence starters for written work about comparison of materials used to make toys.
Year 2 Evacuees WW2	<p>To know about changes beyond living memory in the context of WW2.</p> <p>To understand events beyond living memory that are significant nationally or globally.</p> <p>To know 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).</p>	<p>To make and interpret timelines and begin to make links between chronology of historical events studied in Y1.</p> <p>To use real primary and secondary historical sources to ask and answer questions about life and key events during WW2.</p> <p>To make comparisons between the two world wars.</p>	<ul style="list-style-type: none"> • Visit to the West Park War Memorial • NF books about WW2 located in the library • TWAM Loan box on WW2 evacuees. 	Past, air raid shelter, gas mask, cenotaph, remember, blitz, hero, evacuee.	<p>You will expect to see:</p> <p>Children making links and justifying their learning about WW1 in Y1 e.g. WW2 was different because...</p> <p>Demonstrate an understanding that there was a relatively short period of time between WW1 and WW2.</p> <p>Children showing empathising with how it would have felt to be an evacuee.</p>	<p>You will expect to see:</p> <p>Individual replicas of timelines</p> <p>Sentence starters for explanation.</p> <p>Word banks including visuals to support reading.</p> <p>Use of text maps to support work on making posters or writing explanations.</p>
Year 2 Local Hero – The Wheelbarrow Hero	<p>To know about the life of a significant individual who has contributed to national and international achievements.</p> <p>To understand significant historical events, people and places in their own locality.</p>	<p>To create and interpret a simple timeline including learning from Y1 and Y2.</p> <p>To begin to show a basic understanding of chronology and how their learning in Y1 and Y2 links.</p>	<ul style="list-style-type: none"> • Visit to the West Park War Memorial • NF books about WW2 located in the library 	Past, World War 2, achievement, war hero, Annand, Victoria Cross, bravery	<p>You will expect to see:</p> <p>Children confident in asking and answering questions about significant individuals.</p>	<p>You will expect to see:</p> <p>Vocabulary such as past and present.</p> <p>Use of videos so that children can verbalise their</p>

		To use real primary and secondary historical sources to ask and answer questions about a significant individual.	<ul style="list-style-type: none"> • TWAM Loan box on WW2 evacuees • Visit from SS History Society 		<p>Children comparing significant individuals learnt in Y1 and Y2.</p> <p>A deep understanding that war heroes made sacrifices including that of their lives so that we could live in a better, more peaceful world.</p>	<p>understanding and knowledge of Annand's life.</p> <p>Visual aids (picture and label word mats) to support.</p> <p>Sentence starters.</p>
Year 2 Celebrations through Time	<p>To know about changes within living memory in the context of celebrations.</p> <p>To know about events beyond living memory (in the context of celebrations) that are significant nationally or globally.</p> <p>To know about the lives of significant individuals.</p>	<p>To compare aspects of life in the past to life now (in the wider context of celebrations and also locally with a link to Preston Hall).</p> <p>To compare celebrations in the past to celebrations today.</p> <p>To begin to show and understanding of chronology and make links between learning in Y1 and Y2.</p>	<ul style="list-style-type: none"> • A visit to Preston Park and 'Victorian Christmas' workshop • Books on Victorians and Christmas in the past. • Artefacts to support learning. 	<p>Celebration, Christmas, gifts, present, Queen Victoria, Victorian, tradition, invention, symbol</p>	<p>You will expect to see:</p> <p>Evidence of children discussing and comparing celebrations now and celebrations in the past. Looking at the similarities and differences and how and why they have developed. (e.g. Christmas cards, trees, gifts + crackers)</p> <p>Individual replicas of class timelines including events already taught in history in Year 1 and Year 2.</p>	<p>You will expect to see:</p> <p>Children will be able to articulate the development of celebrations through time.</p> <p>Word banks and images to support discussions.</p> <p>Children verbalising their justifications, comparisons or thoughts in video or teacher acting as a scribe.</p>
Spring Term						

<p style="text-align: center;">Year 1 <i>Peter Rabbit and Friends</i></p>	<p>To know about the lives of significant individuals in the past who have contributed to national and international achievements (in the context of Beatrix Potter).</p> <p>To understand how the achievements of significant individuals are still recognised and relevant today.</p> <p>To use knowledge to answer questions such as 'Why is Beatrix Potter important?'</p>	<p>To use and interpret a simple timeline.</p> <p>To begin to show a basic understanding of chronology including where Potter's life sits compared to the other topics covered in Y1.</p> <p>To use real primary and secondary historical sources to ask and answer questions about Potter's life.</p> <p>To compare aspects of life now and life in the past in the context of a significant individual.</p>	<ul style="list-style-type: none"> • Beatrix Potter books/stories. • Non fiction text: 'Who was Beatrix Potter?' 	<p>Beatrix Potter, author, illustrator, recent past, animals, characters, Lake District</p>	<p>You will expect to see:</p> <p>Children able to articulate and make links with the 'Peter Rabbit TV show/movies' and Beatrix Potter being the author.</p> <p>Some children may compare her as an author to authors of today (e.g. research some authors from today who write animal stories)</p> <p>Children will understand that she was not just an author; they will know that her early life as a scientist, where she lived and later a conservationist inspired her drawings and books.</p>	<p>You will expect to see:</p> <p>Children using the 'voice recorder' on iPad or Chrome Books to search for information about Beatrix Potter.</p> <p>Text maps or pictures as prompts to remind children of her life and key events.</p> <p>A recording of children stating why Beatrix Potter is important or adults scribing children's ideas.</p> <p>Use of sentence starters if needed.</p> <p>Replicas of class timelines including events covered in other history topics.</p>
<p style="text-align: center;">Year 2 <i>The Tiger Who Came to Tea, Mog and Friends</i></p>	<p>To understand the lives of significant individuals in the past who have contributed to national and international achievements (in the context of Judith Kerr).</p> <p>To understand how the achievements of significant individuals are still</p>	<p>To create and interpret a simple timeline.</p> <p>To show a basic understanding of chronology including where Kerr's life sits compared to the other topics covered in Y1 and Y2.</p>	<ul style="list-style-type: none"> • A variety of books by Judith Kerr 	<p>Judith Kerr, author, recent past, WW2, illustrator, important, achievements.</p>	<p>You will expect to see:</p> <p>Children will make links to the author studied last year (Beatrix Potter)</p> <p>Understanding that Judith Kerr was from the recent past and that he lived when</p>	<p>You will expect to see:</p> <p>Individualised timelines for reference.</p> <p>Use of 'voice' search function on iPads when researching.</p>

	<p>recognised and relevant today.</p> <p>To use knowledge to answer questions such as 'Why is Judith Kerr significant?'</p>	<p>To use real primary and secondary historical sources to ask and answer questions about Kerr's life.</p> <p>To compare aspects of life now and life in the past in the context of a significant individual.</p>			<p>some of the adults that they know did.(e.g. their parents for example will have read some of his stories).</p> <p>They will make the connection between Judith Kerr's life and WW2, linking back to their learning from this time.</p>	<p>Use of visuals and word banks to support writing.</p> <p>Evidence of knowledge of key facts from Judith Kerr's life and how that fits in with other topics covered in history so far.</p>
<p>Year 1 The Sea Rescuers</p>	<p>To know about the lives of significant individuals in the past who have contributed to national and international achievements (in the context of Grace Darling).</p> <p>To know about changes within and beyond living memory in the context of lighthouses.</p> <p>To use knowledge to answer questions such as 'Why is Grace Darling important?'</p>	<p>To identifying and order events on a timeline.</p> <p>To use real primary and secondary historical sources to ask and answer questions about Darling's life.</p> <p>To compare some aspects of life in different periods in the context of lighthouses.</p>	<p>A visit to Souter Lighthouse.</p> <p>Books about Grace Darling.</p> <p>RNLI visitor</p>	<p>Grace Darling, Lighthouse, Longstone, heroine, hero, Forfarshire, ship, Farne Islands, Northumberland, past, Victorian, compare, now, then</p>	<p>You will expect to see:</p> <p>Evidence of children making links with other significant people that they have started to study such as Beatrix Potter. They may make links with the time periods that they were born or that they are significant for different reasons.</p> <p>They will be able to articulate why lighthouses have changed (e.g. there is no need for a full time lighthouse keeper now because lighthouses and the bulbs are electric/automatically programmed).</p>	<p>You will expect to see:</p> <p>Sentence starters for writing.</p> <p>Story boards to support acquisition of knowledge of the 'night of the storm'.</p> <p>Use of visuals and word banks to support writing.</p> <p>Individual replicas of class timelines including events from other history topics.</p>

<p>Year 1 <i>Who designed the first lifeboat?</i></p>	<p>To know about the lives of significant individuals in the past who have contribute to national and international achievements in the context of William Wouldhave.</p> <p>To know about changes within and beyond living memory in the context of lifeboats.</p> <p>To use knowledge to answer questions such as 'Why is William Wouldhave important?'</p> <p>To understand significant historical events, people and places in their own locality.</p>	<p>To identifying and order events on a timeline.</p> <p>To identify the similarities and differences between some aspects of life today and in the past in the context of lifeboats.</p> <p>To use real primary and secondary historical sources to ask and answer questions about Wouldhave's life.</p>	<p>A visit to Souter Lighthouse.</p> <p>Visitor from SS History Society.</p>	<p>William Wouldhave South Shields, lifeboat, competition, past, present, then, now</p>	<p>You will expect to see:</p> <p>Children making links with the achievements of significant individuals in the past and how that impacts life today.</p> <p>Children articulating why lifeboats have changed over time (e.g. materials, technology).</p>	<p>You will expect to see:</p> <p>Story boards to support acquisition of knowledge of the story of the first lifeboat.</p> <p>Use of visuals and word banks to support writing.</p> <p>Individual replicas of class timelines including events from other history topics.</p>
<p>Year 2 <i>Guarding the River Tyne at Arbeia</i></p>	<p>To know about significant historical events, people and places in their own locality in the context of the Romans.</p> <p>To understand events beyond living memory that are significant nationally or globally.</p> <p>To know that the Romans lived in the very distant past.</p>	<p>To use and investigate real primary and secondary historical sources to understand life in the past.</p> <p>To create, use and analyse a timeline of events (showing a basic understanding of chronology and making links between learning in Y1 and Y2).</p> <p>To compare some aspects of life now and life in the very distant past.</p>	<ul style="list-style-type: none"> • A visit to Arbeia Fort and our river/coast • TWAM loan box on 'Roman Britain'. 	<p>Romans, Rome, empire, distant past, fort, Hadrians Wall, military, army, artefact, Arbeia.</p>	<p>You will expect to see:</p> <p>Children making informed predictions on what they think some of the artefacts from the Roman era were used for.</p> <p>Children able to talk about the significance of Hadrians Wall in our region.</p> <p>Children making links with geography and demonstrating understanding that the Romans built Arbeia</p>	<p>You will expect to see:</p> <p>Sentence starters to support writing.</p> <p>Use of visuals and word banks.</p> <p>Text maps</p> <p>Individualised timelines.</p> <p>Maps showing countries taken over by the Roman Empire.</p>

					near the River Tyne for many reasons including transport, food and routes out to sea.	
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