



# Singleton Church of England Primary School

## Progression of Skills and Knowledge

### History - EYFS



EYFS TOPICS	ALL ABOUT ME	SPACE & INVENTIONS	ANIMALS	ONCE UPON A TIME	NATURE DETECTIVES	PIRATES & THE SEASIDE
<b>SUBSTANTIVE CONCEPTS</b> 8 Substantive concepts are concepts that children will come across repeatedly throughout their education in history <b>Highlighted concepts covered in unit</b>	Leadership, agriculture, migration, civilisations, <b>childhood</b> , worship, society, equality	<b>Leadership</b> , agriculture, migration, civilisations, childhood, worship, society, equality	<b>Leadership</b> , <b>agriculture</b> , migration, civilisations, childhood, worship, society, equality	Leadership, agriculture, migration, civilisations, <b>childhood</b> , worship, society, equality	Leadership, <b>agriculture</b> , migration, civilisations, childhood, worship, society, equality	Leadership, agriculture, migration, civilisations, <b>childhood</b> , worship, <b>society</b> , equality
<b>KEY VOCABULARY</b>	Family, grandparents, Grandma, Grandad, Grandpa, Nana, sister, brother, auntie, uncle, growing up, change, birthdays, Christmas, Easter, today, yesterday, tomorrow, old, new, toys, homes, celebrations, Bonfire Night, Remembrance Day, Black History Month – Garrett Morgan, Lewis Latimer, Alfred Cralle.	Space travel, exploration, planets, telescope, NASA, astronauts, inventors, Space Race, Moon, Neil Armstrong, Buzz Aldrin, Yuri Gagarin, Laika the Space Dog, women’s roles, Mae Jemison, Sally Ride, Valentina Tereshkova, Eileen Collins, same, different, compare.	Extinct, endangered, continents, countries, dinosaurs, Mary Anning, compare, contrast, palaeontologist, sources of information, adaptation, survival of the fittest, Charles Darwin, David Attenborough, pioneering	Fairy Tales, Brothers Grimm, compare, contrast, old, new, same, different, castles, knights, princess, prince, traditional tales, clothing, food, transport, houses, flats, portcullis, battlements, drawbridge, defences, moat, surrender, catapult, siege	Past, present, decline, species, global warming, conservation, John Muir, development, inappropriate, conserve, beautiful, species, range, diverse, trees, plants, animals, mini-beasts, woodland, habitat, detective,	Old, new, pirates, Blackpool, seaside, Victorian, changes, boats, buildings, clothes, life-style, ship, Blackbeard, Anne Bonny, privateer, sloop
<b>SUBSTANTIVE KNOWLEDGE</b>  Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.	<b>Early Learning Goals</b> <b>UW - Talk about the lives of the people around them and their roles in society</b> <ul style="list-style-type: none"><li>Know and talk about who is in their immediate and extended family.</li><li>Know and talk about what their parents/family members do in their jobs. Discuss how these contribute to society e.g. farmers, fire fighters, nurses, vicars, doctors, dentists, school staff, police...</li><li>Know and talk about the changes which take place as humans grow from a baby to an elderly person.</li><li>Know and talk about the past, drawing on knowledge gained from their grandparents of what it was like when they were young (houses, transport, toys)</li></ul> <b>UW - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</b> <ul style="list-style-type: none"><li>Know about toys from the past (Talk to grandparents about what they used to play with when they were young/Show and Tell opportunities)</li><li>Know about homes in the past, compare and contrast between the past and now. (Use photos and non-fiction books to research, talk to grandparents).</li></ul> <b>UW - Understand the past through settings, characters and events encountered in books read in class and storytelling.</b>	<b>Early Learning Goals</b> <b>UW - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</b> <ul style="list-style-type: none"><li>Know about Space Exploration in the past (look at the first Moon landing and the Space Race)</li><li>Know how to compare and contrast Space Exploration in the past and now.</li></ul> <b>UW - Understand the past through settings, characters and events encountered in books read in class and storytelling.</b> <ul style="list-style-type: none"><li>Know about Katherine Johnson and Mae Jemison and the difficulties facing black women</li><li>Know about the story of Laika the Space Dog.</li></ul>	<b>Early Learning Goals</b> <b>UW - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</b> <ul style="list-style-type: none"><li>Know about extinction, explore climate change, loss of habitat, over hunting, adaptation</li><li>Know how farming has changed over time</li><li>Know about how animals have changed over time ‘adaptation’.</li></ul> <b>UW - Understand the past through settings, characters and events encountered in books read in class and storytelling.</b> <ul style="list-style-type: none"><li>Know about Mary Anning and her work as a pioneering palaeontologist</li><li>Know about Charles Darwin</li></ul>	<b>Early Learning Goals</b> <b>UW - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</b> <ul style="list-style-type: none"><li>Know about the purpose of castles in the past, why were they built? Who lived in them? What was it like to live in a castle? (Compare to our houses and homes now)</li><li>Know what was life like in the past, look at the life of Jack and the Beanstalk, Cinderella, The Elves and the Shoemaker etc...</li></ul> <b>UW - Understand the past through settings, characters and events encountered in books read in class and storytelling.</b> <ul style="list-style-type: none"><li>Know about the Brothers Grimm and their fairy tales (Hensel and Gretel, Little red Riding Hood)</li><li>Know about battles (siege) which took place (Dover Castle, Edinburgh Castle)</li></ul>	<b>Early Learning Goals</b> <b>UW - Talk about the lives of the people around them and their roles in society</b> <ul style="list-style-type: none"><li>Know about Singleton Trust and their work to conserve Singleton Village and the local walks.</li></ul> <b>UW - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</b> <ul style="list-style-type: none"><li>Know that trees can be very old.</li><li>Know what might have been happening in history when really old trees (Bowthorpe Oak, Lincolnshire 1,000 years old) were young.</li></ul> <b>UW - Understand the past through settings, characters and events encountered in books read in class and storytelling.</b> <ul style="list-style-type: none"><li>Know about the work of John Muir (Scottish born naturalist who was the father of the National Parks in America.</li></ul>	<b>Early Learning Goals</b> <b>UW - Talk about the lives of the people around them and their roles in society</b> <ul style="list-style-type: none"><li>Know about Blackpool’s past history by talking to parents/grandparents. What has changed? What has stayed the same?</li><li>Know what it was like to visit the seaside in the past, talk to parents/grandparents. What has changed? What has stayed the same?</li></ul> <b>UW - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</b> <ul style="list-style-type: none"><li>Know about Blackpool’s past history from looking at historical sources, postcards, photographs and non-fiction texts</li><li>Know about what life was like as a pirate in the past.</li></ul> <b>UW - Understand the past through settings, characters and events encountered in books read in class and storytelling.</b> <ul style="list-style-type: none"><li>Know about some famous historical pirates (Blackbeard, Anne Bonny)</li></ul>

	<ul style="list-style-type: none"><li>Know about the history of Bonfire Night, Remembrance Day, Harvest, how has this celebration changed between the past and now? (Talk to grandparents/parents about how they celebrated these events.</li><li>Know about Black History Month (October) – look at the characters of Garrett Morgan, Lewis Latimer, Alfred Cralle.</li></ul>					
<p><b>MAKING CONNECTIONS</b></p> <p>Due to mixed age planning there will be connections to Year 1 and Year 2</p>	<p><b>Year 1 – My Family History</b> Knows the Key features of - Home life in the 1950's / 60's /70's for different sectors of society</p> <ul style="list-style-type: none"><li>Types of houses</li><li>Features that have changed – e.g. heating / bathrooms/ kitchens</li></ul> <p>Recognise and classify - Toys from the 1950's / 60's /70's – know which toys were popular</p> <ul style="list-style-type: none"><li>Dolls / cars/ comics etc – how they have changed</li><li>Computers / games / electronic devices</li></ul> <p>Knows how what it was like in Classrooms in 1950's / 60's /70's</p> <ul style="list-style-type: none"><li>The school curriculum changes – the 3 R's verses todays learning offer</li><li>Changes in technology</li><li>Chalkboards to interactive TV's</li><li>Playground games then and now</li></ul> <p>Knows what shops were like in 1950's / 60's /70's</p> <ul style="list-style-type: none"><li>In the early 1950's food had to be rationed.</li><li>The development from Corner shop/ individual shop – butcher, baker etc to supermarkets in the 1950's</li></ul> <p>Know where the people and events they study fit within a chronological framework</p>	<p><b>Year 1 – Greatest Explorers</b></p> <ul style="list-style-type: none"><li>Knows that Ibn Battuta was an explorer who travelled to southern and central Asia, northern Africa, Europe, etc.; by foot, camel, donkey, and boat to learn about different places. He explored for nearly 30 years.</li><li>Knows that Captain James Cook: travelled the world, including northern America (Hawaii); by ship.</li><li>Knows that Captain Robert Scott and Roald Amundsen: Antarctica; by ship and by skis.</li><li>Knows that Sunita Williams: space and the ISS; by space shuttle.</li><li>Knows What makes a 'Great' Explorer – teaching point – the relevance of different perspectives</li><li>Knows where the people and events they study fit within a chronological framework</li></ul> <p><b>Year 1 – Great Inventions</b></p> <ul style="list-style-type: none"><li>Knows the people who invented, built and piloted the world's first successful controlled aeroplane were American brothers Orville and Wilbur Wright</li><li>Know of the 'Wright brothers' first aircraft of 1899</li><li>Know of the first commercial aeroplane flight that took place in 1914 in Florida, USA.</li><li>Know of the impact of the aeroplane on the world because it made long-distance travel quick, cheap and easy.</li><li>Know of the development of the first aeroplanes – an in-depth study</li><li>Know of the role of the aeroplane in warfare.</li><li>Know of the development of the railway</li><li>Know of key people involved in the development of the railway - Richard Trevithick - George Stephenson</li><li>Know of the development of trains to modern day and of some key inventions such as Stephenson's Rocket</li><li>Know of the introduction of the passenger train</li><li>Know where the people and events they study fit within a chronological framework</li></ul>	<p><b>Year 1 – Greatest Explorers</b></p> <ul style="list-style-type: none"><li>Knows that Ibn Battuta was an explorer who travelled to southern and central Asia, northern Africa, Europe, etc.; by foot, camel, donkey, and boat to learn about different places. 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He was an explosives expert, and he was discovered in the cellars beneath the Palace of Westminster.</li><li>Know about The Great Fire of London in 1666.</li><li>Know the fire started in a bakery on Pudding Lane.</li><li>Buildings were close together and often made of wood, meaning that the fire spread quickly.</li><li>Know many years after the fire, buildings were rebuilt further apart and made with stone.</li><li>Know how using sources in history help us find out about the past - Samuel Pepys kept his diary</li></ul>	<p><b>Year 1 – Greatest Explorers</b></p> <ul style="list-style-type: none"><li>Knows that Ibn Battuta was an explorer who travelled to southern and central Asia, northern Africa, Europe, etc.; by foot, camel, donkey, and boat to learn about different places. 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