

A Westdale Historian History Knowledge Progression

Year 1

National Curriculum

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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]
- significant historical events, people and places in their own locality

Thread throughout KS1 history curriculum - Travel and Transport, Injustice/inequality

Key End Points for EYFS (ELG)	Strand	What I will know by the end of this learning
<ul style="list-style-type: none"> • 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. 	Changes within Living Memory	<p>Transport topic I know transport has changed in appearance over the last 100 years. I know bikes have changed appearance over 200 years (Boneshaker, Running Machine, Penny Farthing). I know how to sort and compare photographs of past and present bus/trams/cars (past and present) I know Rosa Parks was arrested (70 years ago), after she refused to give up her seat on a crowded bus to a white passenger.</p> <p>Moon Zoom topic I know 65 years ago, Laika the Russian dog became the first living thing to travel into space and orbit the earth but did not survive (injustice). I know Neil Armstrong, an American NASA astronaut, was the first human to travel, land and walk on the moon and his space shuttle was called Apollo 11. I know Mae Jemison was the first black woman to travel into space in 1992 (30 years ago) and spent a week in orbit in her NASA space shuttle Endeavour. I know in 2022, John McFall, a British paralympic sprinter, became the first astronaut recruited by NASA with a disability.</p>

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Events beyond Living Memory	<p>Remembrance Day I know Remembrance Day is on 11th November each year, where people take time to remember all the soldiers who have fought in wars to help keep us safe.</p> <p>Dino Dig I know dinosaurs are prehistoric animals that lived on planet earth until about 66 million years ago. I know the names of different dinosaur species – Tyrannosaurs Rex, Spinosaurus, Brachiosaurus, Triceratops, Stegosaurus, velociraptor; and know some facts about their appearance, habitat and diet. I know what extinct means. I know palaeontologists discovered evidence to support the existence of prehistoric life (dinosaurs) by excavating fossils, (e.g., skulls, skeletons, claws, teeth, footprints). I know Mary Anning is a significant person from the past for her discovery of dinosaur fossils (Ichthysaurus/Plesiosaurus). I can create a timeline of important events within Mary Anning’s life, in chronological order.</p>
Lives of Significant People	<p>See bold text for list of people to cover. Discuss how they contributed to national life.</p>
Local History	<p>Gedling Country Park I know land use at our local area of Gedling Country Park has changed over 120 years (farmland, colliery, woodland, recreational park).</p>
Historical Enquiry	<p>I know how to ask questions about simple artefacts (e.g- who, what, why, when, where). I know information can be found in books.</p>
Interpretation	<p>I know that memories may not always be completely reliable. I know the difference between fact and fiction.</p>
Chronology	<p>I know every ten years is called a decade. I know that prehistoric means time before humans existed on earth. I know the months of the year in sequence. I know the month and year of my birth. I know the structure of the day may change depending on the day of the week and can follow a daily sequence with a visual timetable. I know and use historical vocabulary to represent the passing of time, (e.g., past, present, year, month, week, earlier, later). I know what a timeline is and how it shows the passing of time.</p>

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Year 2

What should I already know?	Strand	What I will know by the end of this learning	
	Within Living Memory	N/A	
	Beyond Living Memory	<p>Great Fire of London I know the Great Fire of London is an important event and know where it sits on a timeline. I know the Great Fire of London happened in the capital city of London, in England, over 350 years ago in 1666. I know the fire started in Thomas Farriner’s bakery on Pudding Lane. I know the fire spread between the connected wooden houses. I know people attempted to stop the fire by pulling down the wooden houses with fire hooks. I know the rich people evacuated the city on boats on the River Thames. I know the poorer people of London evacuated on foot or by horse and cart. I know that Samuel Pepys, an eyewitness and primary source, recorded the event in his diary. I know King Charles II made changes to learn from the mistakes – new building rules (distancing and stone material) and creation of the Fire Brigade.</p> <p>Titanic I know the event of Titanic sinking is an important event and know where it sits on a timeline. I know the Titanic was a liner that was intended to transport people from the UK to America but sunk on its very first voyage after hitting an iceberg. I know the Titanic was built in Belfast, the capital city of Northern Ireland, UK. I know passengers who bought tickets were classified into three different classes: first, second and third. and what this means. I know there were not enough lifeboats to save all the passengers. I know some people (mainly second and third class) died when the Titanic sank and some people survived (injustice). I know that the disaster is important as it changed how boats were designed.</p> <p>Famous people linked to Titanic I know some famous passengers on the Titanic and their story e.g Margaret Brown, Eva Hart and Joseph Laroche Broadens.</p>	T

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	Lives of Significant People	See bold text for list of people to cover. Discuss how they contributed to national life.
	Local History	I know that Notts County Football Club is the oldest football club in the world. 2024/25 possible change of topic to Notts County Football Club
	Historical Enquiry	I know how to ask a range of questions about artefacts and sources from the past.
	Interpretation	I know how to compare two different versions of the same account (Titanic). I know what primary and secondary sources are, and can use them to find information.
	Chronology	I know the structure of the day changes depending on the day of the week and can sequence events and activities on a visual timetable. I know and use historical vocabulary to represent the passing of time, (e.g. chronology, decades, centuries and specific years studied, such as 1666). I know my full date of birth (including year). I know where an event would sit on a simple timeline.