

History Progression of Knowledge

EYFS

Enquiry	Unit 1: Who is in your family?	Unit 2: Who used this technology?	Unit 3: Who wears a crown?
Prior Learning links and rationale	Focus on themselves and their families. Developing an understanding of the past through the study of their family	Who is in my family? Developing a sense of chronology within living memory.	Chn may have understanding of kings, queens and princesses from book and films. Prepares chn for Year 1 Gunpowder Plot
Vocabulary	past, then, now, family, me, myself, grandparents, parents, home, house	technology, change, past, present, now, then, telephone, mobile, cassette, Walkman, record player, record, CD, radio, download, internet, landline, electricity, batteries, ipod, television,	king, queen, monarch, palace, castle, crown, royal, throne, power, coronation, prince, princess, ruler, past, present, now, then, a long time ago
Disciplinary Concepts	<p>chronology</p> <p>significance</p> <p>change and continuity</p> <p>similarity and difference</p> <p>cause and consequence</p> <p>interpretation.</p>	<p>chronology</p> <p>significance</p> <p>change and continuity</p> <p>similarity and difference</p> <p>cause and consequence</p> <p>interpretation.</p>	<p>chronology</p> <p>significance</p> <p>change and continuity</p> <p>similarity and difference</p> <p>cause and consequence</p> <p>interpretation.</p>
Substantive Concepts	<ul style="list-style-type: none"> • Power • Society • Legacy • Conquest 	<ul style="list-style-type: none"> • Power • Society • Legacy • Conquest 	<ul style="list-style-type: none"> • Power • Society • Legacy • Conquest
Key Knowledge	<p>I am gaining an understanding about the passing of time (e.g. within the school day)</p> <p>To talk about my immediate family.</p> <p>To be able to fit (2) events into a chronological framework (then and now) see progression of timelines.</p>	<p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>To develop an understanding that things were different in the past and know things happened before I was born</p> <p>I can fit people/events (3) onto a chronological framework</p>	<p>To know about similarities and differences between themselves and others, including buildings.</p> <p>To develop an understanding that things were different in the past and know things happened before my parents and grandparents were born.</p> <p>To identify ways in which the past is represented through artefacts,</p>

	<p>To understand and use past tense and plurals correctly and vocabulary that relates to the passing of time.</p> <p>Recognise the difference between past and present in their own and others' lives drawing on experiences and what has been read in class</p> <p>Describe an event or family member from their past that is important to remember</p>	<p>To know that some things are from the past and were used before I was born e.g. the telephone, computer, electronic toys.</p> <p>I am beginning to identify ways in which the past is represented through artefacts, photographs and stories.</p> <p>To answer 'how' and 'why' questions.</p> <p>To ask simple questions about artefacts.</p>	<p>photographs and stories.</p> <p>To identify some similarities/differences and how things changed over different time.</p> <p>To answer 'how' and 'why' questions (begin... I think that because..)</p>
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