

EYFS and KS1 History CURRICULUM PROGRESSION MAP			
Scheme: HIAS	<i>Intent</i> <i>Our intent for History, is to spark curiosity about the past and help children develop a secure sense of time and chronology. Through engaging, enquiry-based activities, following the HIAS recommended six-step approach, pupils build foundational historical knowledge by exploring significant events, people, and changes within and beyond their own living memory — including local history, national events, and contrasting periods. This fosters critical thinking skills such as asking questions, investigating sources, comparing similarities and differences, and understanding how people's lives and societies have changed over time, all while nurturing enthusiasm for history as a way to make sense of the world around them and their place within it.</i>		
	Year R	Year 1	Year 2
	Effective history teaching for young children, as outlined in principles aligned with Hampshire HIAS approaches, begins by linking the past to their own familiar experiences—their lives, families, homes and school—to make it relatable and meaningful. From this foundation, children should be gradually guided to explore more distant and unfamiliar periods described as 'a long time ago'. Developing suitable historical language and vocabulary is essential, while stories—whether read from books or shared orally by family or others—play a crucial role in bringing the past to life. Above all, children benefit from abundant, age-appropriate first-hand encounters with historical evidence, such as handling real artefacts (particularly emphasised), examining old photographs of people and places (including in non-fiction books), exploring relevant illustrations in storybooks, conversing with family members or school staff about personal memories, and observing changes in their immediate surroundings like homes, schools, and local buildings.	Disciplinary knowledge Disciplinary knowledge refers to how historians study the past and construct claims and accounts. Throughout all Key Stage 1 units teachers will be continually assessing children’s disciplinary knowledge. This refers to Historical enquiry – the understanding the methods historians use to investigate and construct knowledge about the past and the overarching process through which pupils actively engage with history as a discipline, rather than passively receiving facts - and Historical interpretations - how and why different accounts or views of the same past event, person, or period have been constructed and recognising that history is not a single, fixed story but is shaped by evidence, perspective, context, purpose, and the historian's own time/values. This includes knowledge of disciplinary concepts to support their argument and narrative in their interpretation of past people and events. Disciplinary concepts are the lenses through which topics are analysed: cause and consequence, continuity and change, similarity and difference and historical significance. 1. Continuity and Change This involves understanding what stayed the same (continuity) and what was different (change) over time, including the pace, extent, and nature of changes (e.g., gradual vs. rapid, political vs. social). Pupils explore why some aspects endure while others transform. 2. Cause and Consequence This focuses on why events happened (causes, including long-term, short-term, and trigger factors) and what resulted from them (consequences, both intended and unintended, short-term and long-term). It emphasises multi-causation and the ripple effects through time. 3. Similarity and Difference This concept looks at what was similar or different within or across historical periods, societies, groups, or individuals (e.g., diversity in experiences by class, gender, culture, or region). It avoids oversimplifying the past and highlights variety rather than assuming uniformity. 4. Historical Significance This explores why certain events, people, or developments are considered important (e.g., using criteria like impact, profundity, revealing, or durability). It involves judging importance in context and understanding that significance can be contested or change over time.	
Autumn Term 1	Myself and how I have changed In this topic, children will: begin to make sense of their own life story and family history by talking about members of their immediate family and community, commenting on images of familiar past situations and comparing and contrasting characters of stories - including historical figures. They explore past and present events in their own lives and those of their families, start using basic vocabulary related to the passing of time, practise sequencing events and ask questions about changes and events in their own lives and those of others.		Moon to Mars In this topic, children will: develop an understanding of space exploration history by placing the Apollo 11 mission within a basic timeline of key events in space travel. They recognise changes over time in the design of rockets, shuttles, and other equipment, and can discuss differences between "a long time ago" and "now." Children explore the variety of roles required for a successful space mission and describe the personal qualities and skills astronauts need—such as bravery, fitness, and teamwork—explaining their importance to achievements like landing on the

	<i>*I can put pictures of people in age order correctly.</i> <i>* I can order events in own life using simple chronological language, now, yesterday, then, tomorrow, soon.</i>		Moon. They also understand that the USA and USSR competed fiercely during the Space Race to be the best in space technology, rather than engaging in direct fighting. <i>*I can identify who is significant in furthering knowledge of space</i> <i>* I can talk about how space travel has changed over time and what factors have made space travel possible.</i>
Autumn Term 2		Toys In this topic, children will: build on their knowledge of toys from Reception by developing an understanding of how toys have changed over time within different age groups of children. They will explore and compare toys from the past and present, sorting and sequencing images to identify differences and similarities. They will draw upon multiple historical sources to find information and use simple historical terms to describe. Children will discuss how play has evolved, considering the experiences of children in the past, including those of their parents and grandparents, in comparison to their own. Children will be introduced to the concept of chronology by placing toys on a simple timeline, helping them to understand the progression from old to new. They will investigate the history of toys, using questioning and discussion to build awareness of changes within living memory and beyond. Through these activities, children will develop early historical enquiry skills and an understanding of change over time. <i>*I can explain how different toys have changed from the past to the present, using timelines and comparisons to identify key differences.</i> <i>*I can describe how toys have impacted the way children play and discuss the impact these changes had on people's lives.</i> <i>*I can use historical vocabulary like; “past and present” “then and now” “old and new” “before and after” to compare toys.</i>	
Spring Term 1	<u>Nursery Rhymes</u> In this topic, children will: explore familiar nursery rhymes such as Polly Put the Kettle On, Wee Willie Winkie, Jack and Jill, Mary Had a Little Lamb, and Betty Botter. Through these timeless songs and stories, they develop an understanding of then and now by comparing life in the past with the present day. They identify simple differences in clothing, household objects (for example, kettles, lighting, and water sources), materials, and everyday routines. Children make reasoned guesses and inferences based on evidence, drawing on mystery bags, artefacts, and visual clues. They also recognise	<u>The Great Fire of London</u> In this topic, children will: gain a solid understanding of the Great Fire of London in 1666, learning about key individuals such as Thomas Farynor, King Charles II, Samuel Pepys and John Evelyn, the main causes of its rapid spread (dry weather, wooden buildings, poor firefighting and chaos), and its consequences, including widespread homelessness, rebuilding in brick and stone, wider streets, new fire-safety laws, Christopher Wren’s St Paul’s Cathedral and other churches, and the rise of fire insurance. They will also develop historical enquiry skills by analysing simple sources such as pictures, eyewitness accounts and timelines, while	<u>Samuel Cody - Up, up and away</u> In this topic, children will: explore the life and achievements of Samuel Cody. They will learn key facts about his historic first powered, sustained flight in Great Britain on 16 October 1908 at Farnborough Common, marking a significant milestone in aviation history that established Farnborough's legacy as a center for aerospace innovation. Through a structured six-step enquiry process, children will develop skills in making predictions based on visual evidence, researching historical information using various sources, organizing and sorting facts into

	that the same historical events or periods can be represented in multiple versions or interpretations, while practising sequencing events in simple chronological order. Throughout the unit, they actively build relevant historical vocabulary and engage enthusiastically through illustrations, handling real or replica artefacts, and role-play activities. <i>*I can identify and describe some similarities and differences between objects, clothing, and everyday practices in the past and those in the present day.</i> <i>*I can explain how characters, settings, and events in traditional nursery rhymes reflect aspects of life in the past.</i>	practising how to identify and explain causes and consequences of this nationally significant event beyond living memory. <i>*I can identify and explain the principal causes of the widespread destruction caused by the Great Fire of London.</i> <i>*I can describe the significant consequences of the Great Fire of London, including legislative changes about fire safety and architectural developments.</i>	categories such as his origins, inventions, and flight details, drawing conclusions about key events and their significance, evaluating different sources for reliability and bias, and creatively commemorating historical milestones by designing memorials or displays inspired by local tributes like the Samuel Cody statue at the FAST Museum and the blue plaque at his former home in Ash Vale. <i>*I can explain the significance of Samuel Cody and the impact on Farnborough's aerospace heritage.</i> <i>*I can compare and contrast air transport vehicles and describe how these have evolved over time.</i>
Spring Term 2		<u>Castles</u> In this topic, children will: explore the history of castles through a six-step enquiry process, gaining knowledge of why castles were built primarily for defence and protection, identifying common features like walls, moats, keeps, and towers, understanding how designs evolved over time from early motte-and-bailey to stone structures and later forts or fortified houses, and learning about medieval society including roles such as lords, servants, archers, and treasurers. They will develop historical skills by analysing pictures, creating timelines, matching captions, engaging in true/false activities, freeze frames, role-play scenarios like defence and attack games, spotting anachronisms, researching local Hampshire castles or forts through mind maps and potential visits, and producing creative outcomes such as redesigned castles or promotional videos to celebrate heritage. <i>*I can name the main parts of a castle (keep, walls, moat, gatehouse, towers), explain their location and defences, and describe how castles changed or stayed the same over time.</i> <i>*I can talk about people in castles (lords, knights, cooks, soldiers), recognise castles are no longer used for fighting, sequence changes on a simple timeline</i>	
Summer Term 1			
Summer Term 2			<u>Titanic - Tragedy or triumph</u> In this topic, children will: develop their understanding of history beyond living memory by exploring the Titanic as a significant event from 1912, learning to place it within a chronological framework and compare life in the early 20th century with their own time. They will investigate what the Titanic was, why it was considered unsinkable and special (including differences in passenger classes and onboard life), the sequence of events leading to its sinking, and the causes and consequences of the disaster. Through

			historical enquiry, children will use a range of sources such as artefacts, photographs, passenger stories, and timelines to ask and answer questions, make deductions, and recognise changes over time, including how the tragedy influenced safety improvements in shipping. They will also evaluate ways the disaster could have been prevented and reflect on its lasting historical importance. <i>*I can explain what happened to the Titanic in 1912 and why it is remembered as an important event in the past.</i> <i>* I can use historical sources to compare life on the Titanic with today and explain how the disaster made ships safer.</i>
NC End of Key Stage Expectations	By the end of EYFS children should be taught to: • 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.	By the end of KS1 children should be taught to: • 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.	