

# Our Lady of Perpetual Succour Catholic Primary School

## History Progression Map



History I Can Statements						
	Reception		Year 1		Year 2	
	ELG	Lesson Objective	I Can Statements	Lesson Objectives	I Can Statements	Lesson Objectives
Range and depth of Historical knowledge	<p><b><u>Understanding the World</u></b></p> <p><b><u>Past and Present ELG</u></b></p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on</p>	<p>-Talk about present events in their own life. (Autumn 1)</p> <p>Talk about the lives of familiar people. (autumn 2)</p> <p>Talk about past and present events in their own life, and those of familiar people. (Spring 1)</p>	<p>I can recognise the difference between past and present in their own and others' lives.</p> <p>I can write about how things have changed.</p> <p>I can recount stories about the past.</p>	<p>. I can make a timeline of significant events in the Beatles journey.</p> <p>I can recognise the difference between the Mersey Gateway Bridge and the Jubilee Bridge in Widnes.</p> <p>I can find out about what life was like during the reign of Queen Elizabeth II</p> <p>I can talk about how bridges have changed over time.</p>	<p>I can recognise why people did things, why events happened and what happened as a result.</p> <p>I can identify differences between ways of life at different times.</p>	<p>I can recognise the key events of The Gunpowder Plot and explain how we recognise it today.</p> <p>I can write about Remembrance Day and understand why it is a significant event.</p> <p>I can describe key events from Nelson Mandela's life.</p> <p>I can write about the achievements of Nelson Mandela and why he is a significant person.</p> <p>I can compare the significant events of Rosa</p>

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	<p>their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>-Comment on images of familiar situations in the past.(Autumn 2)</p> <p>Understand a simple timeline of events that happen within a day. (Autumn 1)</p> <p>Explore similarities and differences of the past and present by looking at photographs and artefacts. (Spring 2)</p> <p>-Talk about similarities and differences between things now and in the</p>	<p>I can research significant individuals from the past.</p>	<p>I can compare an old car from the past and a new car.</p> <p>I can compare aspects of life when Queen Elizabeth II and Queen Victoria were on the throne.</p> <p>I can find out about what life was like during the reign of Queen Victoria</p> <p>I can find out about why the Beatles are significant people.</p>		<p>Parks' and Nelson Mandela's Lives</p> <p>I can recognise what happened to cause the Great Fire of London and what happened as a result.</p>
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		<p>past, drawing on their own experiences. (Summer 1)</p> <p>Talk about similarities and differences between things now and in the past, drawing on what has been read to them. (Summer 2)</p>				
Chronological Understanding			<p>I can sequence events in my life. I can sequence events before my life.</p> <p>I can recognise that things have changed since my parents/grandparents were little.</p>	<p>I can sequence the life of Queen Elizabeth II on a timeline.</p> <p>I can sequence the life of Queen Victoria on a timeline.</p>	<p>I can describe memories of key events.</p> <p>I can sequence artefacts closer together in time.</p> <p>I can sequence photographs etc. from different periods of people's lives.</p>	<p>I can sequence events of 'The Gunpowder Plot' in chronological order.</p> <p>I can sequence photographs/paintings of London from different periods. Starting from The Great Fire of London to the present day.</p> <p>I can show where the Great Fire of London</p>

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			<p>I can match objects to people of different ages.</p>	<p>I can compare photographs of the Beatles with photographs of modern artists (Little Mix/One Direction/Taylor Swift).</p> <p>I can order pictures of cars from different times.</p> <p>I can order pictures of bridges from different eras</p> <p>I can compare photographs of the Beatles with photographs of modern artists (Little Mix/One Direction/Taylor Swift).</p>		<p>occurs on a timeline compared to other events (the gunpowder plot).</p>
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Historical Enquiry			<p>I can find answers to simple questions about the past from sources of information e.g. artefacts.</p>	<p>I can find answers to simple questions about the Beatles using sources of information.</p> <p>I can find answers to questions about Queen Elizabeth and Queen Victoria using different sources.</p>	<p>I can use a source (e.g artefact, research document, interviews) to answer questions about the past on the basis of simple observations.</p>	<p>I can use a range of sources to answer my own questions about The Gunpowder Plot.</p> <p>I can use a source (e.g artefact, research document, interviews) to answer questions about Remembrance Day.</p> <p>I can use a source (e.g artefact, research document, interviews) to answer questions about Rosa Parks achievements on the basis of simple observations.</p> <p>I can use a source (e.g. artefact, research</p>

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						<p>document, interviews) to answer questions about the past on the basis of simple observations focusing on The Great Fire of London.</p> <p>I can ask questions about how the fire service has changed since the Great Fire of London.</p>
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