

# Subject Progression

## History: overall focus British values:

Democracy, Rule of Law, Respect and Tolerance, Individual Liberty, Equality



	Reception	Year 1	Year 2
<b>Autumn</b>	<p><b>We can be heroes</b> -focus equality/respect Can we find out about who helps us in our community? How has that changed from the past to present? Focus on gender within certain roles (Fire brigade, police, nursing).</p> <p>Source materials-photos</p> <p><b>ELG-</b> Understanding the World-<b>Past and Present-</b> “The past is something that has already happened”</p> <p><b>End Point-</b>Talk about the lives of the people around them and their roles in society &amp; how this has changed over time</p> <p><b>Vocab-past, present</b></p>	<p><b>Farming</b> <b>How has farming changed in North Devon?</b> Sorting into past/present Building a chronology of farm vehicles</p> <p>Source materials-James Ravilious photos</p> <p><u>Significant Individual: James Ravilious</u> Photographer of rural life in Devon from 1970s-1990s. National Exhibition in 1981.</p> <p>Order events chronologically Compare similarities/differences in different periods Changes within living memory</p> <p><b>End points-</b>children can explain how farming has changed over time and put farming vehicles in a chronological order</p> <p><b>Vocab-now, then, first, next</b></p>	<p><b>Mary Anning</b> Mary Anning - Who was she and why is she famous now? Focus on evaluating sources. Her life as a timeline. Comparison between today/past – compare with a modern female palaeontologist - equality.</p> <p><u>Significant Individual: Mary Anning</u> Explore why she is famous now, but wasn't during her lifetime. Order key events of her life including – birth 1799, discovery of the Ichthyosaur 1811, death 1846</p> <p><u>Significant Event: Ichthyosaur discovery 1811</u></p> <p>Order events chronologically. The lives of significant individuals in the past who have contributed to national and international achievements. Compare similarities/differences in different periods.</p> <p><b>Elicitation task:</b> Look at a painting of Mary Anning. What can we tell about her? <b>End points:</b> Children can talk about and order the main events in Mary's life.</p> <p><b>Vocab-century, today, in the past, fossil</b></p>

<p style="text-align: center;"><b>Spring</b></p>	<p><b>We're off on a journey</b> -focus equality/respect</p> <p>How have vehicles changed over time? Focus on air travel</p> <p><u>Significant Individual: Amelia Earhart</u> Amelia's struggle - Focus on changes over time to opportunities for women to fly and the attitudes to this.</p> <p><u>Significant Event</u> Amelia crossing of the Atlantic. The first woman to do so – 1928</p> <p>Source materials-photos &amp; Nat Geographic info</p> <p><b>ELG</b>-Understanding the World</p> <p><b>End Point- To understand what the past is and what the present is. "The past is something that has already happened"</b></p> <p><b>Vocab-past, present, before, after</b></p>	<p><b>The Royal Family</b> -focus rule of law/monarchy</p> <p><u>Significant Individual: Queen Elizabeth II</u> How did she become Queen? What was she like? – war effort, corgis, etc</p> <p><u>Significant Events:</u> Birth 1926 Coronation 1953 (compare to King Charles III coronation 2023) Death 2022</p> <p>The lives of significant individuals in the past who have contributed to national achievements.</p> <p><b>Elicitation Task- class discussion what do you know about the role/life of Queen Elizabeth II?</b></p> <p><b>End Points: Children can order and describe some major events during her reign</b></p> <p><b>Vocab- now, then, first, next, then</b></p>	<p><b>Barnstaple Through the Ages</b></p> <p>How has Barnstaple changed over the years? Now and Then - Life in Barnstaple Barnstaple bridges-why were they built, how does this reflect changes over time? How has Barnstaple changed?</p> <p><u>Significant Events: Barnstaple bridges</u> 1<sup>st</sup> Stone bridge c.1280 Railway bridge 1874-c.1974 – why did it disappear? New bridge 2007</p> <p>Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms.</p> <p><b>Elicitation task: Look at the painting of Barnstaple from around 1740. What can we learn about the town back then and what are the main differences between the town now and then?</b></p> <p><b>End points: Children understand how Barnstaple was different in the past and why it has changed over time.</b></p> <p><b>Vocab-century, today, in the past, transport, population</b></p>
<p style="text-align: center;"><b>Summer</b></p>	<p><b>Our Wonderful World</b></p> <p>What is a lighthouse? Why were they built? Why are they useful? Compare lighthouses from the past up-to the present day</p> <p><b>ELG</b> Understanding the World-similarities between things in the past and now</p> <p><b>End Point- Know some similarities and differences between things in the past</b></p>	<p><b>What is the RNLI and what does it do?</b> RNLI – What is it? How has it changed? The Lynmouth lifeboat story, why is the Lynmouth lifeboat famous?</p> <p><u>Significant Events:</u> The foundation of the RNLI 1824 The Lynmouth lifeboat story 1899</p> <p>Significant historical events, people and places in their own locality.</p>	<p><b>Important Women in History</b></p> <p>What can we learn from Marina Silva?</p> <p><u>Significant Individual: Marina Silva</u> Understand where Marina came from and how this shaped her outlook on the rainforest. Understand how events in her life influenced her campaign. Timeline/chronology include:</p> <ul style="list-style-type: none"> <li>- Birth 1958</li> <li>- Illness 1974</li> <li>- Death of Chico Mendes 1988</li> </ul>

	<p>and now, explaining how lighthouses have changed.</p> <p><b>Vocab-past, present</b></p>	<p><b>Elicitation</b> - What is the RNLI? What do the people in the RNLI do?</p> <p><b>End Point-</b> Children can describe changes within the RNLI. Children can recount key details of the Lynmouth lifeboat story.</p> <p><b>Vocab- now, then, first, next, then</b></p> <p>Also link to key human features: harbour</p>	<ul style="list-style-type: none"> <li>- First rainforest reserve 1991</li> <li>- (Minister for the environment 2003)</li> </ul> <p>Understand how her actions have global significance.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Understand historical concepts such as cause and consequence.</p> <p><b>Elicitation Task: Using a photo of Marina Silva, who do we think she is and why are we learning about her? What would the children like to know about her?</b></p> <p><b>End point: Children can explain the impact she has had on the Amazon rainforest. Discuss the obstacles she faced and how she overcame them.</b></p> <p><b>Vocab-childhood, modern day, younger, older, consequence, protest</b></p>
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