

Woodlands Infant School



History curriculum

Long term plan

Progression of skills, knowledge and vocabulary

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History Long Term Overview

Includes prominent Core Concepts and Key Enquiry questions for each unit of work.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Me and my family, then and now Chronology Change and Continuity How have I and my family changed over time?	Special times through the year Chronology Significance Why do people celebrate special times?	Stories from long ago Chronology Evidence and Sources What can stories tell us about life in the past?	Food: Then and now Change and Continuity Cause and Consequence How has the way we eat and shop changed?	Exploring nature over time Change and Continuity How does nature change across the year and over time?	Journeys to faraway places Chronology Significance How did people travel and explore in the past?
Reception	Growing up through time Chronology Change and Continuity How have I grown and changed over time?	Traditions and festivals from the past Chronology Significance Why do we remember special traditions and festivals?	Life in storybook times Chronology Evidence and Sources What was life like in storybook times?	Home, food and life around the World Change and Continuity How is life the same or different in other parts of the world?	Nature detectives – past and present Evidence and Sources Change and Continuity What changes do we see in nature over time?	Adventures and explorers Significance Cause and Consequence Why do we still remember explorers today?
Year One	Games, Toys and Technology Chronology Change and Continuity Evidence and Sources How have toys and technology changed over time?		The UK monarchy Chronology Significance Cause and Consequence Why do we remember some kings and queens?		Homes and Transport Change and Continuity Evidence and Sources How have homes and ways of getting around changed?	
Year Two	The Great Fire of London Chronology Significance Evidence and Sources Cause and Consequence Why did the Great Fire of London spread so far & why do we still remember it?		Significant People: Rosa Parks and Greta Thunberg Significance Cause and Consequence How have Rosa Parks and Greta Thunberg helped change the world?		Aviator (Emilia Earhart) Chronology Significance Evidence and Sources Why was Amelia Earhart's flight so important?	

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Progression of Disciplinary Knowledge in History

The core concepts (Chronology, Cause and Consequence, Change and Continuity, Significance, Evidence and Sources) are revisited and deepened across year groups. Each concept begins with experiential or story-based understanding in Nursery and Reception and is developed into more abstract and historical thinking by Year 2.

	Nursery	Reception	Year 1	Year 2
Core Disciplinary Knowledge	"Long ago" means before now. We can find out about the past through pictures and stories. I can talk about what happened first and next in my life and in stories. Things change over time (like leaves in the seasons or how I have grown).	"The past" means before now; some things happened a long time ago. We can find out about the past using photos, books, artefacts and stories. Some things have changed, but some things have stayed the same. We use words like 'before', 'after', 'then' and 'now' to talk about history.	We can put events and objects in time order using timelines. Technology and materials have caused changes in toys and homes. Some aspects of life have changed (e.g. transport), others have stayed the same (e.g. people still play). We learn about the past using sources like photos, artefacts and stories.	Events in the past happened in a particular order and at specific times. We can explain causes (e.g. dry weather, wooden buildings) and consequences (e.g. new fire laws). We look at different types of evidence (e.g. diaries, photos, maps) and ask what they tell us. We think about why people or events were important and how they changed the world.
Chronology	Me and my family, then and now Use terms like 'baby', 'now', 'growing up'. Order personal events like birthdays and first steps. Talk about how they have changed over time. Special times through the year Use words like 'last year', 'next time', 'every year' when talking about recurring celebrations. Begin to recognise patterns of	Growing up through time Sequence events in their own lives using terms like 'past', 'long ago', 'now' and 'then'. Recognise stages of growing up (baby, toddler, child) and how abilities change. Traditions and festivals from the past Understand that events like Bonfire Night and Remembrance Day happen every year. Begin to identify them as happening in the	Place events and objects in chronological order; use timelines and age-appropriate time vocabulary. Games, Toys and Technology Sequence toys and technology chronologically using visual timelines (e.g. wind-up toys, battery toys, digital devices). Use vocabulary such as 'past', 'long ago', 'before', and 'modern'. Recognise which toys their parents or grandparents may have used. The UK Monarchy Place key monarchs (e.g. Queen Elizabeth II, King Charles III) on a simple timeline.	Sequence historical events and explain their order using dates and time language (e.g. before, after, during). The Great Fire of London Place the Great Fire of London on a timeline. Use dates and key time vocabulary (e.g. 1666, before, after). Significant People: Rosa Parks and Greta Thunberg Sequence the lives of Rosa Parks and Greta Thunberg on a timeline. Compare past and present activism. Aviator: Amelia Earhart

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	Nursery	Reception	Year 1	Year 2
	time linked to seasonal or annual events. Stories from long ago Understand that story settings and characters often come from a time before they were born. Use 'long ago' when discussing story events.	past and being remembered each year. Life in storybook times Recognise that stories can be set 'long ago'. Begin to place story settings in a vague historical past (e.g. castles, old cottages).	Understand that monarchs lived at different times and that some were from the distant past. Homes and Transport Sequence types of homes (Tudor, Victorian, modern) and transport (horse and cart, steam train, car, plane) on a timeline. Use chronological terms like 'older', 'newer', and 'in the past'.	Place Amelia Earhart's flight in the past. Understand that early aviation came before modern air travel.
Change and Continuity	Me and my family: then and now Notice how they and their families have changed (e.g. appearance, routines, toys). Begin to compare past and present within their own experience. Food: Then and now Compare old and new foods, packaging and ways of buying food. Recognise what has changed and what has stayed the same. Exploring nature over time Spot changes in the environment (e.g. garden, park) across the seasons. Talk about what stays the same (e.g. trees, animals) and what changes.	Home, food and life around the world Compare aspects of life (homes, food, play) in different countries and with their own experience. Recognise what is different and what is similar. Compare life now and in the past. Growing up through time Talk about how they have changed and what has stayed the same. Compare photos or drawings from babyhood to now. Nature detectives – past and present Observe changes in nature over time (e.g. tree in different seasons). Recognise patterns in nature that repeat each year.	Describe how aspects of life have changed or remained the same over time. Games, Toys and Technology Describe how toys have changed in design, materials and function over time, but that some play patterns (e.g. dolls, building) continue. The UK Monarchy Identify aspects of monarchy that have stayed the same (e.g. coronation, titles), and what has changed (e.g. media presence, gender roles). Homes and Transport Compare features of homes and transport over time. Recognise what has stayed the same (e.g. need for shelter, roads) and what has changed (materials, speed, comfort).	Identify key changes and continuities within and across historical periods (e.g. homes before and after the fire). The Great Fire of London Compare London before and after the fire in terms of housing, street layout, and safety. Recognise changes that occurred due to the fire. Significant People: Rosa Parks and Greta Thunberg Discuss how attitudes and actions have changed over time because of their influence. Aviator: Amelia Earhart Compare early flight and modern aviation. Identify what has changed and what remains (e.g. pilot roles, aeroplanes).

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	Nursery	Reception	Year 1	Year 2
Cause and consequence	Talk about simple causes (e.g. I cried because I fell); begin to notice what happened next in stories. Food: Then and now Talk about how different ways of shopping (e.g. markets, shops, online) affected what people ate. Notice that inventions (e.g. fridges, cookers) changed how food was prepared. Exploring nature over time: Talk about what happens to plants and animals when seasons change (e.g. leaves fall in autumn). Begin to recognise how changes in nature are caused by weather and time.	Talk about why things happened in stories or real life (e.g. people celebrated because it was a special day). Growing up through time Talk about how changes in size, strength and learning cause changes in what they can do. Traditions and festivals from the past Begin to understand why people remember certain events (e.g. Guy Fawkes tried to blow up Parliament, so we celebrate Bonfire Night).	Identify simple causes of change (e.g. why homes changed); discuss effects of actions/events. Games, Toys and Technology Identify how developments in materials and technology (e.g. plastic, batteries, screens) led to new types of toys. Recognise that changes in what toys are made from affected how children play. The UK Monarchy Understand that monarchs' decisions (e.g. laws, battles) had effects on people's lives. Recognise simple causes of remembrance (e.g. coronations are celebrated because they mark a new monarch). Homes and Transport Recognise how inventions (e.g. steam engine, car) changed how people travel. Understand that improvements in materials and sanitation caused homes to become safer and more comfortable.	Explain reasons behind historical events (e.g. why the fire spread); link cause and consequence clearly. Great Fire of London Explain how the fire started (e.g. bakery, wooden buildings, dry summer) and why it spread quickly. Discuss what changes happened because of the fire (e.g. rebuilding of London, fire safety laws). Significant People: Rosa Parks and Greta Thunberg Identify the causes behind their actions (injustice, climate change) and the consequences (e.g. Civil Rights Movement, school strikes for climate). Aviator: Amelia Earhart Understand what inspired Amelia Earhart to fly and what happened as a result (e.g. breaking records, inspiring others).
	Special times through the year: Begin to understand that we remember certain days every year because they are important to people (e.g. Bonfire Night, birthdays). Journeys to far-away places Talk about why some journeys are remembered (e.g. holidays,	Recognise and talk about why some events or people are remembered (e.g. Bonfire Night, explorers). Traditions and festivals from the past Understand that we remember people or events because they were important (e.g. soldiers on Remembrance Day). Talk about why	Explain why people or events are remembered and what made them special or important. Games, Toys and Technology Recognise that some toys were the 'first' of their kind or were very popular in history (e.g. LEGO, teddy bear). The UK Monarchy	Discuss the lasting impact of significant people and events (e.g. Rosa Parks, Amelia Earhart). The Great Fire of London Understand why we still remember the fire today. Recognise its importance in shaping modern London. Significant people: Rosa Parks and Greta Thunberg

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	Nursery	Reception	Year 1	Year 2
	adventures). Understand that some explorers are remembered because they went on amazing journeys. Stories from long ago Begin to notice important people in stories.	these events matter to their families or communities (Diwali). Adventures and explorers Begin to understand why explorers (e.g. Amelia Earhart) are remembered. Recognise bravery or discovery as reasons for significance.	Learn why we remember key monarchs like Queen Elizabeth II (longest reign, public role). Understand what made them special. Homes and Transport Identify why local figures like George Cadbury are remembered for improving homes. Understand the importance of the steam engine for travel.	Explain why Rosa Parks and Greta Thunberg are remembered. Recognise the impact of their actions on society. Aviator: Amelia Earhart Understand why Amelia Earhart's solo flight was significant. Recognise her legacy in history.
Evidence and Sources	Talk about pictures, objects and photos; notice old and new things. Stories from long ago Use storybooks and illustrations as clues about what life was like in the past. Ask questions about characters and settings. Exploring nature over time Use photos, drawings and observation to find clues about seasonal change. Begin to ask: What do old pictures show us about nature?	Ask questions about old objects or images; suggest what they might tell us. Life in Storybook times Use pictures and simple artefacts to talk about how people lived in the past. Begin to make suggestions about what these sources tell us. Nature detectives – past and present Use photos, books, and outdoor observation to track changes in nature. Ask questions like: What does this picture show us about before?	Use sources (photos, artefacts, stories) to ask and answer questions about the past. Games, Toys and Technology Use photos, artefacts and videos to find out about old toys. Ask questions like 'What is it made from?' or 'Who played with it?'. The UK Monarchy Look at portraits, coins, and photographs of monarchs. Discuss what these sources tell us about their role or time. Homes and Transport Study objects like old irons, washboards, or carriage lamps. Use old photos and maps to understand past ways of living and travelling.	Use a range of sources to find out about the past and begin to discuss their reliability or viewpoint. Great Fire of London Use Samuel Pepys' diary, paintings, and artefacts to find out about the fire. Discuss reliability and perspective of sources. Significant people: Rosa Parks and Greta Thunberg Use photographs, speeches, news articles, and children's books as sources of information about Rosa and Greta. What do they tell us about their actions? Discuss how different sources might show different viewpoints or emotions (e.g. protest photos vs. news reports). Aviator: Amelia Earhart Use photos, film clips, maps and artefacts to learn about her flight. Ask questions about what life was like for early pilots.
Disciplinary Vocabulary	ask questions, change, clue, detective, different, evidence, important, learn, long ago, now, past, remember, same, significance, timeline	now, next, last week, past, present, remember, then, timeline, why,	dates, change, different, similar, compare, artefacts, significant, information, order, chronology, source, evidence, cause, consequence	reasons, answer, enquire, evaluate, causes and effect, significance, interpretation, viewpoint, impact, reliability

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Progression of Substantive Knowledge in History

Substantive knowledge is mapped across themes such as Homes and Housing, Travel and Transport, Exploration, and Famous People from Nursery to Year 2. The knowledge builds in complexity, moving from personal and story-based contexts in EYFS to real historical figures and national/global events in KS1.

	Nursery	Reception	Year 1	Year 2
Core Substantive Knowledge	I was a baby and now I am a child; I grow and change. My family may be different to yours, but all families are special. Some celebrations (e.g. birthdays, Diwali, Christmas) happen every year. Stories can be set a long time ago, with different clothes, homes and ways of life. People used to travel on horses or by boat – now we have cars and planes. Some people went on long journeys (like explorers in stories or pirates). We remember important events with special days (e.g. Bonfire Night, birthdays).	People grow from babies into children and adults. Celebrations like Remembrance Day and Bonfire Night remember real past events. Some homes, foods and clothes are different in other countries or times. Nature changes with the seasons, and people in the past noticed and celebrated these changes. Some people from the past (like Queen Elizabeth II or explorers) are remembered because they were important. Transport used to look very different (e.g. hot air balloons, early cars).	Toys have changed over time – older toys were often made of wood or metal and had no batteries. Homes in the past (e.g. Tudor or Victorian) were different – no central heating, no internet, different materials. Transport has changed – people used to travel by horse and cart, then steam trains, now we have cars and planes. Monarchs like Queen Elizabeth II and King Charles III are important figures in history.	The Great Fire of London started in 1666 and led to big changes in how houses were built. King Charles II was king at the time of the fire; he helped rebuild the city. Amelia Earhart was the first woman to fly solo across the Atlantic – she changed how people saw aviation. Rosa Parks helped change laws about racism in America. Greta Thunberg campaigns to stop climate change and is known around the world. Some people are remembered for their bravery, actions or changes they made.
Homes and Housing	Talk about their own homes and those of family members; explore differences in homes from long ago through stories and pictures.	Compare homes from different cultures and storybook settings (materials, design, rooms); talk about where people live around the world.	Learn about homes in the past (e.g. Victorian, Tudor); compare materials, technology and layout.	Understand how historical events (e.g. Great Fire of London) changed the way homes were built and lived in.
Travel and Transport	Explore how people travel now and long ago (walking, horse, boat); use stories and imaginative play.	Learn how people travel in different countries; compare modern and older forms of transport (e.g. hot air balloon, steam train).	Study how travel has changed over time: carts, trains, cars, planes.	Explore early aviation through Amelia Earhart and how her journey changed perceptions of flight.
Exploration	Learn about explorers and adventures through traditional tales and imaginative play (e.g. pirates, magical journeys).	Discover real-life explorers (e.g. Ernest Shackleton); ask why people go on adventures and what they find.	Begin to understand the idea of discovering new places through themed reading.	Study of real explorers (e.g. Amelia Earhart); understand the significance and consequences of exploration.

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	Nursery	Reception	Year 1	Year 2
Kings and Queens	Learn about kings, queens and castles through fairy tales and role play (e.g. kings in traditional stories).	Explore royalty through story characters and real-life celebrations (e.g. coronations).	Learn who monarchs are and why some are remembered (e.g. Queen Elizabeth II).	Investigate King Charles II in the context of the Great Fire of London: Was he to blame? Was he a good king? Explore his role and actions.
Famous People	Talk about special people in their lives and community; learn about local people from stories or visitors (e.g. caretaker, grandparent).	Learn about real people from the past and present (e.g. Jack Grealish, Cecil Aldin); what made them special.	Study historical figures (e.g. George Cadbury); understand how people influence communities.	Learn how famous individuals helped change the world: Rosa Parks, Greta Thunberg, Amelia Earhart, William Wilberforce, Julie Walters.
Conflict and Peace	Explore friendship, fairness and kindness through class discussions and stories.	Learn about Remembrance Day; discuss symbols of peace and remembering those who help us.	Introduce the idea of conflict through stories and how people resolved disagreements.	Study real examples of people standing up for justice and peace (e.g. Rosa Parks, Greta Thunberg).
Medicine and Health	Learn about looking after their bodies; healthy eating and hygiene.	Learn how people cared for themselves in the past (e.g. old remedies, past lifestyles).	Begin to compare health and medicine now and then through stories.	Understand how living conditions and events (e.g. Great Fire of London) affected public health.
Local History	Learn about family members and community helpers; share stories about special people in their lives (e.g. school caretaker).	Learn about significant local figures past and present (Cecil Aldin, Jack Grealish); talk about places nearby. Local changes in Shirley. How has Shirley High Street changed over time?	Study figures with local links (George Cadbury, Richard Hammond); discuss local changes. Local changes in Shirley. How has Shirley Train Station changed over time?	Learn about local/national figures who had global impact (Julie Walters, William Wilberforce). Local changes in Solihull. How has Solihull changed over time?
Substantive Vocabulary	adventure, baby, baker, basket, birthday, boat, bonfire, cake, candles, celebration, Christmas, cottage, decorations, eggs, explorer, family, farm, festival, fireworks, first, food, garden, gifts, grow, Guy Fawkes, homemade, horse and cart, Jesus, job, journey, light, map, market, memory, milk, nature, parent, party, pattern, peace, poppy, receipt, return, shoemaker, sibling, soldier, spring, story, supermarket, tradition, travel, work, year	past, now, growing up, celebration, Bonfire Night, Remembrance, nature, festival, king, queen, transport	toys, Victorian, modern, monarch, Queen Elizabeth, steam train, car, aeroplane, palace, technology	1666, fire, bakery, King Charles II, Amelia Earhart, Rosa Parks, Greta Thunberg, protest, invention, law