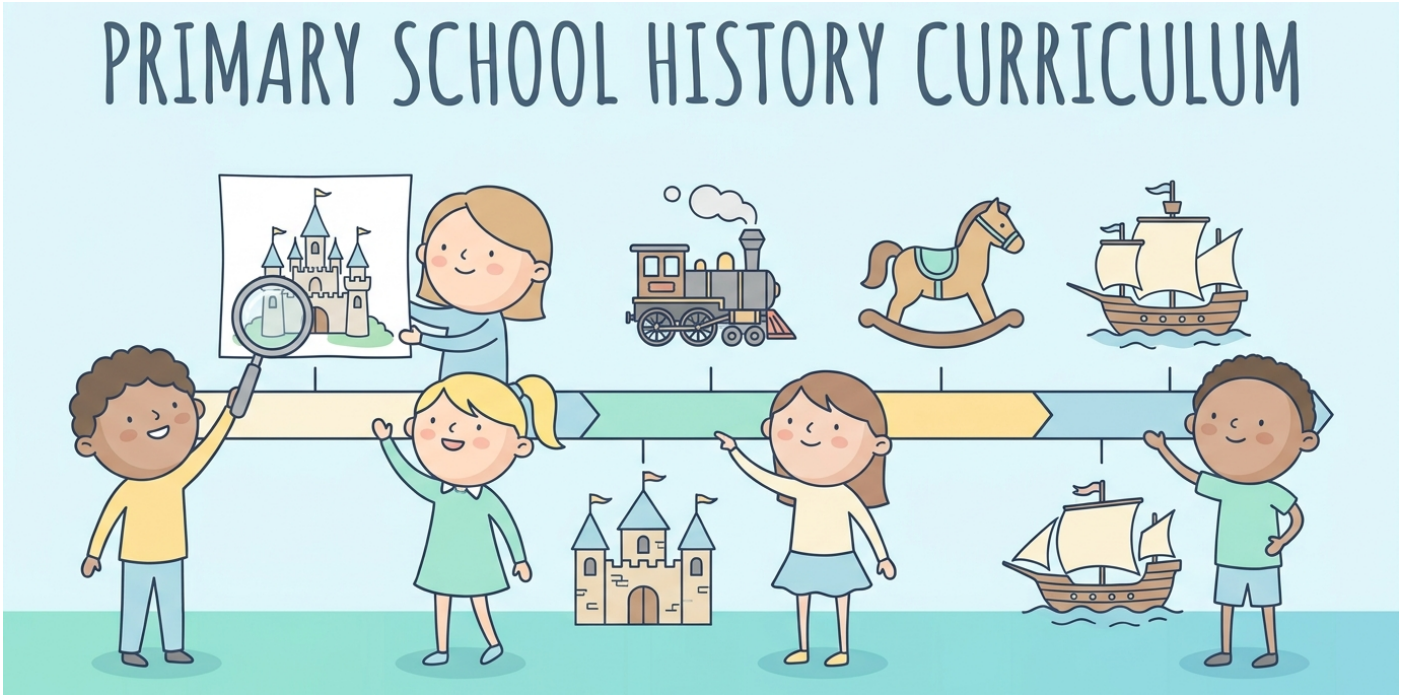


KS1 & EYFS History Curriculum Progression & Coverage

Bude Primary Academy Infant School

Notice: *We are currently mapping our new nursery curriculum onto our progression of skills and knowledge for each area of the curriculum.*

1. Two-Year Rolling Programme History Coverage Overview

Half Term	EYFS Reception (Understanding the World)	Year A History Unit	Year B History Unit
Autumn 1	**Who am I?** Personal timeline, family generations (baby, child, adult), personal changes over time.	**The Great Fire of London (1666)** Samuel Pepys, Stuart London, containment & rebuilding.	
Autumn 2	**Timeline of Toys:** Comparing modern toys with parents' & grandparents' toys (old/new/now/then).		**History of Toys / Toys Over Time** 4 eras in living memory, comparing materials & power sources.
Spring 1	**What was it like in the past?** Sequence of age, objects changing over time (phones, TVs), past beyond living memory.	**Grace O'Malley & Queen Elizabeth I** Irish Sea Queen, 1593 royal meeting, primary evidence & history detectives.	
Spring 2	**Seasons & Celebrations:** Sequence of 7 days, 4 seasons, annual repeating celebrations.		
Summer 1	**Past Beyond Living Memory:** Stories of castles, homes, Vikings & Stone Age.		
Summer 2	**Our School Year & Moving On:** Reflecting on growth over the school year.		**How George Stephenson Changed Bude!** George Stephenson, The Rocket, 1898 Bude Railway arrival & local impact.

2. Disciplinary History Skills Progression (EYFS to Year 2)

History Strand	EYFS Reception	Year 1 Expectation	Year 2 Cognitive Stretch
Chronological Understanding	Sequences 3-4 personal life events (baby, toddler, child) and uses time vocabulary (today, yesterday, tomorrow, old, new).	Sequences events/artifacts within living memory on a washing line timeline. Uses time connectives (before, after, long ago).	Sequences events/figures across multi-era timelines beyond living memory (1593, 1666, 1898). Explains chronological gaps.
Historical Enquiry & Primary Evidence	Handles real objects/toys, asks questions about old items, and makes simple observations from pictures.	Acts as a 'History Detective'—extracts visual clues from primary sources (paintings, artifacts, Pepys' diary quotes).	Distinguishes between primary and secondary sources. Cross-references 2+ evidence sources to check reliability.
Continuity, Change & Cause	Identifies similarities and differences between modern objects/toys and those from the past.	Explains simple causes (why London burnt) and changes in living memory (how toys evolved power sources).	Explains cause & consequence beyond living memory (rebuilding London laws, Stephenson's railway boosting Bude trade).
Historical Interpretation & Viewpoints	Shows interest in stories about historical figures and characters from books.	Recognises that people in the past lived differently and had different roles (Samuel Pepys vs King Charles II).	Evaluates differing perspectives (THINK-TALK-DECIDE) and challenges historical stereotypes (Grace O'Malley vs traditional roles).
Historical Communication	Talks about family members and personal memories using past tense verbs.	Communicates historical understanding through labelled diagrams, speech bubbles, and guided writing stems.	Writes structured historical explanations using conjunctions ('because', 'so') and precise vocabulary.

3. Substantive Historical Knowledge Progression

Unit	Core Factual Knowledge & Chronology	Key Vocabulary	Practical Disciplinary Tasks
Year A: The Great Fire of London (1666)	• Sept 1666: Fire started in Thomas Farriner's bakery on Pudding Lane. • Wooden pitch houses & narrow streets allowed rapid spread. • Samuel Pepys wrote a famous eyewitness diary. • Rebuilding: King Charles II & Sir Christopher Wren designed brick/stone rules.	Baker, Pudding Lane, Samuel Pepys, Diary, Eyewitness, Stuart London, Rebuild, Christopher Wren, Timber, Flammable.	Extract clues from Pepys' diary quotes; sequence key days of the fire on a timeline; design a fire-safe brick street.
Year A: Grace O'Malley & Elizabeth I	• 16th Century (1593): Grace O'Malley was an Irish chieftain and sea captain. • Met Queen Elizabeth I at Greenwich Palace. • Spoke Latin together to communicate. • Challenged Tudor stereotypes regarding women.	Grace O'Malley, Queen Elizabeth I, Chieftain, Pirate, Greenwich Palace, Latin, Stereotype, Monarch, Tudor.	Compare portraits of Elizabeth I and Grace O'Malley; use 'THINK-TALK-DECIDE' to evaluate whether Grace was a pirate or protector.
Year B: History of Toys (Living Memory)	• Toys have changed across 4 eras in living memory (2020s, 1990s, 1960s, 1920s). • Victorian/Early toys: wood, metal, clockwork, porcelain. • Modern toys: plastic, electronic, rechargeable batteries, screens. • Sorting by power source & material.	Living memory, Generation, Victorian, Clockwork, Mechanism, Electronic, Material, Decade, Artifact.	Interview a grandparent about childhood toys; sort real physical artifacts by age & material; create a 4-era class timeline.
Year B: How Stephenson Changed Bude! (1898)	• George Stephenson built 'The Rocket' steam engine (1829). • 10th August 1898: Bude Railway opened, connecting Bude to London. • Transformed Bude into a thriving seaside holiday destination. • Enabled transport of local crops and sea sand fertilizer.	George Stephenson, The Rocket, Steam Engine, Bude Railway, 1898, Transport, Trade, Tourism, Railway Station.	Examine 1898 photos of Bude station; trace the railway route on historical maps; roleplay the arrival of the first steam train.