



History Progression Journey

Chronology / Similarity and change / Evidence Significance/Legacy / Democracy / Interpretation / Perspectives

	Unit 1	Unit 2	Unit 3
Year 2	<p>What happened in the great fire of London? Key concept – Interpretation</p> <p>Perspectives</p> <p>Significance/Legacy</p> <p>Secondary concepts</p> <p>Chronology</p> <p>Similarity and change.</p> <p>Democracy</p>	<p>Why is Stoke-on-Trent still called the Potteries today? Key concept –</p> <p>Significance</p> <p>Democracy</p> <p>Secondary concept – Evidence</p>	<p>Who is in charge of the county? How have our Famous Queens helped us? Key concept – Significance/Legacy</p> <p>Similarity and change.</p> <p>Democracy</p> <p>Secondary concepts –</p> <p>Chronology.</p> <p>Interpretation</p>
Year 1	<p>How did Florence Nightingale & Mary Seacole help nurses? Key concept – Significance/Legacy</p> <p>Chronology</p> <p>Secondary concept</p> <p>Evidence</p>	<p>How have toys changed over time?</p> <p>Main Concept</p> <p>Chronology</p> <p>Similarity and change</p> <p>Evidence</p>	<p>Would I have liked to have been a Victorian child? Key concept – Similarity and change.</p> <p>Significance/Legacy</p> <p>Secondary concept –</p> <p>Chronology</p> <p>Evidence</p> <p>Democracy</p>
Foundation 2	<p>Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)</p> <p>Compare and contrast characters from stories, sharing similarities and differences</p> <p>Holidays – now and in the past</p> <p>Transport – different vehicles and where they can be found</p> <p>All about me – what do babies wear – past and present</p> <p>Growing – changes over time – how have I changed?</p>		
Foundation 1	<p>Sequence- baby, child, adult,</p> <p>Growing – changes over time – how have I changed?</p>		