



Crawley Ridge Infant School – Progression in History Grid.



(Sequence and Structure)

Implementation

	Year R	Year 1	Year 2
Contexts	<u>Understanding the World</u> Seasons, Birthdays, Dinosaurs, Pirates, Our Homes	Toys (Victorian – Present), Homes/ Ways of life in the past; Significant local figure (Golden Farmer); Significant national figure (eg Grace Darling)	Castles, Guy Fawkes, The Plague, The Great Fire of London; Development of Transport through the ages (including national/ international figures such as Henry Ford, Neil Armstrong, Florence Nightingale, Mary Seacole)
Chronological understanding	<ul style="list-style-type: none">• Pupils are introduced to cycles of life, continuity and change (eg as seasons, birthdays).• Pupils recognise the distinction of past and present in their own lives• Pupils show their emerging sense of chronology by using everyday terms about the passing of time	<ul style="list-style-type: none">• Pupils recognise the distinction of past and present in their own lives and recognise that their own lives are different from people in the past• Pupils show their emerging sense of chronology by arranging a few objects in chronological order	<ul style="list-style-type: none">• Place key events and significant people children have previously learned about on a simple timeline• Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time

Key vocabulary	yesterday, today, tomorrow, a long time ago, first, next, when I was little, last year, before, family, past, dinosaurs, Mary Anning, fossil, really old, palaeontologist, this year, now, bigger, smaller, grown	then, now, old, new, newer, newest, older, oldest, past present, before, after, remember, war, different, similar, long ago, Victorian kitchen, similarities, differences, compare, Victorian, modern, 1920, tin bath, 1930s, changes, wash board, washing machine, Alexander Graham- Bell, invented, telephone, timeline, cars, steering crank, carriage, Benz, invented, Grace Darling, Lighthouse, saves 9 sailors, Lighthouse of Alexandira, Egypt, Eddystone Lighthouse, England, Enoshima Lighthouse, Japan, 2000 years ago, 400 years ago, 12 years ago, recent, seaside, holiday, beaches, clean air	Order, events, timeline, bailey, drawbridge, moat, tower, arrow slit, portcullis, keep, battlements, wall, feature, defence, banquet, great hall, chamber, kitchen, dungeon, chapel, defend, weaponry, attack, strong walls, portcullis, mace, sword, siege tower, lord, lady, jester, cook, farmer, knight, entertainment, chronological, Pudding Lane, Baker, Thomas Farriner, (Farrynor), source, evidence, diary, eyewitness, Samuel Pepys, King Charles II, architect, Lord Mayor, Sir Christopher Wren, St Pauls Cathedral, Monument, time, past, present, Mary Seacole, Florence Nightingale
Historical knowledge	Talk about the lives of people around them and their roles in society. Pupils begin to make sense of their own place in the	<ul style="list-style-type: none"> • Understand that aspects of life change over time • Know and name some significant historical 	<ul style="list-style-type: none"> • Understand aspects of the past beyond living memory and some of the main

	<p>world (eg within the family, their home, within school and how they grow)</p> <p>Begin to understand about past and present events (eg Dinosaurs, grandparents, the Nativity, Easter)</p>	<p>figures and what they did</p>	<p>events and people they have studied</p>
<p>Historical enquiry</p> <p>Finding out in different ways</p>	<p>Compare and contrast characters from stories, including figures from the past</p> <p>Pupils</p> <ul style="list-style-type: none"> • Listen to stories • Join in songs and rhymes • Participate in & learn about Christmas nativity • Looking at photos of themselves • Looking at fossils and bones 	<p>Pupils</p> <ul style="list-style-type: none"> • handle and explore artefacts (eg parents' toys) • visit from a local historian • visit a museum to find out how people used to live • watching videos • through stories 	<p>Pupils</p> <ul style="list-style-type: none"> • Begin to use different sources to find out about the past, including first and second hand sources (eg photos, books, Samuel Pepys' Diary)
<p>Similarities and differences</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Compare old and new objects and identifying similarities and differences including their own experiences</p>	<p>Compare ways of life in different periods of history and identify similarities and differences and begin to develop awareness of why they are were different</p>

	Talk about things which are different in everyday life (eg my coat is blue and yours is red)		
Consider & give reasons	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Pupils</p> <ul style="list-style-type: none"> • Know and retell familiar simple stories • Begin to understand about the passage of time <p>Pupils begin to make links between cause and effect in daily life</p>	<p>Pupils learn to understand some of the reasons why aspects of life change over time and begin to consider and explain some of the reasons why (eg toys were not made from plastic which hadn't been invented long ago)</p> <p>Pupils begin to recognise why people did things and why some events happened</p>	<p>Pupils learn to understand, consider, analyse, evaluate, explain events in history, based on exploring different viewpoints</p> <p>Pupils talk about significant people or events and recognise what happened as a result of people's actions or events</p>