



## **Crawley Ridge Infant School – Progression in History Grid**

### **(Key Vocabulary, Knowledge and Skills)**



#### **Autumn 2**

	<b>Year R</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Curriculum Links</b>	<p>Reception – Comment on images of familiar situations in the past (at Christmas time with their families)</p> <ul style="list-style-type: none"><li>- Compare and contrast characters from stories, including figures from the past</li></ul> <p>ELG – Talk about the lives of people around them and their roles in society.</p> <ul style="list-style-type: none"><li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li></ul>	<ul style="list-style-type: none"><li>- Pupils will identify changes within living memory linked to ‘Old Toys’</li></ul>	<ul style="list-style-type: none"><li>- Pupils will explore and find out about events beyond living memory that are significant nationally or globally eg The Great Fire of London and The Gunpowder Plot</li><li>- Pupils will learn about the lives of significant others in the past who have contributed to national and international achievements (Samuel Pepys, Guy Fawkes)</li></ul>
<b>Key Experience</b>	<ul style="list-style-type: none"><li>- Looking at how the children have celebrated Christmas in their own families</li></ul>	<ul style="list-style-type: none"><li>- Surrey Heath Museum Old Toy box is used as an added resource to explore Different Old Toys</li></ul>	<ul style="list-style-type: none"><li>- Watching a fire at Forest School and thinking of words to describe what it looks and feels like</li></ul>

	<ul style="list-style-type: none"> <li>– Share baby photographs of children. How have I changed since I was a baby</li> </ul>	<ul style="list-style-type: none"> <li>- Old Bear bought for this topic which is used as a comparison of bears from today</li> </ul>	
<b>Key Knowledge</b> <i>To demonstrate their understanding pupils will :</i>	<ul style="list-style-type: none"> <li>- Talk about how they have celebrated Christmas in the past with their own families</li> <li>– Know how I have changed since I was a baby</li> </ul>	<ul style="list-style-type: none"> <li>- Know that toys from the past are different from toys they play with today (focusing on their toys and their parents toys)</li> <li>- To use time related vocabulary such as old, new, past and long time ago to describe toys they explore</li> </ul>	<ul style="list-style-type: none"> <li>- Know that the Great Fire of London was in 1666</li> <li>- Recall when, where and how the fire started</li> <li>- Can explain the reasons why the fire spread so far and so quickly (Houses too close together, narrow streets, building materials, hot weather, strong wind).</li> <li>- Can explain the consequences of the fire and identify 3 changes made after the GFL to make London safer (buildings built further apart, building with brick instead of wood, fire brigades were formed, not using thatched roofing)</li> </ul>
<b>Key Skills</b> <i>To demonstrate their understanding pupils will:</i>	<ul style="list-style-type: none"> <li>- Know how they celebrate Christmas with their family</li> <li>- Name 1 difference from when they were a baby</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to order 3 toys (such as bears) from oldest to newest</li> <li>- Describe and identify how toys have changed over time by looking at the similarities and differences, such as the materials used for making a teddy bear</li> </ul>	<ul style="list-style-type: none"> <li>- Use secondary sources to find information (eg diary of Samuel Pepys and art and newspapers from the time)</li> <li>- Sequence the events of the Great Fire of London</li> </ul>
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>- When I was little, last year, before, past, Christmas, tradition</li> </ul>	<ul style="list-style-type: none"> <li>- Old, new, then, now, past, oldest, older, newer, new, newest, remember, war, different, similar, order</li> </ul>	<ul style="list-style-type: none"> <li>- Order, events, timeline, chronological, Pudding Lane, Baker, Thomas Farriner, (Farrynor), source, evidence, diary, eyewitness, Samuel</li> </ul>

			Pepys, King Charles II, architect, Lord Mayor, Sir Christopher Wren, St Pauls Cathedral, Monument
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