



## Crawley Ridge Infant School – Progression in History Grid



### (Key Vocabulary, Knowledge and Skills)

#### Autumn 1

	Nursery	Year R	Year 1	Year 2
Curriculum Links	0-3 Years - Make connections between the features of their family and other families. - Notice differences between people. - Notice & ask questions about differences (skin colour, types of hair, gender, special needs etc).  3-4 Years - Begin to make sense of their own life story and family's History	Reception – Comment on images of familiar situations in the past ELG – Talk about the lives of people around them and their roles in society.	-	- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Significant historical events, people and places in their own locality
Key Experience	- Draw their family - Create faces with playdough - Build their house	- Sharing photos of their family with the class and having a class display of family photos - Learn about the different types of homes people, including themselves, live in linked to The Three Little Pigs and Funny Bones stories	-	- Looking at a local Castle (Windsor Castle, local, or Warwick Castle) - Castle dress up and activity day with a banquet set up for lunch

<p><b>Key Knowledge</b> To demonstrate their understanding pupils will :</p>	<ul style="list-style-type: none"> <li>- Talk about who is in my family</li> <li>- Say what members of my family look like</li> <li>- Say who lives in my home</li> </ul>	<ul style="list-style-type: none"> <li>- Know who is in my family</li> <li>- Know that all families can be different</li> <li>- Know that people live in different types of homes</li> </ul>	-	<ul style="list-style-type: none"> <li>- Know that castles were primarily built for defence or protection</li> <li>- Name the different external features of a castle and explain what each part of the castle was for. (moat for defence, arrow slits for protection in battle when firing arrows at the enemy, portcullis as a last line of defence, drawbridge to close and protect the castle)</li> <li>- List the people who would have lived and worked in a castle (lord, lady, jester, cook, farmer, knight)</li> </ul>
<p><b>Key Skills</b> To demonstrate their understanding pupils will:</p>	<ul style="list-style-type: none"> <li>- Name and identify members of their family</li> <li>- Describe physical features of their family</li> <li>- Talk about who lives in their home</li> </ul>	<ul style="list-style-type: none"> <li>- Compare their family with others in their class</li> <li>- Compare their homes with others in their class</li> </ul>	-	<ul style="list-style-type: none"> <li>- Can explain the role of each person in a castle (Lord and Lady own the castle, jester for entertainment, cook for making feasts, farmer to provide food, knight to protect the castle)</li> </ul>
<p><b>Key Vocabulary</b></p>	<ul style="list-style-type: none"> <li>- Family, mum, dad, brother, sister, home, when I was little, before</li> </ul>	<ul style="list-style-type: none"> <li>- When I was little, last year, before, past, family, home, different, before I</li> </ul>	-	<ul style="list-style-type: none"> <li>- Past, history, order, event, timeline, castle, home, protection, bailey, drawbridge, moat, tower,</li> </ul>

		was born, When I was born		arrow slit, portcullis, keep, battlements, wall, feature, defence, banquet, great hall, chamber, kitchen, dungeon, chapel, defend, defence, weaponry, attack, strong walls, mace, sword, siege tower, lord, lady, jester, cook, farmer, knight, entertainment
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