


CARRINGTON INFANT SCHOOL – PROGRESSION DOCUMENT– HISTORY

 <b>History Skills Progression</b>	EYFS	Year 1	Year 2
History Concepts Knowledge	<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>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Describe and discuss historical events beyond living memory: Gunpowder Plot, Matthew Henson’s first expedition to reach the North Pole and the first moon landing</p> <p>Describe significant people from the past: Guy Fawkes, Matthew Henson and Neil Armstrong</p> <p>Explain why Guy Fawkes and the other conspirators created the Gunpowder Plot</p> <p>Understand why Bonfire Night is celebrated each year</p> <p>Know that Matthew Henson was one of the first explorers to reach the North Pole</p> <p>Know about Neil Armstrong’s landing on the moon and the impact this had on the world</p> <p>Compare the life of Neil Armstrong and Matthew Henson</p> <p>Identify how toys in the past were different to today</p>	<p>Describe and understand the significance of historical events beyond living memory (nationally or globally): The Great Fire of London and transport inventions</p> <p>Know where, when and why The Great Fire of London took place</p> <p>Know how 17<sup>th</sup> century London was different to today</p> <p>Understand why The Great Fire of London spread so quickly and stayed alight for so long</p> <p>Describe key people from the past who have contributed to national and international achievements and understand their significance e.g. The Wright Brothers, Brunel, Queen Victoria</p>

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		<p>Understand what a decade is (toys from the past)</p> <p>Develop understanding of changes within living memory: toys, chairs, changes in the local area</p> <p>Develop understanding of local history e.g. historical events, people and places: cherry-picking history of Flackwell Heath and the chair making history of High Wycombe</p>	<p>Know what a monarch is and where they live/lived</p> <p>Describe significant people from the past: e.g. Queen Elizabeth I, Queen Victoria and Queen Elizabeth II</p> <p>Understand who the Tudors were and what Tudor life was like</p> <p>Know how Buckingham Palace was used by Queen Victoria</p> <p>Know the changes that occurred during the Victorian period: Britain became the richest country; water and electricity were given to towns; changing work laws; railways were used more; all children could go to school and seaside holidays became very popular</p> <p>Know who Queen Elizabeth II was and her royal family</p> <p>Know what a jubilee is and why it is celebrated.</p> <p>Know that Windsor Castle is a motte and bailey castle and identify its features</p> <p>Identify modes of transport from today and the past</p>
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			<p>Know about changes within living memory and how they affected changes in national life: transport changes and how the recent change of monarch has impacted life</p> <p>Know about local historical events, people and places: Brunel, Queen Elizabeth II's jubilee, King Charles III's coronation, Windsor Castle and Buckingham Palace</p> <p>Know how people travelled in the past</p> <p>Know about the invention of trains, motor cars and aeroplanes. Explain how this affected life and travel</p> <p>Explain the similarities and differences between modes of transport (trains, cars and aeroplanes) now and in the past</p> <p>Know who Isambard Kingdom Brunel was and his significance in the development of the railways and local area transport links.</p> <p>Know who Lord and Lady Carrington were, how our school got its name and how our local park came to be a recreation ground.</p>
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<p>History Skills</p>	<p>Sort artefacts/pictures now and then.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Use my own experiences when thinking about the past.</p> <p>I know the days of the week and talk about what I did yesterday, last week, last term and when I first started school.</p> <p>I can explain how I have changed over time.</p> <p>Understand the past through settings, characters and events encountered in books and through storytelling.</p> <p>Start to distinguish between fact and fiction through stories.</p> <p>Know some traditions and understand that they have been passed on through time.</p> <p>Ask questions when exploring artefacts and when using them in their imaginative play.</p>	<p>Use the past tense to discuss events</p> <p>Recall Historical events and put events into chronological order</p> <p>Use a timeline to develop chronological language e.g. past, present, older, newer</p> <p>Recognise, describe and sort past and present toys</p> <p>Order decades chronologically and use this to order toys</p> <p>Describe the similarities and differences between old and new toys</p> <p>Compare and order artefacts (e.g. order toys into chronological order on a timeline)</p> <p>Compare life in different time periods: Identify ways in which life was different when Matthew Henson was alive to now. Also, in the 1960s (when Neil Armstrong landed on the moon).</p> <p>Find answers to simple questions about the past from sources of information</p> <p>Ask and answer questions about the past e.g. hot seating</p> <p>Compare the lives and achievements of Matthew Henson and Neil Armstrong</p> <p>I can identify ways in which the local area has changed</p>	<p>Place key dates/eras/monarchs on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods</p> <p>Compare life in three different time periods: Tudor times, 17<sup>th</sup> century London and today</p> <p>Explain ways in which the lessons learned by the Great Fire of London have impacted life today</p> <p>Explore and compare a range of sources to find out about the past (Great Fire of London)</p> <p>Read information and answer questions based on the facts given</p> <p>Understand how the changes during Queen Victoria’s reign affected life</p> <p>Explain how events were celebrated in the past</p> <p>Understand that things change over time</p> <p>Explain what life was like in different time periods and compare the similarities and differences between three major periods: Tudors, Victorians and present day</p>
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<p>Stories &amp; Sources</p>	<p><b>All about Me</b> – Our House (Text), family photos, timeline</p> <p><b>Guy Fawkes</b> -Pictures and videos</p> <p><b>Dinosaurs</b> – dinosaur figures and books</p> <p><b>Local History</b></p> <ul style="list-style-type: none"> <li>• Photos and artefacts from Flackwell Heath’s cherry-picking past</li> <li>• Local resident to give talk about Flackwell Heath’s cherry-picking past and the significance of cherries on our school logo</li> <li>• Children to taste local cherries</li> </ul>	<p>Use artefacts, pictures, photos, stories, timelines and online sources to find out about the past. Be introduced to different representations of the past and discuss similarities and differences.</p> <p><b>Toys Past and Present</b></p> <ul style="list-style-type: none"> <li>• Past and present toys and chairs at Wycombe Museum</li> </ul> <p><b>Intrepid Explorers</b></p> <ul style="list-style-type: none"> <li>• Moon landing clip</li> <li>• Photos</li> <li>• Pictures</li> <li>• Timeline</li> </ul> <p><b>Local History</b></p> <ul style="list-style-type: none"> <li>• Past maps of the local area</li> <li>• photos to compare places around Flackwell Heath in the past and present day,</li> <li>• local area cherry road names etc.</li> <li>• Local Historical Society website</li> </ul>	<p>Use range of artefacts, pictures, photos, stories, timelines, diaries and online sources to answer historical questions. Understand different representations of the past by drawing comparisons.</p> <p><b>Great Fire of London</b></p> <ul style="list-style-type: none"> <li>• Perform Drama Workshop</li> <li>• Great Fire of London clips from BBC Teach and YouTube:</li> </ul> <p><i>BBC Teach -</i>  <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4q7h">https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4q7h</a></p> <p><i>Pudding Lane Production -</i>  <a href="https://www.youtube.com/watch?v=SPY-hr-8-M0">https://www.youtube.com/watch?v=SPY-hr-8-M0</a></p> <ul style="list-style-type: none"> <li>• Samuel Pepys Diary</li> </ul> <p><b>Transport</b></p> <ul style="list-style-type: none"> <li>• Artefacts at Brooklands Museum trip e.g. motor cars from the past</li> <li>• Isambard Kingdom Brunel video clips</li> </ul> <p><b>Castles</b></p> <ul style="list-style-type: none"> <li>• Videos and pictures online</li> <li>• Windsor Castle trip</li> </ul> <p><b>Local History: Lord &amp; Lady Carrington</b></p> <ul style="list-style-type: none"> <li>• Local Historical Society website</li> <li>• Historical maps of the local area</li> <li>• Newspaper report</li> </ul>
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<p>Historical Questions</p>	<p>Begin to answer relevant questions about the past</p> <p>How have I changed over time?          What can you remember about...?          What did we do yesterday/last ____?          What do you notice?          Why do we/others celebrate Bonfire Night, Christmas, Easter, Chinese New Year etc.?          How has ____ changed?          When did this happen?          When is this story set?          What does 'past' and 'present' mean?          What words can we use to talk about the past?</p>	<p>Answer and begin to ask some questions about the past</p> <p>Can you order these events?          What happened/came first?          How do we know?          Why did...?          What are the similarities and differences?          What are we remembering?          What can you remember about...?          Can you compare...?</p>	<p>Answer and ask a wider range of questions about the past using parts of stories and sources</p> <p>How did people live long ago?          What was life like?          How has life changed?          What caused these changes?          How did this impact life at the time? Now?          How does life compare between these three periods of time?          What have we learned from the past?          How do we remember...?          How do we know what happened?          Which source is most useful?          Which source is most reliable?</p>
<p>Historical Vocabulary</p>	<p>Begin to understand past and present e.g. today, yesterday, when I..., a long time ago, then and now.</p> <p>Baby, toddler, child, Guy Fawkes, Bonfire Night, Dinosaur names</p>	<p>Use historical vocabulary:          past, present, long ago, timeline, decade, history, fact, chronological</p> <p>Guy Fawkes, Gunpowder plot, Bonfire Night, conspirators, Christopher Columbus, Neil Armstrong, Apollo 11, moon landing, explorer, expedition, voyage, impact, mission, discovered</p>	<p>Use a wider range of historical vocabulary:          recently, decade, century, source, monarch, king, queen, reign, throne, coronation, Tudors, Queen Elizabeth I, castle, palace, Queen Victoria, Buckingham Palace, Victorians, Victorian period, The British Empire, changes, invention, Queen Elizabeth II, Windsor Castle, motte and bailey castle, arrow slit, drawbridge, moat, tower, battlements, gatehouse, Commonwealth, jubilee, modes of transport, steam engine, motor car, aeroplane, Leonardo Da Vinci, Wright Brothers, Isambard Kingdom Brunel</p>