



HISTORY PROGRESSION GRID

Intent: At Dorothy Barley Infant School, we believe that a high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our History curriculum is rooted in our local area and builds strong foundations in the core historical skills of chronology, historical interpretations and historical investigations. It is enriched with empowering experiences through the handling of source material and carefully planned visits to sites of historical interest. Through progressive teaching of historical vocabulary, children are able to ask and answer historical questions, demonstrating their understanding of significant events, significant individuals and change over time. They are therefore well prepared for the History curriculum at Key Stage Two and beyond.

SHINE:

- S** – Sparking curiosity
- H** – Hands on and active learning
- I** – Independence
- N** – New knowledge and skills
- E** – Empowering experiences

SMSC:

- S** – Spiritual
- M** – Moral
- S** – Social
- C** – Cultural

		NURSERY		RECEPTION		YEAR 1		YEAR 2	
KEY VOCABULARY		remember yesterday memory days weeks years old new	past present knight royal castle turret suit of armour shield lance penny farthing tram steam train	modern transport	history historian artefacts living memory source similar different change remembrance memorial oldest recent	conquest chronology compare explorer timeline	evidence sequence chronology legacy pioneer printing press medieval monarch significant eyewitness source reliable	Protestant portrait power reign abdicate	
		NURSERY		RECEPTION		YEAR 1		YEAR 2	
Historical Interpretations									
	Listen to and discuss stories set in the past	Show an awareness of life being different in the past		Observe and use pictures, photographs and artefacts to find out about the past		Explain that there are different types of evidence and sources that can be used to help represent the past			
	Talk about photos and memories, including what their parents have told them about their life-story and family	Look at and discuss pictures and photographs from the past		Understand why somebody in the past may have wanted to do something		Start to compare two versions of a past event			
		Listen to stories set in the past and non-fiction accounts of time periods in the past.		Understand why an event from the past is significant		Grasp the essentials of a whole story, including the significant events and individuals			
		Talk about photos and memories, including what their parents have told them about their life-story and family				Understand what may have happened as a result of an event or action			

Historical Investigations

Look at and discuss photographs from their own life story

Look at and discuss pictures and photographs from the past

Listen to non-fiction texts and stories as a way of finding out about the past

Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations

Draw some simple conclusion about sources, such as what an artefact was used for

Choose and select evidence and say how it can be used to find out about the past

Distinguish differences in sources such as between a picture and a photograph

Gather information from two or three sources

Ask as well as answer simple historical questions

Find out information in non-fiction books

Chronological Understanding

Understand that events that have already happened are in the past

Use simple time language – today, yesterday, tomorrow

Describe memories and changes that have happened in their own lives

Spot broad differences in time such as then/now; before/after

Listen to texts and stories that help to develop an understanding of the past and present

Use time language e.g. now / then / past / recent past etc.

Sequence pictures from different periods

Be introduced to a timeline and recognise that events in history can be ordered

Sequence artefacts and events that are close together in time

Order dates from earliest to latest on simple timelines

Discuss significant events and individuals studied throughout KS1 in chronological order

Knowledge and Understanding

Understand that life was different in the past

Tell and re-tell a story based on the past

Comment on differences in the past relating to a specific category (transport and homes)

Understand that there are reasons why people in the past acted as they did

Describe significant individuals from the past

Recognise some similarities and differences between the past and the present

Identify similarities and differences between ways of life in different periods

Understand what may have happened as a result of an event or action

Know and recount episodes from stories and significant events in history

Identify similarities and differences between ways of life in different periods

Assessment

Key Enquiry: Big Questions

Nursery

Understanding the World

What happened yesterday?

Can I share a memory?

What has happened in my life?

Reception

Understanding the World

How have I changed since I was born?

How was transport different in the past?

What did a knight do?

How were homes different in the past?

Year 1

Changes Within Living Memory

How have holidays changed over time?

Events Beyond Living Memory

How do we remember important events?

Significant Events

Why were the Wright brothers important?

Significant Individuals

Why are Christopher Columbus and Neil Armstrong significant explorers from the past?

Year 2

Events Beyond Living Memory / Significant Events

What was the Great Fire of London and who was involved?

Significant Individuals

Why are Elizabeth I and Elizabeth II significant monarchs from the past?

Significant Individuals / Changes Within Living Memory

Why are William Caxton and Tim Berners-Lee significant inventors from the past?