

## HISTORY: Knowledge, Skills and Understanding Progression Grid

	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Reception	<ul style="list-style-type: none"> <li>To use vocabulary and phrases related to time: now, next, then, later, today, yesterday, new, old, when I was a baby</li> <li>To talk about their own past and compare to now</li> <li>To talk about the lives of people in their own families (<i>siblings, parents, grandparents</i>)</li> <li>To begin to make sense of their own life-story and family history (<i>i.e. own birthday, birthdays of family members, family experiences and special events/celebrations</i>)</li> <li>To understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>Events within living memory: Baby experiences, Family experiences</p>	<ul style="list-style-type: none"> <li>To talk about some similarities and differences between things in the past and now (<i>in their own lives and the lives of their family</i>)</li> <li>To comment on images and stories from the past, based on familiar situations they have experienced in the present</li> <li>To compare characters and events in stories, including from the past</li> <li>To demonstrate their understanding of the past through talk and play, drawing on events, experiences and what has been read in class (<i>i.e. settings, characters</i>)</li> </ul>	<ul style="list-style-type: none"> <li>To begin to ask questions about the past</li> <li>To spot old and new objects in pictures from the books that have been read in class</li> <li>To compare photos from the past and the present (<i>their baby photos and baby photos of parents/grandparents/staff in school, comparisons of beach holidays in the past and present</i>)</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>To use historical vocabulary, relating to the passing of time: now, then, next, later, today, yesterday, new, old, last week, last year, a long time ago, before</li> <li>To order events on a timeline</li> <li>To recognise that an event may have happened a long time ago</li> <li>To recognise a story read to them may have happened a long time ago</li> <li>To retell a familiar story from the past</li> <li>To retell, in chronological order, four key events of a significant individual (<i>i.e. Mathew Henson: Born 1866, Met Peary 1887, First attempt to the North Pole 1906, Made it to the North Pole 1909</i>)</li> <li>To sequence events of Queen Victoria's life</li> </ul> <p>Events / Changes within living memory: Grandparents' experiences of Burton, Felicity Aston's polar exploration (2012)</p> <p>Events beyond living memory: The Victorians (1837-1901), Matthew Henson's Arctic Exploration (1909)</p>	<ul style="list-style-type: none"> <li>To know about a significant place in their local area (<i>Tutbury / Tamworth Castle</i>)</li> <li>To know why castles were built (<i>as homes for kings, royalty and important public figures, to protect them from unwanted intruders</i>) and explain some of the different roles of people who lived in them</li> <li>To develop an awareness of the past and the ways in which it is similar to and different from the present</li> <li>To know and recall key events in the life of a famous individual from the past (<i>Matthew Henson 1866-1955</i>)</li> <li>To compare Matthew Henson's experience of polar exploration with British polar explorer, Felicity Aston</li> <li>To know about some things that are different in their life from that of their grandparents when they were young (<i>How has Burton changed?</i>)</li> <li>To know about a significant individual who has links to Burton (<i>LS Lowry – painting of Burton</i>)</li> <li>To identify some similarities and differences between old and new objects (<i>Victorian life</i>)</li> <li>To identify objects from the past (<i>Victorians</i>)</li> <li>To know what school life was like in Victorian times and compare to their own experience of school</li> <li>To know about the life of Queen Victoria (<i>significant individual in the past who has contributed to national and international achievements</i>)</li> </ul>	<ul style="list-style-type: none"> <li>To observe and use pictures, photographs and artefacts to find out about the past (<i>Victorians, Matthew Henson's expedition, Tamworth/Tutbury castle</i>)</li> <li>To compare photos and pictures from the past and the present (<i>Tamworth/Tutbury castle, Matthew Henson, Victorians</i>)</li> <li>To ask and answer questions about old and new objects (<i>Victorians</i>)</li> <li>To answer questions using pictures, photographs and artefacts</li> <li>To ask and answer questions about a famous person from the past (<i>Matthew Henson 1866-1955, Queen Victoria</i>)</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>To use historical vocabulary, relating to the passing of time: now, then, next, later, today, yesterday, new, old, last week, last year, a long time ago, after, before, past, present</li> <li>To use the words past and present accurately when making comparisons in their historical learning</li> <li>To sequence a set of events and/or objects in chronological order, providing reasons for their order</li> <li>To order events on a timeline</li> </ul> <p>Events /Changes within living memory: The Moon Landing (1969)</p> <p>Events beyond living memory: The Gunpowder Plot (1605), The Great Fire of London (1666),</p>	<ul style="list-style-type: none"> <li>To recall information about a significant individual who lived in the past, including what they did earlier and what they did later – Neil Armstrong and Vincent Van Gogh (<i>i.e. Neil Armstrong had his first aeroplane ride in 1936, aged 6. He flew a fighter jet in 1950. He had his first flight in space 1966 and was the first man to land on the moon in 1969</i>)</li> <li>To explain the impact of famous people on our lives today – Neil Armstrong and Buzz Aldrin (<i>Commander and Pilot for first successful moon landing 1969</i>), Mae Jemison (<i>first black woman to travel into space 1992</i>)</li> <li>To identify some differences between life in the past to present day (when Vincent Van Gogh was alive and life today)</li> <li>To recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago</li> <li>To recount some interesting facts about a historical event - The Great Fire of London (<i>link to English GFOL recount</i>)</li> <li>To recognise the impact of a significant event (<i>The Great Fire of London / first man on the moon / first woman in space</i>)</li> <li>To know how firefighting now is different to 1666 (<i>no vehicles, leather buckets, axes and water squirts were used to fight the fire – but had little effect</i>)</li> </ul>	<ul style="list-style-type: none"> <li>To recognise different sources of information used by historians i.e. artefacts, drawings, photographs, diaries (<i>Samuel Pepys – GFOL</i>)</li> <li>To answer questions using a source of information, for example, a non-fiction book, photographs, internet site or artefacts</li> <li>To research the life of a famous person using different resources to help them</li> <li>To ask and answer questions about a past event (<i>The Gunpowder Plot / The Great Fire of London</i>) and a significant individual from the past (<i>Neil Armstrong / Mae Jemison</i>)</li> <li>To identify, compare and talk about the similarities and differences between photos from the past and the present (<i>streets of London now and the streets of London 1666</i>)</li> <li>To explore information about Vincent Van Gogh's life from stories (Camille and the Sunflowers)</li> <li>To consider why Van Gogh's paint colours changed when he moved from the Netherlands to France</li> <li>To develop an understanding of how paintings can provide clues about what life was like in the past</li> </ul>

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<b>Substantive knowledge</b> - The content that teachers teach, the historical facts. The knowledge and ‘substance’ of our curriculum e.g. dates, people, features of something	<b>Disciplinary knowledge</b> - A form of knowledge. The knowledge children develop to interpret the past.
<b>Substantive concepts</b> – Abstract concepts such as monarch, empire, invasion, tax, trade	<b>Disciplinary concepts</b> – These shape the way in which history content is presented and taught e.g. similarities and differences, cause and consequence or handling evidence
<b>Chronological knowledge</b> – Knowledge relating to an understanding of time, broader developments and the features of historical periods	

NB: We are an infant school and understand that younger children do not initially need comprehensive or complex knowledge of concepts. Our curriculum develops their familiarity and knowledge of a few concepts that are important in their future learning in history to allow them to access more demanding content in KS2.

Key Substantive Concepts	Reception	Year One	Year Two
<b>Political</b> <i>How the way Britain / UK is ruled has changed / stayed the same throughout history.</i>  Key terms: city, kingdom, monarch, king, queen, royalty, parliament	Special celebrations – family birthdays, personal / family religious or cultural celebrations, bonfire night	<b>Castles</b> - Know why castles were built ( <i>as homes for kings, royalty and important public figures, to protect them from unwanted intruders</i> )  <b>Victorians</b> - Who was Queen Victoria?	<b>The Great Fire of London</b> - King Charles II helped to put out the fire.
	Remembrance (visited annually as part of curriculum enrichment, through assemblies and class discussion) Talking about loss in their own lives and remembering past events in their own lives. Recognise poppies as a symbol of remembrance.	Begin to understand why we remember people who lost their lives in wars and recognise poppies as a symbol of remembrance.  Talking about loss in their own lives and remembering past events in their own lives as part of PSHE lessons  Talk about own experiences of bonfire night and find out about why it is celebrated (e.g. through stories). In Year 2 understand that the reason for the gunpowder plot was to blow up the king in the houses of parliament.	
<b>Social and Cultural</b> <i>Compare and contrast the daily lives of different people: rich and poor; women and men; girls and boys. Significant events which changed societies.</i>  Key Terms: technology, community, rich, poor, civilisation	Talk about the lives of the people around them and their roles in society; family, jobs, people who help us.  Know about members of the local community and how they help us: firefighters, nurses, doctors, police.  Know what clothes/equipment different people who help us wear – uniforms.  Know that people go on holiday to the seaside and people went in the past  Compare games/toys in the past	<b>Castles</b> - Find out about people that lived and worked in castles, including those that were not royalty.  <b>Burton</b> - What do I know about my local area? How has Burton changed since my grandparents were younger?  <b>Victorians</b> - Compare toys from the Victorian era with toys today. What was it like to go to school in Victorian times? How have children’s lives changed, how have they stayed the same?	<b>The Great Fire of London</b> - find out about everyday life in the past in London and how it changed after the fire.  <b>The Great Fire of London</b> - Children encounter ‘city’ in the course of their study of the Great Fire of London, using maps, images and artefacts to learn about the characteristics of London in 1666 as an overcrowded and insanitary city, full of fire hazards. This provides a basis for learning about settlements and civilizations in KS2.
<b>Invasion</b> The movement of an army into a region, usually in a hostile attack that's part of a war or conflict. An army taking over a city or piece of land.  Key terms: attack, defence, army, protect, intruder, enemies	Introduced through stories such as Goldilocks, Three little pigs.  Introduced through play and scenarios - Exploring the idea of a sibling going into their room and taking something or a child entering a play situation and taking over, snatching and playing with their toys.	<b>Castles</b> - Children learn about castles and their purpose to protect the inhabitants from attack from enemies. They learn the parts of a castle that help to protect the inhabitants.	

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Key Disciplinary Concepts	Reception	Year 1	Year 2
<b>Continuity and Change</b>  <i>Understanding how and why change occurs in history, why and how things stay the same.</i>	<p>How have I changed since I was born?</p> <p>Understanding the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Use of time words such as ‘once upon a time’, ‘long ago’, now, next, then, later, today, yesterday, new, old, when I was a baby ‘today/tomorrow/yesterday’. Children talk about and celebrate events that happen more than once in history, e.g. birthdays, anniversaries, festivals.</p>	<p><b>Victorians</b> - How have schools changed since Victorian times? What is the same and what is different?</p>	<p><b>The Great Fire of London</b> - What stayed the same in London after the Great Fire? What changed after the Great Fire of London?  <i>While much of the ancient city of London was destroyed, certain landmarks, such as the Tower of London, remained intact and other buildings, like St Paul’s Cathedral, were rebuilt while retaining the same name and on the same site.</i></p> <p><b>The Great Fire of London</b> - Changes to fire-fighting equipment and building regulations.</p> <p><b>Man on the Moon</b> - How has space travel changed since the moon landing? (women in space)</p>
<b>Cause and Consequence</b>  <i>The identification and description of reasons for and results of historical events, situations and changes studied in the past.</i>	<p>Question why things happen and give explanations through playful experiences.</p> <p>Pupils are encouraged to consider peoples’ choices (individuals and groups in real-life and stories) as well as reactions to events.</p>	<p><b>Castles</b> - Talking about reasons why something might have happened or who caused something to happen.</p>	<p><b>The Great Fire of London</b> - Why did the Great Fire of London spread so quickly? <i>Pupils study how a mix of factors working in combination explains the rapid spread of the original fire from Pudding Lane in 1666, including the wind direction and poor firefighting techniques.</i></p> <p><b>The Great Fire of London</b> - Can identify at least one relevant cause for, and effect of, the Great Fire of London.</p>
<b>Similarity and Difference</b>  <i>The ability to identify and explain similarities within and across periods and societies studied.</i>	<p>How different were toys when my gran was young?</p> <p>Baby experiences, family experiences / celebrations - Find out about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Comment on images and stories from the past, based on familiar experiences they have experienced in the present.</p>	<p><b>Explorers</b> - How much did Matthew Henson and Felicity Aston have in common? How similar or different were their polar experiences?</p> <p><b>Victorians</b> - How different were Victorian toys to the toys we play with now? <i>Pupils learn that the design of many toys has remained the same within living memory, but that changed materials and technology have made them more complex and sophisticated, dependent on power supplies such as batteries. Entirely new toys are possible now that were undreamt of two generations ago</i></p> <p><b>Victorians</b> - Would you have liked to have been at school during the Victorian era?</p> <p><b>Burton</b> - How does your grandparents’ experience of Burton in the past compared to yours now?</p>	<p><b>Man on the Moon</b> - How similar were Neil Armstrong and Mae Jemison’s experience of travelling into space?</p> <p><b>The Great Fire of London</b> - How does firefighting in 1666 to modern day?</p>
<b>Handling Evidence</b>  <i>Understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims.</i>	<p>Opportunities to explore old and new objects and toys.</p> <p>Comparing baby photographs to now, looking at photographs of family members – grandparents, parents when they were younger.</p>	<p><b>Burton</b> - How do we know what life was like in Burton when my grandparents were young? <i>Pupils explore history within living memory by finding out about their grandparents’ experience of Burton when they were young (generating questions for an interview), handling examples of original evidence from their grandparents’ childhoods, such as photographs, inferring from sources and building a picture of life then.</i></p> <p><b>Victorians</b> - How can we find out about Victorian life? (comparing Victorian and present day toys and household objects)</p> <p><b>Victorians</b> - Using range of objects / artefacts, books, drawings and photographs to make comparisons between Victorian schools and their own experiences of school.</p> <p><b>Castles</b> - Find out about castles by visiting Tamworth / Tutbury castle – What parts of a castle were used to protect inhabitants?</p>	<p><b>The Man on the Moon</b> - What can evidence left behind on the moon tell us about Neil Armstrong and the moon landings? <i>Pupils make inferences from original evidence left behind on the lunar surface (e.g. a US flag, scientific equipment, personal mementos, bags of human waste, etc.) about the astronauts who abandoned them. They then cross-reference these artefacts with other surviving evidence, such as film, photographs and eyewitness accounts.</i></p> <p><b>The Great Fire of London</b> - How do we know how the Great Fire of London started and spread?  <i>Pupils infer from and cross-refer images of original artefacts that support an account of how the Great Fire of London started and spread, such as Samuel Pepys’ diary, artefacts, books, pictures.</i>  <a href="#">The Great Fire of London - BBC Bitesize</a>  <a href="#">Learning with our Museum curators   London Fire Brigade (london-fire.gov.uk)</a></p>

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<p><b>Historical Significance</b></p> <p><i>Understanding and suggesting reasons why events, periods, societies and people may be considered historically significant.</i></p> <p>Use the following terms to support children’s understanding -</p> <p><i><b>Remarkable</b> – it was remarked upon by people at the time and/or since</i></p> <p><i><b>Remembered</b> – it was important at some stage in history within the collective memory of a group or groups</i></p> <p><i><b>Resulted in change</b> – it had consequences for the future</i></p>	<p>Recognise and describe special times or events for family or friends (birthdays, anniversaries, Diwali, Bonfire night).</p> <p>Begin to explain why special times are important to them or others.</p>	<p><b>Explorers</b> - Why is Matthew Henson</p> <p><i>Matthew Henson may have been the first person to ever reach the North Pole.</i></p> <p>(Remembered / Remarkable)</p> <p><b>Explorers</b> - What can we learn from explorers? (Remembered / Remarkable)</p> <p><b>Burton</b> – LS Lowry as a significant person with links to Burton (Remembered / Remarkable)</p>	<p><b>The Great Fire of London</b> - What did we learn from the Great Fire of London? What was the impact of the fire and what changes were made in the future? <i>Houses after the Great Fire of London were made from bricks and stone.</i></p> <p>(Resulted in change)</p> <p><b>The Man on the Moon</b> - Why was the first moon landing considered important? <i>The moon landing opened up the imaginative possibilities of human spaceflight for an entire world.</i> (Remembered / Remarkable)</p> <p><b>Van Gogh</b> – Why is there a museum dedicated to Van Gogh? (Remembered / Remarkable)</p>
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