



## HISTORY PROGRESSION

### Learning Expectations:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

### By the end of KS1, children will have learned about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
  - events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
  - significant historical events, people and places in their own locality



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2





# West Hove Infants-‘Aim High and Smile’



|    |         |   |  |  |   |  |  |
|----|---------|---|--|--|---|--|--|
| YR | Skills  | <ul style="list-style-type: none"> <li>I know the history of Harvest festivals and events commemorated through festivals/anniversaries</li> </ul> | <ul style="list-style-type: none"> <li>I know the history of Winter festivals and events commemorated through festivals/anniversaries.</li> <li>I know about an historical figure and their impact.</li> </ul>                                       | <p>I can compare police officers today with police officers in the past.</p>   | <ul style="list-style-type: none"> <li>I know about the history of spring festivals</li> </ul>                  | <ul style="list-style-type: none"> <li>I know about animals that lived in prehistoric times</li> <li>I am beginning to understand the passage of time</li> </ul> | <ul style="list-style-type: none"> <li>I can discuss and share my personal history</li> <li>I know changes I have gone through and ways I have matured</li> <li>Maths- time</li> </ul> |
|    | Context | <p>Enquiry- A comparison of harvest celebrations then and now.</p>  | <ul style="list-style-type: none"> <li>Taking part in a Christmas nativity and other school celebrations around Christmas time. Div, eng</li> <li>Diwali, Hanukkah</li> <li>Enquiry- a comparison of Christmas celebrations then and now.</li> </ul> | <ul style="list-style-type: none"> <li>Chn were able to try on borrowed police uniforms from the past and make simple comparisons to uniform now.</li> <li>Chn looked at photos (then and now) to compare.</li> <li>Chn explored artifacts from the past in a ‘museum’ and drew pictures of vehicles from then and now. Div, eng, enq</li> </ul> | <ul style="list-style-type: none"> <li>Cherry blossom festival</li> <li>Holi</li> <li>Easter div,eng</li> </ul> | <ul style="list-style-type: none"> <li>Topic based on dinosaurs eng, enq</li> </ul>  | <ul style="list-style-type: none"> <li>PSED unit on changes-both reflecting on their personal history and looking forward to the transition to Yr 1. enq</li> </ul>                    |





# West Hove Infants-‘Aim High and Smile’

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|--|--|--|---|--|---|--|
| <b>Vocabulary</b>  |  | Christian, Christmas, stable, Jesus, God, A long time ago, change. |   |  | Dinosaur, extinct, habitat, volcano, same, different, fact, fossils, grouping, sorting, palaeontologist, question, prehistoric  | Baby, infant, child, teenager, grown up, old, change, growing up, question |
| <p>Ongoing throughout the year:</p> <ul style="list-style-type: none"> <li>• Wonderful World of Me</li> <li>• Days of the week</li> <li>• Months of the year Birthdays – passing of time and change</li> <li>• Visual timetable</li> </ul>   |  |  | <p>Ongoing Vocabulary:</p> <ul style="list-style-type: none"> <li>• A long time ago,</li> <li>• Yesterday,</li> <li>• Tomorrow</li> <li>• When we were younger</li> <li>• Morning, Afternoon</li> </ul> |  | <ul style="list-style-type: none"> <li>• Months of the year</li> <li>• Days of the week</li> <li>• Minutes</li> <li>• Hours</li> <li>• Next, Before, after that</li> <li>• The past, the present, the future</li> </ul> |  |
| <p>See also:<br/>Environment/Continuous provision planners</p> <p>ELG:<br/>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> |  |  |   |  |   |  |





# West Hove Infants- 'Aim High and Smile'



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|----|--------|--|---|--|--|--|---|
| Y1 | Skills |  | <ul style="list-style-type: none"><li>• Understand changes within living memory (aspects of change in national life).</li><li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li><li>• Ask questions such as: What was it like for people? What happened? How long ago?</li><li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li></ul> |  | <ul style="list-style-type: none"><li>• Understand events beyond living memory that are significant nationally.</li><li>• Describe historical events.</li><li>• Recognise that there are reasons why people in the past acted as they did.</li><li>• Ask questions such as: What was it like for people? What happened? How long ago?</li><li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li></ul> |  | <ul style="list-style-type: none"><li>• Understand events beyond living memory that are significant nationally.</li><li>• Understand the lives of significant individuals in the past who have contributed to national and international achievements.</li><li>• Learn about significant historical events, people and places in their own locality.</li><li>• Describe historical events.</li><li>• Describe significant people from the past.</li><li>• Recognise that there are reasons why people in the past acted as they did.</li><li>• Ask questions such as: What was it like for people? What</li></ul> |
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# West Hove Infants- 'Aim High and Smile'



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|  |  |  |  |  |  |  | <p>happened? How long ago?</p> <ul style="list-style-type: none"><li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li></ul> |
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# West Hove Infants-‘Aim High and Smile’



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|  | <p>Context</p> |  | <ul style="list-style-type: none"><li>• Letters to/from grandparents regarding toys from the past. <b>eng, enq, st</b></li><li>• Share letters from the class and collate similarities and differences. Look at pictures or artefacts to support understanding. . <b>eng, enq, st</b></li><li>• Observe how toys have changed over time. Discuss similarities and differences and record toys from present and recent past. Explain why toys have changed over time. Links to science (materials) and computing (changes in technology over time). <b>eng, enq, st</b></li></ul> |  | <ul style="list-style-type: none"><li>• Life in a castle focus on local castles (Lewes and Arundel). <b>Eng</b></li><li>• Told from the point of view of a young boy living in a castle ‘Castle diary’- Chris Riddell.</li><li>• Children write their own diary entry.</li><li>• Discuss why castles were built, structure, who lived in them and the jobs they carried out. <b>enq, st</b></li><li>• Explore opinions based on jobs within a castle. <b>enq, st</b></li><li>• Children label key features of a castle then write about what job they would choose to do in a castle and why. <b>enq, st</b></li><li>• Link to DT where children plan and build castles for</li></ul> |  | <ul style="list-style-type: none"><li>• Learn about Historical figure (Mary Anning – fossil collector). <b>div, enq, eng,</b></li><li>• Links to geography- the coast and local area. Follows on from YR topic on dinosaurs.</li><li>• Children compile a fact file based on Mary Anning and her life. Represent as a picture. When, where, why?</li><li>• Use various sources- non-fiction books, videos, painting, pictures from museums, fossils. <b>enq, st</b></li><li>• Discuss the role of museums in our society. <b>enq, st</b></li></ul> |
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| Vocabulary |  | <ul style="list-style-type: none"><li>• Linked to 'Wonderful and Wild' topic- learning about ourselves and our families. <b>div</b></li></ul> |  | Playmobil in teams applying key vocab. <b>eng</b>  |  |  |
|            |  | a long time ago, recently, when my parents/carers were children, years, decades, artefact, question   |  | past, changes, safety, battle, armour, motte, mound, keep, tower, battlements, gatehouse, portcullis, drawbridge, invade, centuries, |  | fossil, prehistoric, science, dinosaur, rocks, skeleton, research, Jurassic coast, ichthyosaur, extinct, artefact, question, past, changes |





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|----|--------|--|--|--|--|---|--|
| Y2 | Skills | <ul style="list-style-type: none"><li>• Place events and artefacts in order on a time line.</li><li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li><li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li><li>• Ask questions such as: What was it like for people? What happened? How long ago?</li><li>• Describe historical events.</li><li>• Describe significant people from the past.</li><li>• Use dates where appropriate.</li></ul> | <ul style="list-style-type: none"><li>• Ask questions such as: What was it like for people? What happened? How long ago?</li><li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li><li>• To build an overview of world history</li><li>• Describe historical events.</li><li>• Recognise that there are reasons why people in the past acted as they did.</li></ul> |  |  | <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"><li>• Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</li><li>• Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</li></ul> <p><b>Historical interpretations</b></p> <ul style="list-style-type: none"><li>• Describe changes within living memory and aspects of change in national life.<ul style="list-style-type: none"><li>• Discuss the lives of significant individuals in the past who have contributed to national and international</li></ul></li></ul> |  |
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|  |  | <ul style="list-style-type: none"><li>• Learn about the lives of significant individuals in the past who have contributed to national and international achievements. (2 astronauts) – comparing fame, how nations work together and not compete, training</li></ul> |  |  |  | <p>achievements and use some to compare aspects of life in different periods. (Martha Gunn 1726 and Prince Regent 1762)</p> <p><b>Organisation &amp; communication:</b></p> <ul style="list-style-type: none"><li>• Use a wide vocabulary of everyday historical terms.</li><li>• Speak about how he/she has found out about the past.</li><li>• Record what he/she has learned by drawing and writing.</li></ul> |  |
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|--|----------------|--|--|--|--|--|--|
|  | <p>Context</p> | <ul style="list-style-type: none"><li>• The Space Race introduced with moon rock arrival and letter from Tim Peake. <b>eng, enq</b></li><li>• Space race timeline. Chn to discuss how events led to one another. <b>div, st</b></li><li>• World famous astronauts: Neil Armstrong comparison with Mae Jameson. Chn draw a comic strip highlighting key points in their lives. <b>st, eng, enq, div</b></li></ul> | <ul style="list-style-type: none"><li>• Remembrance Day <b>div</b></li><li>• Class timeline.</li><li>• Create poppy art and write about it's significance</li><li>• British legion to come in? <b>eng</b></li><li>• Bring in artifacts (Grandparents/parents) <b>eng</b></li><li>• Introduce primary/secondary sources.</li><li>• Share their learning with artwork in an assembly with reading of poem/song. <b>St, eng</b></li><li>• Guy Fawkes- learn about the significance of his life through role play and story board of events.</li><li>• Bonfire night- explore changes in living memory (how it was celebrated in</li></ul> |  |  | <ul style="list-style-type: none"><li>• Comparing Brighton 'now and then'. Trip to the local beach (CCL: Geog) Create a vintage poster advertising Brighton in the past, exploring activities, sights</li><li>• The Royal Pavillion (connected learning- Lewes castle) CCL: ART</li><li>• Children use various sources to research Martha Gunn and the Prince Regent. Chn make comparisons and share opinion. <b>div, enq, st, eng</b></li></ul> |  |
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|  |  |  | <p>past compared to now)</p> <ul style="list-style-type: none"><li>• Research the life of Nelson Mandela. Comparison with Rosa Parks. <b>div, enq</b></li><li>• News report performed in grps. <b>eng</b></li><li>• Modelled with a significant person already looked at. Timeline (cartoon strip)</li><li>• Diary entry (plan and write)</li><li>• letter from prison</li><li>• Comparison Robben island then and now. <b>enq</b></li></ul> |  |  |  |  |
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|  | <b>Vocabulary</b> | Past, present, future, timeline, decade, centuries, a long time ago, before, after, when my parents were young, chronological, famous, significant, achievement, national, international. | War, pride, peace, hero, villain, equality, race, apartheid, houses of parliament, crime and punishment, justice, Robben Island, South Africa, London, cell, Remembrance Day. |  |  | Seaside, beach, Royal Pavilion, monarchy, king, queen, coronation, banquet, |  |
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