



Puttenham C of E Infant School.

Progression in History

	Reception	Year 1	Year 2
Chronological Understanding	<p>Understand and use vocabulary such as: days, months, years, seasons, today, yesterday and next/last week.</p> <p>Understanding of changes in their own lifetime personal timeline including birthdays.</p> <p>Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class. (ELG)</p>	<p>Place known events and objects in chronological order.</p> <p>Sequence events and recount changes within living memory.</p> <p>Use common words and phrases relating to the passing of time e.g. in the past, before, long ago, once, new, old.</p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time e.g. a long time ago, distant past, modern, antique, at the present time, modern and old.</p> <p>Describe where the people and events studied fit within a chronological framework.</p> <p>Identify similarities and differences between ways of life in different periods.</p>
Historical Enquiry	<p>Looks closely at similarities, differences, patterns and change.</p> <p>Talk about changes.</p> <p>They answer 'what' , how' and 'why' questions about their experiences and in response to stories and events</p> <p>Sort artefacts by difference such as 'old' and 'new' toy</p>	<p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Describe some simple similarities and differences between artefacts.</p> <p>Sort artefacts from 'then/old' and 'now' (Victorian beach artefacts).</p> <p>Ask and answer relevant basic questions about the past.</p>	<p>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.</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Sort artefacts from the past and modern day.</p> <p>To find out about significant local places, events and people (The history barn in Puttenham village, local speakers and Puttenham village).</p>
Historical Interpretations	<p>Recount an event, verbally and written.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p>	<p>Relate their own account of an event and understand that others may give a different version.</p> <p>Use a variety of stories and non-fiction texts to interpret information from the past. To know what is true and what is made up.</p>	<p>Describe changes within living memory and aspects of change in national life.</p> <p>Describe events beyond living memory that are significant nationally or globally eg The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p> <p>Describe significant historical events, people and places in his/her own locality through oral history, photographs, texts, maps and other sources.</p> <p>To question what they have heard and seen.</p>



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Organisation and Communication	<p>Talk about things they have done. Talk about the lives of the people around them including those from the community and others in society. Class visual timetable Orders and sequences familiar events (M – ELG).</p>	<p>Question, talk, draw or write about aspects of the past.</p> <p>Use historical vocabulary appropriately.</p> <p>Retell through role-play and drama.</p> <p>Write weekend news.</p>	<p>Use a wide vocabulary of everyday historical terms accurately.</p> <p>Speak about how they have found out about the past.</p> <p>Record what he/she has learned by drawing and writing.</p> <p>Can explain using other ideas, understanding and experiences.</p>
Understanding of Events, people and changes	<p>Understand key features of events. Remembrance Day, bonfire night</p> <p>Learn about the lives of significant individuals.</p> <p>Queen Elizabeth</p> <p>Begin to make sense of their own life story and their own family's history.</p>	<p>Understand key features of events. Remembrance Day,</p> <p>Learn about the lives of significant individuals. Neil Armstrong(Rabbit class) and Tim Peake (Fox) Florence Nightingale Amelia Earhart Saints Composers Identify some similarities and differences between ways of life in different periods.</p> <p>Local area – places of historical interest – church and school.</p>	<p>Understand key features of events. Remembrance Day, bonfire night, Black History week.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. Mary Seacole and/or Florence Nightingale Amy Johnson Emmeline Pankhurst –suffragette Samuel Pepys Guy Fawkes Amelia Earhart Local area – significant people and places Hop fields, school, shops of the past and houses.</p>
Links to British values	<p>Rule of law/Respect – The Queen Individual liberty – Representing their own ideas Mutual respect –significant people in their lives and significant individuals.</p>	<p>The Royal family/Rule of law – Elizabeth Respect – Florence Nightingale Parliament – Rule of law/democracy Saints – Respect</p>	<p>Democracy – votes for all/government Rule of law/individual liberty – Guy Fawkes and Emmeline Panhurst Respect – Florence Nightingale, Mary Seacole and significant people.</p>
Links to Christian Values	<p>Love – Family and friends in their lives Respect – people in the past and others in their lives now Resilience – Significant people/inventors Wisdom – Representing their own ideas Hope – Talk about changes in their lives</p>	<p>Love – Saints, Florence Nightingale Respect – Florence Nightingale/Saints Resilience – Tim Peake/ composers/inventors Hope – Inventors, Amelia Earhart Wisdom – inventors, Elizabeth I, Tim Peake and composers</p>	<p>Love – Saints, Respect/Resilience – Emmeline Pankhurst Resilience – Amelia Earhart, Amy Johnson Wisdom – Samuel Pepys, Amelia Earhart Hope – Inventors</p>