Progression of Skills in History
Church Gresley Infant and Nursery School

HISTORY	Nursery	Reception	Year One	Year Two
Concepts and Key Questions				
Descriptors from EYFS Profile and the National Curriculum	Development Matters 3-4 year olds will be learning to: • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. Children in Reception will be learning to: • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past. • Understand that some places are special to members of their community.		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 range of 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.	
	Past and Present Children at the expected level of development will: • talk about the lives of people around them and their roles in society; • know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • recall some important narratives, characters and figures from the past encountered in books read in class. Green- Provision in classroom Blue – Objectives to be achieved through delivery curriculum lead by children's interests.		*Pupils should be taught 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	**Ourselves** -Discuss the link with older and younger members of the family. Share our experiences. Discuss the significant people in our lives. Continuous provision – books. Small world -	**Ourselves** -Create artwork to demonstrate understanding of significant people in our lives. Continuous provision - books, small world inc. pirate ship Curiosity cube – knights and castles. Display – self portraits. Story time – Traditional tales.		**Time Capsule** -Create items for a time capsule to be opened at the end of the year. **Florence Nightingale** -Sequence key events from Florence Nightingale's life on a timeline. -Describe key events from the life of Florence Nightingale. - Identify changes that were made as a result of the work of Florence Nightingale.

Autumn	-Begin to make sense of their own life-story and family's history. **Bonfire night** -Discuss ways of celebrating bonfire night. Share experiences of bonfire night in the past. Complete firework artwork to explore how we celebrate bonfire night now and in the past. Using prompts (photographs, drawings etc.) children are confident to talk about their own life stories and their life story. (History) Children are able to explore and talk about different occupations.	-To talk about themselves and who lives with them in their house. -To be able to talk about people in their extended family. Share photographs of who is important to them. -Children will become familiar with the role of people within the school community. -Show interests in different occupations. **Bonfire Night** - Understand we celebrate different occasions such as Bonfire Night and the reason why this is celebrated. (History) -Complete Fireworks artwork to explore and apply understanding. Compare and contrast characters from stories, including figures from the past. (History)	**Guy Fawkes** - Sequence the events of the Gunpowder plot. - Recall some facts about people/events before living memory. -Explain why people may have acted the way they did. **Local pottery** - Discuss the work of local potter TG Green. Use your understanding to design your own mug. - Identify the differences between work of local potters TG Green and Mason Cash. -Recognise significant historical places in their own locality. - Talk about local Potteries – Sharpes and Wraggs. -Use knowledge and understanding of Cornish ware to create a pot.	- Know some of the ways that we can find out about the past. -Apply knowledge and understanding to write a letter in the role of Florence Nightingale asking for help.

Autumn	**Remembrance Day** -Listen to a simple introduction to 'Poppy Day' -Discuss the poppy as a way of remembering. Use discussion to share how we remember happier times in the past, such as holidays. -Recognise symbol of the poppy as a way of remembering people and animals who went to war. Use poppy crafts to support learning. **Celebrations** -Learn about birthdays and weddings through stories, pictures and discussion. Apply understanding through crafts and role play. -Discuss the past-yesterday, last week. Share our experiences. Apply the language in our role play. **Christmas** -Using the past tense, listen to and act out the Christmas story. Book corner	**Remembrance Day** -Listen to and discuss the information in the Magic Grandad Book – building on the symbol of the poppy and starting to look at what happens in a war. Apply understanding to poppy crafts. and explain understanding to adults who will record using VOTC. **Past events and Celebrations** -Recall and share with others past events such as weddings, birthdays and Christenings. Apply understanding to crafts used to celebrate these events such as cards and gift labels. Explain understanding to a grown-up who will record as VOTC. **Christmas** -Sequence this story after listening to it several times through books, films, pictures and discussion. Book corner	**Remembrance Day** -Recall some facts about people/events before living memory. -Discuss and record in books significant historical places in their own locality. e.g. Maurice Lea Memorial Park Visit the park and the memorial on a walk and discuss the significance of each. **Toys, past and present** -Describe modern toys. -Identify toys from the past. Sequence toys on a timeline. -Identify old and news toys – sort into 2 categories on a Venn diagram. -Identify similarities and differences between modern and Victorian toys. -Recognise and discuss how toys have changed over time.	**Remembrance Day** -Recall some facts about people/events before living memory and explain the significance and symbolism of the poppy. - Describe the impact of the World Wars on life today. - Express understanding and response through poetry and art. **Chocolate** -Sequence events in a timeline to demonstrate the history of chocolate. -Fact-find using the book 'The story of chocolate'.

Spring	**World of Work Week** -Discuss different job roles. -Discuss jobs held by family members. Book corner	**Toys and Household Items past and present** -Old vs modern day items – comparison of toys and household items. Use sorting to apply understanding of old and new items. **Easter story** -Listen to this story in different forms – book, film and pictures. Recall this story in the correct order. **World of Work Week** -Listen to talks from the local community about their jobs. -Explore the job roles that children come into contact with or are impacted by – doctors, nurses, school staff, food retail, transport etc. Dinsosaurs We're going on a bear hunt (role play linked to sequencing). Book corner.		**The Great Fire of London** --Compare and contrast modern London with London in 1666. Use all senses to describe the differences. -Sequence events in chronological order using a timeline – The Great Fire of London. -Answer key questions – how did the fire spread and how was it put out? Describe these key events. - Know some of the ways that we can find out about the past. -Explain the impact of the fire and how/why London was rebuilt afterwards by reading Samuel Pepys diary entries and answering questions. -Apply understanding by answering 'What would you save? -Investigate how London was re-built. Apply knowledge and understanding to answer 'How was London re-built and why?' -Demonstrate your knowledge and understanding of the topic in London Presentations (homework

		Comment on images of familiar situations in the past.		which encourages investigation at home and different methods of delivery). -Apply understanding of the key events through cross curricular learning in DT – design and make a Tudor House and an ICT module using Dazzle.
Summer	**History Day** -Discuss aspects of life in different periods through a rotation of 3 themes – Victorians, World War 2, Local Mining. -Explore home life, school life, clothing, food, music, art. **Cycle A** -Toys, and toys long ago **Cycle B** -Transport, journeys in the past, horse and trap, old fashioned cars and in their own experience. Book corner	**History Day** -Discuss aspects of life in different periods through a rotation of 3 themes – Victorians, World War 2, Local Mining. -Explore home life, school life, clothing, food, music, art. **St. George's Day** -Talk about St. George's Day (23.4.22) Book corner	**History Day** -Compare aspects of life in different periods through a rotation of 3 themes – Victorians, World War 2, Local Mining -Explore home life, school life, clothing, food, music, art. Ask questions that you want to answer to develop a class focus. **Charles Darwin** -Discuss key facts about Charles Darwin. -Re-tell the story of Charles Darwin. -Sequence key events from Charles Darwin's life. -Record a key fact about Charles Darwin's life. **Sir David Attenborough** -Discuss key facts about Sir David Attenborough. -Write key facts about David Attenborough.	**History Day** -Compare aspects of life in different periods through a rotation of 3 themes – Victorians, World War 2, Local Mining. -Explore home life, school life, clothing, food, music, art. Ask questions that you want to answer to develop a class focus. **Time capsules** -Repeat time capsule activities and compare to the start of the year.

			-Explain similarities and differences between Darwin and Attenborough. **Jane Goodall** -Discuss key facts about Jane Goodall. -Sequence key events from Jane Goodall's life. -Write a key fact about Jane Goodall **Mary Seacole.** -Discuss key facts about Mary Seacole's life. -Record key facts about Mary Seacole's life. -Re-tell the story of Mary Seacole. -Sequence key events from Mary Seacole's life. -Write a key fact about Mary Seacole.	