

History Progression Grid



	F1	F2	Y1	Y2
Skills	<p>Begin to make sense of their own life-story and family's history.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare own life and interests now their babyhood e.g. clothes, toys, food, size, abilities recalling a significant memory from the past</p>	<p>Begin to describe similarities and differences between historical artefacts and pictures.</p> <p>Sequence the story of a significant historical figure. (Mary Anning, Elizabeth 1, Elizabeth 2nd, Neil Armstrong, Helen Sharman, Grace Darling).</p>	<p>Compare how their own life is different from past generations of their own family.</p> <p>To describe the life of a significant individual and explain how they have contributed to national and international achievements. (Ernest Shackleton, Scott of the Antarctic, Captain James Cook, Samuel Pepys, Florence Nightingale)</p> <p>Use famous historical figures to compare aspects of life in different times.</p> <p>Describe changes in the local area during their own lifetime and that of their parents and grandparents.</p>
Knowledge	<p>Compare and contrast characters from stories, including figures from the past</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about local landmarks.</p> <p>Retell a story or significant event from their own past.</p>	<p>Begin to order artefacts and pictures from significantly different time periods.</p> <p>Describe how people, places and events in their own locality have changed over time.</p> <p>Describe, in simple terms, the importance of a local place or landmark.</p> <p>Describe in simple terms why a significant individual acted the way they did.</p> <p>Ask and respond to simple questions about the past, using sources of information.</p>	<p>Order events in a period of history studied and begin to recall the dates of important events.</p> <p>Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result.</p> <p>Ask and answer questions about a range of historical sources.</p> <p>Show increased knowledge and understanding of events beyond living memory through simple recording using text and drawings.</p>

				Build a bigger picture of a historical period using a range of source material.
Vocabulary	today yesterday tomorrow the past the future day week month	today yesterday tomorrow the present the past the future day week month long ago old new/recent parent grand parent great grand parent clue memory lifetime calendar Who? What? materials plastic remember.	Use simple vocabulary to describe the passing of time e.g. now, before, after, then, long ago year decade century ancient modern long ago timeline date order similar different because important living memory remembers homes houses grandparents' time the older generation memories drawing photograph camera detective opinion artefact What...? When...? Where...?	Use further terms associated with the past e.g. year, decade and century chronological order era/period travel encounter impact significant brave pioneer memorial investigate research evidence Why...? historians experts letters newspapers websites detective opinion artefact What...? When...? Where...?
Books	The gun powder plot. WW2. Toys from the past	The gun powder plot. WW2. Toys from the past	The gun powder plot. WW2. Grandad Mandela How to wash a wooley Mammoth	The gun powder plot. WW2. Don't say no to Flo. Grandad Mandela Viking voyage The Great Fire of London The Bakers boy and the Great fire of London
Resources	Artefacts Pictures Paintings	Artefacts Pictures Paintings	Artefacts Pictures Paintings	Artefacts Pictures Paintings