



Carlisle Infant School



History: EYFS Development Matters and KS1 National Curriculum Progression Grid

Year R	Autumn Term	Spring Term	Summer Term
	Progression – Objectives/Skills:	Progression – Objectives/Skills:	Progression – Objectives/Skills:
	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <ul style="list-style-type: none"> Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods. <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> Look at old and new toys as part of celebration topic. <p>Talk about the lives of the people around them and their roles in society</p> <ul style="list-style-type: none"> As part of “All about me” topic, look at children’s families 	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> As part of Reception’s “Transport” topic (key tex: The Naughty Bus) look at old and new transport through pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Look at postboxes and allow children to order chronologically. <p>Talk about the lives of the people around them and their roles in society</p> <ul style="list-style-type: none"> As part of our “People who help us” topic, children will be visited by family members and people from the community to learn what they do, how they help and how their jobs have changed over time. 	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <ul style="list-style-type: none"> Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them. Look at stories with Kings and queens and link to the recent change to our monarchy. Look at pictures and artefacts from Carlisle’s 70th birthday <p>Talk about the lives of the people around them and their roles in society</p> <ul style="list-style-type: none"> Offer opportunities for children to begin to order events from their lifetime into basic chronological order and introduce a basic timeline. Use recent events of coronation of King Charles III and Carlisle’s 70th birthday to link to events that happened before they were born – i.e. Coronation of Elizabeth II and the founding of CIS.
	Vital Vocabulary:	Vital Vocabulary:	Vital Vocabulary:
	Yesterday, Today, Tomorrow Long ago, Before I was born Past, present, history Who? What? Where? Remember Parent, grandparent, great grandparent	Old, Older, Oldest, New In the past Memory, remember Years Before, after, in the future	King, queen, now then, past, present Timeline Coronation Anniversary
	EYFS Enrichment Opportunities:	EYFS Enrichment Opportunities:	EYFS Enrichment Opportunities:
	<ul style="list-style-type: none"> Parents and grandparents speaking in class about their lives 	<ul style="list-style-type: none"> Old route master bus visit Visit to Georgian postbox Talks from people who help us 	

Year 1 Skills	CHRONOLOGY C1 Sequence events or objects in chronological order	RANGE AND DEPTH OF HISTORICAL KNOWLEDGE K1 Begin to describe similarities and differences in artefacts K2 Drama – why people did things in the past K3 Use a range of sources to find out characteristic features of the past	INTERPRETATIONS OF HISTORY I1 Begin to identify different ways to represent the past (e.g. Photos, stories, adults talking about the past)	HISTORICAL ENQUIRY E1 Sort artefacts “then” and “now” E2 Use as wide a range of sources as possible E3 Speaking and listening (links to literacy) E4 To ask and answer questions related to different sources and objects	ORGANISATION AND COMMUNICATION OC1 Time lines (3D with objects/ sequential pictures) OC2 Drawing OC3 Drama/role play OC4 Writing (reports, labelling, simple recount) OC5 ICT
	Autumn Term		Spring Term		Summer Term
	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Key Focus Skills - C1, OC1, I1, E4, K3</p> <ul style="list-style-type: none"> Explore the lives of Antarctic explorers Matthew Henson and Felicity Aston. Compare with the life and journey faced by Matthew Henson with Felicity Aston. Place images of Henson and Aston on class timeline between ‘Dinosaurs on Earth’ and ‘I was born’ Focus on different historical sources for each explorer. 	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Key Focus Skills – C1, OC1, E2, E3, E4, I1</p> <ul style="list-style-type: none"> Learn about Laika – experimental space travel Focus on significance of moon landing Invite relative to discuss memories of moon landing <p>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</p> <p>Key Focus Skills – C1, OC1, E2, E3, E4, K2, OC4, OC5</p> <ul style="list-style-type: none"> Read “The Darkest Dark” and introduce astronaut Chris Hadfield. Explore the life and achievements of Neil Armstrong and Mae Jemison. Make comparisons with Tim Peake’s experiences Focus on the contribution of Katharine Johnston to the moon landing Explore the sources of evidence we have related to the moon landing <ul style="list-style-type: none"> Explore the life and achievements of Mary Anning. What evidence is available to prove the existence of dinosaurs? 	<p>Changes within living memory / Significant historical events, people and places in their own locality.</p> <p>Key Focus Skills – C1, K2, K3, E1, OC2, OC3, OC4, OC5</p> <ul style="list-style-type: none"> Focus on key historical events from Hampton’s past – including the history of our school Explore life of Alan Turing – local resident Look at history of Bushy Park Compare how Hampton Hill High Street has evolved in the past two centuries looking at maps/photographs. 		

Year 1	Vital Vocabulary:	Vital Vocabulary:	Vital Vocabulary:
	People, significant individuals Achievement Explorer, team, expedition, Discovery, Terra Nova Photographs, diary, letter Timeline, sources, evidence	Orbit, Laika, space, Russia, Sputnik Neil Armstrong, Buzz Aldrin, Michael Collins, astronaut, Apollo 11 Katharine Johnston, NASA, Mathematician, equations, female, achievements Tim Peake Hoax, evidence, proof	Hampton, local, change Previous, memories Resident(s), Alan Turing, mathematician, code, war, Enigma Compare, maps, photographs, buildings, shops Bushy Park
	Year 1 Enrichment Opportunities:	Year 1 Enrichment Opportunities:	Year 1 Enrichment Opportunities:
		<ul style="list-style-type: none"> • Trip to the Natural History Museum to view Mary Annings fossils • Space day 	<ul style="list-style-type: none"> • Trip to Hampton Hill High Street • Visit Bushy Park

Year 2 Skills	CHRONOLOGY C1 Sequence artefacts closer together in time C2 Sequence events C3 Sequence photos etc from different periods of their life C4 Describe memories of key events in lives	RANGE AND DEPTH OF HISTORICAL KNOWLEDGE K1 Find out about people and events in other times K2 Collections of artefacts – confidently describe similarities and differences K3 Drama – develop empathy and understanding (hot seating, speaking and listening)	INTERPRETATIONS OF HISTORY I1 Compare pictures or photographs of people or events in the past I2 Able to identify different ways to represent the past	HISTORICAL ENQUIRY E1 Use a source – why, what, who, how, where to ask questions and find answers E2 Sequence a collection of artefacts E3 Use of time lines E4 Discuss the effectiveness of sources	ORGANISATION AND COMMUNICATION OC1 Class display/ museum OC2 Annotated photographs OC3 ICT
	Year 2 Progression – Objectives/Skills				
Autumn Term		Spring Term		Summer Term	
<p>Events beyond living memory that are significant nationally or globally Key Skills Focus – C2, K1, K3, E1, E3, OC2</p> <ul style="list-style-type: none"> • Study the events of the journey and sinking of the Titanic • Describe similarities and differences between the past and present • Examine different causes of Titanic disaster and consider if some were more important than others. • Look at different sources of information • Include image of Titanic onto class timeline <p>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 Key Skills Focus – K1, K3</p> <ul style="list-style-type: none"> • Explore the life of the naturalist – Charles Darwin • Compare the life and experiences of modern naturalist - David Attenborough 		<p>Events beyond living memory that are significant nationally or globally Key Skills Focus – C2, K1, K2, K3, I1, I2, E1, E2, E3, E4, OC3</p> <ul style="list-style-type: none"> • Compare and contrast the 4 candidates for the English throne in 1066 • Compare and contrast the 4 candidates for the English throne in 1066 • Study the events of the Battle of Hastings. • Explore Motte and Bailey Castles and changes to castles over time. • Look at life within a castle and compare to present day • Add BoH to class timeline • Recognise the limitations of evidence from a period so long ago (Bayeux Tapestry) • Ask/Answer questions about this period 		<p>Events beyond living memory that are significant nationally or globally Key Skills Focus – C1, C2, K1, K2, K3, E1, OC2</p> <ul style="list-style-type: none"> • Study the achievements of The Wright Brothers • Consider significance of the achievements of Amy Johnson and Bessie Coleman • Use various sources to deduct information. <p>The lives of significant individuals in the past who have contributed to national and international achievements. Key Skills Focus – C1, C2, K1, K2, K3, E1, OC2, E1, E2, E3, E4, OC3</p> <ul style="list-style-type: none"> • Consider early aviators and their influencers (including Icarus). • Explore contribution of Montgolfier Brothers. • Study the lives and achievements of The Wright Brothers, Amy Johnson and Bessie Coleman • Add to class timeline with history of flight. • Use various sources to answer questions about out topic- who? What? Where? When? Why? <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <ul style="list-style-type: none"> • Use class timelines to visit topics from across the Infants. • Compare coronation of QEII and King Charles III 	

Year 2	Vital Vocabulary:	Vital Vocabulary:	Vital Vocabulary:
	Artefact, photograph, sources Similar, different RMS Titanic, ship, iceberg, Southampton, New York, Belfast, Atlantic Ocean, Captain, crew, survivors, victims, Carpathia, ice berg Cause, effect, consequence, Charles Darwin, naturalist, HMS Beagle, evolution, species, David Attenborough	Similar, different Timeline, century What...?, When...?, Where...? Evidence Primary/Secondary source, sources Battle, Norman-French army, William, Duke of Normandy, English army, Anglo-Saxon, King Harold Godwinson, Norman conquest Monarch, Elizabeth 1, Tudor, Queen	Wright brothers, Orville, Wilbur, American, aviators, pioneers, inventors, motor-operated airplane. Wright Flyer Amy Johnson, Bessie Coleman Artefacts, Photographs, Letters Because, modern, opinion/fact living memory, long ago Memory, memories, remember, the older generation
	Year 2 Enrichment Opportunities:	Year 2 Enrichment Opportunities:	Year 2 Enrichment Opportunities:
	Titanic Day	Visit to Tower of London or Windsor Castle	Flight day Visit from drama workshop linked to the history of flight.

EYFS	KS1
Understand the past through settings, characters and events encountered in books read in class and storytelling	Events beyond living memory that are significant nationally or globally
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	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
Talk about the lives of the people around them and their roles in society	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
	Significant historical events, people and places in their own locality.