

## Cupernham Infant School History Progression YR→Y1→Y2

	Year R	Year 1	Year 2
	<b>Autumn 1 – All about Me</b> <b>Spring 2 – Terrific Travel and Real Life Heroes</b>	<b>Autumn 1 – Fantastic Families</b> <b>Spring 1 – Terrific Toys</b> <b>Spring 2 – Under the Sea</b>	<b>Autumn 2 – Dinosaurs (Mary Anning)</b> <b>Spring 1 – Heroes (Florence Nightingale and Mary Seacole)</b> <b>Spring 2 – The Great Fire of London</b>
<b>Chronology</b> sequencing events/ objects in time; using chronological vocabulary	<ul style="list-style-type: none"> <li>Begin to understand language relating to the passing of time, e.g. now, then, today, yesterday, last week, last year, years ago, and a long time ago, older and younger. <i>Create a timeline of their year at school.</i></li> </ul>	<ul style="list-style-type: none"> <li>Create simple timelines to sequence processes, events, objects within their own experiences.</li> <li>Realise that historians use dates to describe events.</li> <li>Use phrases describing intervals of time, e.g. <i>before, after, at the same time etc.</i></li> <li>Confidently use vocabulary associated with the past, e.g. <i>old and new, now and then.</i></li> </ul>	<ul style="list-style-type: none"> <li>Children realise that we use dates to describe events in time.</li> <li>Sequence parts of more complex stories where action takes place over a long period.</li> <li>Use phrases describing intervals of time, e.g. <i>before, after, at the same time etc.</i></li> </ul>
<b>Characteristic features</b> of period/ person/ events studied	<ul style="list-style-type: none"> <li>Can retell stories which feature a changing locality or changing generation within families.</li> <li>Can start to retell stories from familiar settings and contexts such as homes, toys, transport, schools where some are set at different points in the past.</li> <li>Can recognise clothing and transport from the past and compare to it now.</li> </ul>	<ul style="list-style-type: none"> <li>Can match 'old' objects to people or situations from the past.</li> <li>Describe how aspects of life differ today from the past, and use some simple historical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Can recognise that buildings, clothing and technology used to be different. Shows an awareness of significant features not seen today. <i>Compare what hospitals or London were like then and now, e.g. technology, fire equipment.</i></li> <li>Can recognise and describe, in simple terms, some characteristic features of a person or period studied.</li> <li>Increasingly uses period specific language.</li> <li>Children can talk about similarities and differences not just between then and now but between then <u>and</u> another then.</li> </ul>
<b>Change/ continuity</b> Similarities & differences between ways of life at different times	<ul style="list-style-type: none"> <li>Share my thoughts and opinions about objects, photographs and artefacts which relate to the past and describe why they are different from now.</li> <li>Children order photos of themselves from being a baby to now.</li> </ul>	<ul style="list-style-type: none"> <li>Can match old objects to people or situations from the past.</li> <li>Can describe how some aspects of life today differ from the past using simple historical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Can match old objects to people or situations from the past.</li> <li>Can describe how some aspects of life today differ from the past using simple historical vocabulary. <i>Compare fire engine from now and then.</i></li> </ul>

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		<ul style="list-style-type: none"> <li>Can talk about similarities and differences not just between <i>then</i> and <i>now</i> but between <i>then</i> and <i>another then</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about similarities and differences not just between <i>then</i> and <i>now</i> but between <i>then</i> <u>and</u> <i>another then</i>. <i>Change in fire engines during GFoL.</i></li> </ul>
<b>Cause/ consequence-</b> why people did things/ causes and results of events and changes	<ul style="list-style-type: none"> <li>Can give reasons for people's choices, e.g. characters in fairy tales.</li> <li>Can understand that a choice of behaviour does have a consequence and shapes roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results. <i>E.g. effect of not having enough lifeboats on Titanic.</i></li> </ul>	<ul style="list-style-type: none"> <li>Can explain why a person took the action they did.</li> <li>Can give reasons for more complex human actions.</li> <li>Can give consequences of events/people's actions. <i>Effects FN/MS had on nursing and hospitals in the future.</i></li> </ul>
<b>Historical Significance</b>	<ul style="list-style-type: none"> <li>Can discuss their birthday with an understanding of how old they are told/how old they were yesterday/how old they will be next year.</li> <li>Talk about/celebrate other special events, including those from other cultures such as Christmas, Diwali, Easter and Bonfire Night.</li> </ul>	<ul style="list-style-type: none"> <li>Can recognise and describe special times or events for friends or family.</li> <li>Can recognise and talk about why an event was special for different people.</li> <li>Can recognise which key people were important, e.g. in a simple historical account.</li> </ul>	<ul style="list-style-type: none"> <li>Can recognise and talk about which key people were important during a period of history, e.g. in a simple historical account.</li> </ul>
<b>Historical Interpretation</b> – explore ways we find out about the past and how it is represented	<ul style="list-style-type: none"> <li>Consider the historical elements of nursery rhymes such as, Jack and Jill and Ring a Ring o' Roses.</li> </ul>	<ul style="list-style-type: none"> <li>Can identify and talk about different accounts of real historical situations and people both from the time (primary source) and from the present (secondary source). <i>Different classes of people aboard the Titanic.</i></li> </ul>	<ul style="list-style-type: none"> <li>Can identify and talk about different accounts of real historical situations. Both from the time (primary source) and from the present (secondary source). <i>Witness accounts, diary entries and causes of fire.</i></li> </ul>
<b>Historical enquiry</b> –asking /answering questions; using sources to find answers and show understanding	<ul style="list-style-type: none"> <li>Can talk about adults and how their childhood may have been different from theirs.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about similarities and differences between two or more historical sources using simple historical terms. <i>Views of different Titanic passenger classes.</i></li> <li>Can talk about past events and use annotations or captions to identify important features of sources and artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Can gather information from simple sources to ask and answer questions about the past.</li> <li>Can explain events and actions rather than just retell a story.</li> </ul>