



# Scartho Infants' School and Nursery

where we *play*, *learn* and *grow* together

## History – Progression Document

Skills, Knowledge and Vocabulary



	EYFS Early Learning Goal	FS1	FS2
Understanding the World	Talk about the lives of people around them and their roles in society.	Begin to make sense of their own life-story and family's history.	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>
	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.		
	<div>Past and Present</div> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		

	FS1	FS2
Chronology	Talk about my own immediate family	Talk about my own family and know how they are similar/different to others
	Gain an understanding about the passing of time (e.g. within the school day)	Develop an understanding of things were different in the past and know things happened before I was born
	Fit (2) events into a chronological framework (then and now)	Fit people/events (3) onto a chronological framework
	Begin to understand and use past tense plurals correctly and vocabulary that relates to the passing of time e.g. yesterday	Use simple language that relates to the passing of time.
Range and Depth of Historical Knowledge	Ask questions about my own immediate community and environment to extend my knowledge.	Know that some things are from the past and were used before I was born e.g. the telephone, quill and old bicycle.
	Begin to understand 'how' and 'why' questions.	Answer 'how' and 'why' questions
	Use artefacts in my play and I am beginning to understand that some are old and some are new e.g. cameras.	Ask simple questions about artefacts

	FS1	FS2
Interpretations of History	Make sense of my own life story and family's history through photographs, stories and role play.	Begin to identify ways in which the past is represented through artefacts, photographs and stories.
	Identify some similarities and differences between my own family and others.	Identify some similarities/differences between ways of life at different times. E.g. changes in telephones
	Talk about my own immediate family	Identify some similarities/differences between ways of life at different times. E.g. changes in telephones
	Gain an understanding about the passing of time (e.g. within the school day)	
Historical Enquiry	Ask questions about my own immediate community and environment to extend my knowledge.	Know that some things are from the past and were used before I was born e.g. the telephone, quill and old bicycle.
	Begin to understand 'how' and 'why' questions.	Answer 'how' and 'why' questions
	Use artefacts in my play and I am beginning to understand that some are old and some are new e.g. cameras.	Ask simple questions about artefacts
Organisation and Communication	Discuss ideas.	Record ideas in own ways.
	Create timelines with 2 events.	Create timelines with 3 events.

KS1 National Curriculum Expectations	
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 [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
	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 [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
	significant historical events, people and places in their own locality.

KS1 National Curriculum	Skills	Year 1	Year 2	LKS2 National Curriculum
<b>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.</b> Children can: <ul style="list-style-type: none"> <li>a) sequence artefacts and events that are close together in time;</li> <li>b) order dates from earliest to latest on simple timelines;</li> <li>c) sequence pictures from different periods;</li> <li>d) describe memories and changes that have happened in their own lives;</li> <li>e) use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li> </ul>	Chronology	Sequence events or objects in chronological order.	Sequence artefacts closer together in the timeline.	<b>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</b> Children can: <ul style="list-style-type: none"> <li>a) sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>b) understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>
			Sequence events.	
			Describe memories of key events in lives	

KS1 National Curriculum	Skills	Year 1	Year 2	LKS2 National Curriculum
<p><b>Pupils should identify similarities and differences between ways of life in different periods.</b>  <b>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a) recognise some similarities and differences between the past and the present;</li> <li>b) identify similarities and differences between ways of life in different periods;</li> <li>c) know and recount episodes from stories and significant events in history;</li> <li>d) understand that there are reasons why people in the past acted as they did;</li> <li>e) describe significant individuals from the past.</li> </ul>	Range and Depth of Historical Knowledge	Begin to describe similarities and differences in artefacts.	Collections of artefacts – confidently describe similarities and differences.	<p><b>Children should note connections, contrasts and trends over time.</b>  Children can:</p> <ul style="list-style-type: none"> <li>a) note key changes over a period of time and be able to give reasons for those changes;</li> <li>b) find out about the everyday lives of people in time studied compared with our life today;</li> <li>c) explain how people and events in the past have influenced life today;</li> <li>d) identify key features, aspects and events of the time studied;</li> <li>e) describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>
		Drama – why people did things in the past.	Drama – develop empathy and understanding (hot seating, speaking and listening).	
		Use a range of sources to find out characteristic features of the past.	Find out about people and events in other times.	
<p><b>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a) start to compare two versions of a past event;</li> <li>b) observe and use pictures, photographs and artefacts to find out about the past;</li> <li>c) start to use stories or accounts to distinguish between fact and fiction;</li> <li>d) explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>	Interpretations of History	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past, BBC website).	Compare pictures or photographs of people or events in the past.	<p><b>Children should understand how our knowledge of the past is constructed from a range of sources.</b>  Children can:</p> <ul style="list-style-type: none"> <li>a) look at more than two versions of the same event or story in history and identify differences;</li> <li>b) investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>
			Able to identify different ways to represent the past.	

KS1 National Curriculum	Skills	Year 1	Year 2	LKS2 National Curriculum
<p><b>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a) observe or handle evidence to ask simple questions about the past;</li> <li>b) observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>c) choose and select evidence and say how it can be used to find out about the past.</li> </ul>	Historical Enquiry	Sort artefacts “then” and “now”.	Sequence a collection of artefacts.	<p><b>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</b></p> <p><b>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a) use a range of primary and secondary sources to find out about the past;</li> <li>b) construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>c) gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>d) regularly address and sometimes devise own questions to find answers about the past;</li> <li>e) begin to undertake their own research.</li> </ul>
		Use a wide range of sources as possible.	Use a source to ask questions and find answers (why, what, who, how, where).	
		Speaking and listening (links to literacy).	Discuss the effectiveness of sources	
		To ask and answer questions related to different sources and objects.	Use of timelines.	

<p><b>Pupils should use a wide vocabulary of everyday historical terms.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a) show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li> <li>b) talk, write and draw about things from the past;</li> <li>c) use historical vocabulary to retell simple stories about the past;</li> <li>d) use drama/role play to communicate their knowledge about the past.</li> </ul>	<p><b>Organisation and Communication</b></p>	<p>Time lines (3D with objects / sequential pictures).</p>	<p>Class display / museum / annotated photographs, ICT.</p>	<p><b>Pupils should develop the appropriate use of historical terms.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a) use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li>b) present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</li> <li>c) start to present ideas based on their own research about a studied period.</li> </ul>
		<p>Drawing.</p>		
		<p>Drama / role play.</p>		
		<p>Writing (reports, labelling, simple recount), ICT.</p>		

# The Great Fire of London

## Years 1 and 2

Key Knowledge	When was the Great Fire of London?	The Great Fire of London started on Sunday 2nd September 1666 and ended on Thursday 6th September 1666.
	Where did the fire start?	The fire started in a bakery on Pudding Lane.
	Why did the fire spread so quickly?	In 1666, the buildings in London were very close together and many were made of wood and had straw roofs.
	What happened after the fire?	After the fire, many buildings were rebuilt. King Charles II ordered that buildings were built further apart and made of stone to make sure the fire could not happen again so easily.
Significant people	King Charles II	King of Great Britain and Ireland at the time of the Great Fire of London
	Samuel Pepys	He was a diarist which meant he kept and published a diary, which included the events of the Great Fire of London.
Key vocabulary	bakery	A shop where bread is made and sold.
	diary	A book that people write about their lives in.
	fire engine	A vehicle that carries things used to put out fires.
	firefighter	People who put out fires as their job.
	St Paul's Cathedral	A very large church in London. St Paul's Cathedral was rebuilt by Sir Christopher Wren after the fire.
	rebuilt	Building something again after it has been broken or destroyed.
	river Thames	The river that runs through the middle of London.
	17th century	From the year 1601 to 1700. The Great Fire of London happened in the 17th century, in 1666.
Key dates	Sunday 2nd September 1666	The fire starts at around 1 a.m. Mid-morning: Samuel Pepys starts to write about the fire in his diary.
	Monday 3rd September 1666	The fire gets very close to the Tower of London.
	Tuesday 4th September 1666	St Paul's Cathedral is destroyed by the fire.
	Wednesday 5th September 1666	The wind dies down and the fire spreads more slowly.
	Thursday 6th September 1666	The fire is finally put out. Thousands of people are left homeless.

# The Wright Brothers

## Year 1

Key Knowledge	What are the names of the two brothers?	Wilbur Wright and Orville Wright
	What were the brothers famous for?	They were famous for inventing, building, and flying the world's first successful motor-operated aeroplane
	Why were they successful?	It didn't work straight away but they did not give up. They made improvements so their aeroplane could fly for longer.
	Why was it so important that they flew an aeroplane?	Their first flight has allowed us to fly all over the world AND into space.
	What made them interested in flying?	Their dad bought them a toy helicopter and then, when they were older, they had a business buying and selling bicycles. That led to them becoming interested in flying. They began by designing and making gliders.
	When did they fly their first aeroplane?	Just before Christmas 1903, they made their first successful flight in an aeroplane.
Significant people	Wilbur Wright	The youngest of the two 'Wright Brothers' Born 19th August 1871 Died 30th January 1948
	Orville Wright	The oldest of the two 'Wright Brothers' Born – 16th April 1867 Died 30th May 1912
Key vocabulary	chronological	Events in an order.
	travel	Moving from one place to another.
	pilot	A person who operates the flying controls of an aircraft.
	aeroplane	A powered flying vehicle with fixed wings that can be controlled.
	aircraft	Machine capable of flying
	aviation	The world of aircraft and air travel.
	century	Period of 100 years.
	engine	Machine that provides power.
	flight	Flying through the air.
	timeline	The order when things happen.
	hot air balloon	A balloon with a basket to carry people, powered by heat.
	helicopter	An aircraft with spinning blades that cause it to lift in the air.
	kite	A toy consisting of a light frame with thin material stretched over it, flown in the wind at the end of a long string
Key dates	1899	The wright brothers built there first gilder, it flew like a kite
	December 1903	Orville piloted the first ever powered aeroplane. He flew 120 feet, lasting for 12 seconds .
	November 1904	Using a newly designed craft named Flyer II, Wilber took to the skies. This flight lasted for over 5 minutes.
	May 1910	This was the first and only time the wright brother flew together. They took a six minute flight piloted by Orville with Wilber as his passenger.



# The Moon Landings

## Year 1

Key Knowledge	When did the moon landing mission launch?	It was launched into space on 16 July 1969.
	What was the mission to the moon called?	The mission to space was called Apollo 11.
	What was Apollo 11 rocket called?	The Apollo 11 rocket was called Saturn V (Saturn 5).
	Who went to the moon?	Neil Amrstrong, Buzz Aldrin and Michael Collins were all part of the Apollo 11 mission.
	What is the moon like?	The moon's surface is made up of dirt and rocks. The moon has many craters which have been made by meteors.
	What did they do on the moon?	Set up a lunar earthquake detector and a special type of mirror.
		They experimented with different ways of moving around in the low-gravity environment of the Moon.
		They collected rocks and dust.
		They set up an American flag
		They spoke to Richard Nixon, the U S President.
Significant people	Neil Armstrong	The commander of the Apollo 11 mission and the first man ever to walk on the moon.
	Buzz Aldrin (Real name Edwin Eugene Aldrin Jr)	The pilot of the Apollo 11 lunar lander Eagle and the second person to set foot on the Moon.
	Michael Collins	Orbited the moon in the command module Columbia while Neil Armstrong and Buzz Aldrin flew the Eagle to the moon.
Key vocabulary	astronaut	An astronaut or cosmonaut is a person that travels into space.
	moon	The Moon orbits (goes around) the Earth.
	solar system	Our solar system consists of the sun and the 8 planets that orbit it.
	NASA	The group of people in America in charge of flights into space.
	space	The area that contains everything outside of the earth.
	planet	A large natural object that orbits a star. The Earth is a planet.
	mission	An important job to be completed.
	Apollo 11	The spaceflight that first landed humans on the moon.
	Columbia Command module	The part of the Apollo 11 spacecraft where the astronauts lived most of the time during the Apollo mission.
	crater	A large bowl-shaped hole or dent in the ground of an object in space.
	Eagle	The part of the Apollo 11 spacecraft that landed on the moon.
	gravity	The force that <a href="#">attracts</a> something to a sun, planet or moon.
	lunar module	A small craft used for travelling between the moon's surface and a spacecraft.

	orbit	The curved path of an object around a sun, planet or moon.
	Saturn V	The rocket part of the Apollo 11 spacecraft.
Key dates (Neil Armstrong)	1930	Neil Armstrong born.
	1946	Got his first pilot's licence.
	1962	Became an astronaut.
	1966	Had his first space flight.
	1969	Apollo 11 mission and first on the moon.
	1971	Resigned from NASA.
	2005	Neil Armstrong biography published.
	2012	Neil Armstrong died.

# Scott of the Antarctic

## Year 2

Key Knowledge	Who was Scott of the Antarctic?	Robert Falcon Scott
	What is Robert Falcon Scott famous for?	Captain Robert Falcon Scott was the first British explorer to reach the South Pole and explore Antarctica extensively by land in the early 1900s. His most famous expedition was the Terra Nova expedition.
	What was the Terra Nova expedition?	In 1910, Robert Scott set off on his second expedition to reach the South Pole.
	Was it an easy journey?	On the way to Antarctica, the ship encountered several problems. The ship was struck by a storm. The ship then ran into ice that it couldn't sail through. They were delayed by 20 days.
	Where did their ship land?	In 1911, the Terra Nova team set up a hut in a place they called Cape Evans on Antarctica. It was while doing scientific research that the team found out that the rival explorer, Amundsen, was camped on Antarctica too!
	When did Scott and his team begin their journey to the South Pole?	In September, Scott set out to reach the South Pole before Amundsen and his team – it became a race to the South Pole.
	How did they travel across Antarctica?	The Terra Nova team travelled over the ice and snow on foot, on skis, on motor sledges and on sledges pulled by both dogs and horses.
	Did they win the race to the South Pole?	In 1912, the team finally achieved their incredible goal! The team of five men reached the South Pole and planted their British flag. There was just one problem... The Amundsen expedition had already reached the South Pole!
	What did they do after they reached the South Pole?	They were extremely disappointed. After planting their flag, Scott's team headed for home. Scott's Terra Nova expedition ended in tragedy. No one survived the return journey.
Significant people	Robert Falcon Scott	Led the Terra Nova expedition to the South Pole.
	Edward Adrian Wilson	An English polar explorer, ornithologist, natural historian, physician and artist.
	Lawrence Oates	A British army officer, and later an Antarctic explorer, who died from hypothermia during the Terra Nova Expedition when he walked from his tent into a blizzard.
	Henry Robertson Bowers	A popular member of the 'Terra Nova' expedition.
	Edgar Evans	Took part in Scott's Discovery Expedition from 1901-1904, he was involved in many sledging operations
Key vocabulary	explorer	A person who travels in search of geographical or scientific information.
	expedition	A journey for a particular purpose.
	antarctic	An ice covered continent surrounded by the Southern Ocean.
	south pole	The southernmost point on Earth
	historical evidence	Anything left over from the past is a source of evidence.

	primary source	A primary source of evidence is one that was created by someone who witnessed first-hand or was part of the historical events that are being described. The most common primary sources are journal entries or letters.
Key dates	15th June 1910	Terra Nova sails from Cardiff, Wales
	4th Jan 1911	Arrival at Cape Evans, McMurdo Sound, Antarctica. Ship unloaded and hut built on Ross Island.
	25th Jan 1911	Terra Nova leaves Cape Evans, she will spend the winter in New Zealand.
	24th Oct - 4th Nov 1911	South Pole journey begins.
	11th Dec 1911	Dog team sent back
	17th Jan 1912	5 men reach the South Pole to find they were beaten by Amundsen a month earlier
	17th Feb 1912	Edgar Evans dies in his sleeping bag on the return from the pole
	16th Mar 1912	Suffering from gangrene and frostbite, Captain Oates walks to his death in a blizzard sacrificing himself for his companions
	29th Mar 1912	Scott dies in the tent, he was presumed to be the last man alive

The Titanic		
Years 1 and 2		
Key Knowledge	What was The Titanic?	RMS Titanic was built by the White Star Line and was the world's largest passenger liner. It measured 882 feet (269 metres) long and weighed 52,310 tons.
	When was it built?	Construction of the Titanic started on 31st March 1909. It took over 3 years to build.
	Why was The Titanic so special?	In 1911 Titanic was declared practically unsinkable and a marvel of British engineering.
	When was The Titanic launched?	The maiden voyage began on 10th April 1912 in Southampton
	What was it like on the ship?	It was a legal requirement of British law that third class passengers could not mix with first and second class passengers on Titanic.
	What happened?	The Titanic hit an iceberg and began to sink.
	Did everyone escape?	1506 people died on board the Titanic.
	Why did so many people die?	Titanic could carry 64 lifeboats but only carried 20 (which was the legal requirement) to maximise deck space for passengers.
	Were all passengers treated fairly?	61% of all first class passengers survived 42% of all second class passengers survived. 24% of all third class passengers survived. 24% of the crew survived. 66% of all third class children died. No first or second class children died.
Significant people	Captain Edward Smith	Captain Edward Smith is most famous for his role at the helm of the Titanic, the disastrous last voyage in his successful career at sea.
Key vocabulary	maiden voyage	The first journey of a ship.
	transatlantic	Crossing the Atlantic.
	passenger	A person who is traveling in a car, bus, train, airplane or ship
	iceberg	A large floating mass of ice detached from a glacier or ice sheet and floats in the sea.
	survivor	A person who remains alive after an event in which others have died.
	bow	The front section of a ship.
	starboard	The right-hand side of a ship.
	hull	The main body of a ship.
Key dates	1909	Construction begins in Belfast, Ireland
	10th April 1912	12 noon RMS Titanic sets sail from Southampton
	14th April 1912 at 11.40pm	The lookout sees an iceberg dead ahead
	15th April 1912 at 12:00am	Captain Smith gives the order to call for help
	15th April 1912 at 2:05am	The lifeboats are lowered
	15th April 1912 at 8:50am	RMS Carpathia arrives in New York, USA

## **Our Fascinating Fishing Heritage**

### **Years 1 and 2**

Key Knowledge		
Significant people		
Key vocabulary		
Key dates		

## **Victorian Visitors**

### **Years 1 and 2**

Key Knowledge		
Significant people		
Key vocabulary		
Key dates		