

Year 1 & 2 History progression grid

	Autumn 1 Wilder- ness explorers	Autumn 2 Light up the world	Spring 1 War time	Spring 2 This is me	Summer Ahoy
Objec- tives Year one		*Describe events beyond living memory that are significant nationally *Recall the lives of significant individuals in the past who have contributed to national achievements *Know changes within living memory	*Know changes within living memory *Describe events beyond living memory that are significant nationally *Recall the lives of significant individuals in the past who have contributed to national achievements *Recall significant historical people in their own locality	*Know changes within living memory *Recall significant historical people in their own locality	
Objec- tives Year two		*recall the lives of significant individuals in the past who have contributed to international achievements, Some should be used to compare aspects of life in different periods. *describe the impact of changes in living memory *describe events beyond living memory that are significant globally	*recall the lives of significant individuals in the past who have contributed to international achievements, Some should be used to compare aspects of life in different periods. *describe the impact of changes in living memory *describe events beyond living memory that are significant globally *recall and describe significant historical events, people and place in their own locality	*recall and describe significant historical events, people and places in their own locality <i>*recall the lives of significant individuals in the past who have contributed to international achievements, Some should be used to compare aspects of life in different periods. (Covered within Literacy lessons)</i>	
Vocabu- lary Year one		*A long time ago/Now *Recently *Find out *Explain *Diary *Plot	*In order *Past/present day *First/Then/Next *Timeline *Information *Artefacts *Historians *War *Peace *Monarchy *Events *Shelter *Nation *Evacuee *Gas mask		
Vocabu- lary Year two		*Artefacts *Timeline *In the period of... (Time periods) *Time scale *Century *Decade *Evidence *Cause *Consequence *Impact *Affected *Parliament *Architect *Fire hook	*Chronological/Chronology *Point of view *Sequence *Anderson shelter *Nation *Ration *Gas mask *Spitfire *Air raid *Siren		
Histori- cal figures Year one		Guy Fawkes Samuel Pepys King James 1	The Queen—then Princess Elizabeth Hazel Ying Lee Lettice Curtis Anne Frank Winston Churchill Edith Cavell (Reference to WW1) Hitler Einstein (Briefly discussed how he escaped Germany during WW2 and lived in Cromer).	Martin Luther King, Jr <i>(Covered within Literacy lessons)</i>	Mary An- ning <i>(Linked to Science lessons and expanding on Reception learning)</i>
Histori- cal figures Year two	Amelia Earhart <i>(Covered within reading comprehension)</i>	Guy Fawkes Samuel Pepys King James 1 Charles Mackintosh <i>(Linked through Science lessons)</i>	The Queen—then Princess Elizabeth Hazel Ying Lee Lettice Curtis Anne Frank Winston Churchill Eric Percival Edith Cavell (Reference to WW1) Hitler Henry Moore <i>(Linked within art lessons)</i> Einstein (Briefly discussed how he escaped Germany during WW2 and lived in Cromer).	Rosa Parks <i>(Covered within Literacy lessons)</i>	Mary An- ning <i>(Linked to Science lessons and expanding on Reception learning)</i>

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	Autumn 1 Wilderness explorers	Autumn 2 Light up the world	Spring 1 War time	Spring 2 This is me	Summer Ahoy
Opportunities for Historical enquiry Year one		<p>*Through role play, children will demonstrate their understanding of The Great Fire of London and retelling of some of the events whilst recreating parts of the story such as working in the bakery.</p> <p>*Walk around Dereham to compare houses today to the houses during time of The Great Fire of London.</p> <p>*Children will create models of the houses during The Great Fire of London and then watch these be set on fire by a visit from the local fire department.</p>	<p>*Drama and role play led learning in class.</p> <p>*Learning through photos, stories and shared information from a range of adults including stories told by members of the community of their own experiences of WW2.</p> <p>*Look at artefacts and sort between past and present.</p> <p>*Asking and answering questions relating to artefacts and stories of WW2.</p> <p>*Visit to the pillbox in Dereham.</p> <p>*Children will learn how the local area was impacted during WW2 and which parts of Norfolk may have had children evacuated from or to.</p> <p>*WW2 themed day where children dress as evacuees and complete role play activities experiencing aspects of life during WW2.</p>	<p>*Children will be able to share photos of themselves as a baby and verbally explain ways that they have changed and changes they have seen in the world around them.</p>	
Opportunities for Historical enquiry Year two		<p>*Walk around Dereham to compare houses today to the houses during time of The Great Fire of London.</p> <p>*Children will create models of the houses during The Great Fire of London and then watch these be set on fire by a visit from the local fire department.</p>	<p>*Learning through photos, stories and shared information from a range of adults including stories told by members of the community of their own experiences of WW2.</p> <p>*Artefacts</p> <p>*Asking and answering questions relating to artefacts and stories of WW2.</p> <p>*Visit to the pillbox in Dereham.</p> <p>*Children will learn how the local area was impacted during WW2 and which parts of Norfolk may have had children evacuated from or to.</p> <p>*WW2 themed day where children dress as evacuees and complete role play activities experiencing aspects of life during WW2.</p>	<p>*Children will be able to describe memories of key events during their life.</p> <p>*Children will be able to chronologically sequence pictures/photos of different periods of their own life.</p>	

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	A1	Autumn 2 Light up the world	Spring 1 War time	Spring 2 This is me	Su
Knowledge and interpretation Year one		<p>*Children will understand that The Gunpowder Plot and The Great Fire of London are events that happened a long time ago.</p> <p>*Children will understand there is a recent past such as yesterday or last week and a past which is a long time ago.</p> <p>*Children will be exposed to the year that The Gunpowder plot and The Great Fire of London happened. Children will use these dates (year only) when appropriate.</p> <p>*Children will be able to retell simple details of each story through drawing, role play and drama.</p> <p>*Children will be able to explain why the fire during The Great Fire of London became so large and make reference to the material the houses were made from.</p> <p>*Children will be able to discuss what fire services today use to stop fires spreading.</p>	<p>*Children will begin to order three events on a timeline. They will be able to understand their learning of The Gunpowder plot and The Great Fire of London happened in a time before WW2. They will also understand that WW2 happened before present day.</p> <p>*Children will label three events on a time line using words, pictures or phrases.</p> <p>*Children will be able to make reference to some historical figures when discussing the events of war time. They will have a basic understanding of the story of Anne Frank.</p> <p>*Children will understand the age of adults around them compared to the war time period. E.g. Understanding their grandparents or great grandparents may have been alive during war time.</p> <p>*Children will be able to discuss and make reference to their own families experiences and things that may have changed since their grandparents were children.</p> <p>*Children will be exposed to the years of WW2 and will use these themselves when appropriate (year only).</p> <p>*Children will begin to understand how people learn about WW2 and how historians find out facts about what happened.</p> <p>*Children will recognise different ways the past can be represented and different sources of information.</p> <p>*Children will be able to recall some interesting facts about WW2.</p> <p>*Children will be able to answer 'why' questions to explain the way somebody acted in the past or the decisions they made.</p> <p>*Children will begin to describe similarities and differences between historical artefacts.</p> <p>*Children will begin to demonstrate empathy towards people living during war time and begin to share their own thoughts of how people would have felt.</p> <p>*Children will be able to name and identify from pictures some significant individuals from WW2.</p>	<p>*Children will be able to explain the changes that have happened to themselves and their families since they were born.</p> <p>*Children will be able to discuss changes that have happened since their parents were children.</p>	
Knowledge and interpretation Year two		<p>*Children will be able to use vocabulary to describe the amount of years ago that The Great Fire of London and Gunpowder plot happened. They will understand the concept of something being hundreds of years ago and will be able to compare this to the life span of a human as a reference of time.</p> <p>*Children will have an understanding that the past is a long sequence of events which ranges from thousands of years ago up to the present day. They will understand that the word 'past' can make reference to something that is years, months, weeks, days, hours or even minutes before the present moment.</p> <p>*Children will be taught and will understand the order of dates relating to The Gunpowder Plot and The Great Fire of London. Children will be able to sequence dates which use days, months and years. Children will use these dates in context.</p> <p>*Children will be able to retell the stories of The Gunpowder Plot and The Great Fire of London in chronological order of events.</p> <p>*Children will be able to understand and explain why The Great Fire of London became out of control.</p> <p>*Children will understand and be able to explain how the events of The Great Fire of London impacted the future and what people learnt from it. They will be able to explain the changes that were made after the fire e.g. architects designing houses made of different materials.</p> <p>*Children will be able to make comparisons between past fire services and equipment to present day.</p> <p>*Children will be able to debate the different views of the story of The Gunpowder Plot, considering why Guy Fawkes was angry and whether the decisions he made were right or wrong.</p>	<p>*Children will place multiple events from WW2 onto a timeline in chronological order. Children will label the events with dates (month & year) and key words or phrases.</p> <p>*Children will be able to explain the sequence of events on a timeline and explain how some early events caused or impacted the later events.</p> <p>*Children will understand the concept of how many years before the war, The Gunpowder Plot and The Great Fire of London happened. They will understand these events as being completely different periods in time.</p> <p>*Children will be able to use dates that include months and year to correctly order and sequence events.</p> <p>*Children will be able to retell the story of Anne Frank and explain why her story is so significant and remembered today. Children will be able to sympathise with Jews during WW2, particularly considering the story of Anne Frank, and describe how they would have felt. Children will discuss the story using the terminology of fair/unfair and right/wrong.</p> <p>*Children can explain how historians collect and share evidence of events in the past.</p> <p>*Children will ask their own questions about their learning around WW2 and lead investigations using sources such as information books.</p> <p>*Children will understand that not all information is reliable and will be able to select sources of reliable information.</p> <p>*Children will be able to explain who Eric Percival was and how it may have felt to be him during WW2.</p> <p>*Children will be able to explain how and why people may have felt during WW2 from a range of viewpoints; men at war, women working and children being evacuated.</p> <p>*Children will be able to name and explain why WW2 historical individuals are significant today and why they are remembered.</p> <p>*Children will be able to explain cause and consequence in relation to some events during WW2.</p> <p>*Children will be able to explain how the events of WW2 impacted future life and some of life today.</p>		