WINS SUBJECT PROGRESSION GRID

SUBJECT……History…… SUBJECT LEAD……Julie Hanley……..

ASPECT Changes within living memory			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	Children know how to use words and time phrases like: old, new, a long time ago, past/now, lives, people	Children know how to use words and time phrases like: old, new, a long time ago, before, after, now, then, today, tomorrow, yesterday. Research, timeline, commemoration, festival, monarch, reign, coronation	Children know how to use phrases such as past, present, long ago, decade, when my grandma was young, home life, transport, materials, leisure to show their understanding of chronology. research, timeline, sources, order, sequence, compare, similar, different, fact/opinion
RESOURCES/ EQUIPMENT	Children use primary sources such as artefacts, objects and visitors.	Children use artefacts and objects along with books and photographs. primary/secondary sources	Children use artefacts and objects along with books, photographs, visitors and the internet. primary/secondary sources
KNOWLEDGE	Whole school commemorations and anniversaries Remembrance Queen's coronation/King's coronation Wellfield School 50 year anniversary	A walk around Ashton Village learning about its history - comparing old and new houses. Order artefacts in chronological order. Understand how the past is represented (Handling artefacts) Queen's coronation/King's coronation Remembrance Wellfield School 50 year anniversary	Contributing to national achievements/anniversaries Order artefacts in chronological order. Understand how the past is represented (Handling artefacts) Queen's coronation/King's coronation Remembrance Wellfield School 50 year anniversary Windrush generation
SKILLS	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Begin to make sense of their own life-story and family's history. (UTW Development Matters) Children begin to show an awareness of time.	Children know how to put up to three objects in chronological order (recent history). Children know how to retell parts of history using beginning, middle and end. Children know that some objects belonged to the past. Children know how to explain how they have changed since they were born. Children know how to use a simple timeline to sequence processes, events and objects within their own experience e.g. something very old, old and new.	Children know how to put objects in chronological order. Children know how to retell parts of history using beginning, middle and end. Children know where the people and events they have studied fit on a basic timeline. Children can tell you some similarities and differences between ways of life at different times. Children know how to use a timeline to sequence processes, events and objects within living memory.

ASPECT Events beyond living memory			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	Children know how to use words and time phrases like: old, new, a long time ago, past/now, lives, people	Children know how to use words and time phrases like: globally, significant nationally, aeroplane flight, remembrance timeline, festivals research, sources, timeline, questioning, discussion, connections	Children know how to use words and time phrases like: globally, significant nationally, remembrance, anniversaries, key features of particular events, parliament, festivals, Great Fire of London etc. research, sources, timeline, questioning, discussion, connections
RESOURCES/ EQUIPMENT	N/A	primary/secondary sources if available Children use artefacts and objects along with books, ipads, paintings and sketches.	secondary sources Children use artefacts and objects along with books, diaries, paintings, sketches, maps, visitors and the internet.
KNOWLEDGE	N/A	The first aeroplane flight The Gunpowder Plot	The Great Fire of London Industrial revolution
SKILLS	N/A	Children can understand some of the ways in which we find out about the past. Children can tell you a few ways that the past has been presented or described. Children can reflect on the significance of what they have learnt about the past. Children begin to develop the skills of presenting an idea and raising questions about the past.	Children can identify similarities and differences between different times. Children can tell you about some of the people or events from their work. Children can give more than one cause for an event and give a reason why people in the past acted as they did. Children can retell a story and explain why some people and events were important.

ASPECT Significant individuals			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	Children know how to use words and time phrases like: old, new, a long time ago, past/now, lives, people	Children know how to use words and time phrases like: contribution, national, international, achievement, aspects of life, timeline, explorer, scientist, change, lifetime, significant compare, contrast, research	Children know how to use words and time phrases like: contribution, national, international, achievement, aspects of life, monarch, reign, coronation, explorer, inventor, scientist, mathematician, change, lifetime, significant connections, comparison, conclusions, research, opinion
RESOURCES/ EQUIPMENT	N/A	secondary sources Children use artefacts and objects along with books, letters, ipads, stories, paintings and photographs.	secondary sources Children use artefacts and objects along with books, letters, stories, diaries, recounts, photographs, paintings, visitors and the internet.
KNOWLEDGE	N/A	Children learn about the story of Ruby Bridges and Mary Seacole, Children learn about Louis Braille and compare with modern day advancements. Children sequence the events of the first aeroplane flight by Amelia Earhart and compare with Amy Johnson Mary Anning – science Guy Fawkes	Children research the lives of significant individuals: Rosa Parks, Walter Tull, Jean-Michel Basquiat, LS Lowry Make comparisons between Queen Elizabeth I and King Charles III coronations, Ada Lovelace/Alan Turing, Emmeline Pankhurst, Florence Nightingale/ Edith Cavell, Samuel Pepys, Charles Darwin/ David Attenborough.
SKILLS	N/A	Children can name a few people from the past who have contributed to national and international achievements. Children can put some objects/event in order. Children can begin to give opinion about why people acted as they did.	Children can name a few people from the past who have contributed to national and international achievements. Children can put some objects/event in order. Children can ask and answer questions by researching. Children can make comparisons finding similarities and differences between times and individuals.

ASPECT Significant historical events, people and places in own locality			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	Children know how to use words and time phrases like: old, new, a long time ago, past/now, lives, people	Children know how to use words and time phrases like: local, impact, museum, building, statue, contribution, national, international, achievement, aspects of life comparison, old/new	Children know how to use words and time phrases like: local, impact, museum, building, statue, contribution, national, international, achievement, aspects of life, explorer, inventor, scientist, mathematician, suffragette, industrial revolution, computer, canal, transport, railway
RESOURCES/ EQUIPMENT	N/A	primary/secondary sources Children use artefacts and objects along with books, film clips, maps, photographs, ipads and walks.	primary/secondary sources Children use artefacts and objects along with books, film clips, photographs, visitors, the internet, walks and trips.
KNOWLEDGE	N/A	A walk around Ashton Village comparing old and new houses. School anniversary: 50 years History of Manchester Airport	Ada Lovelace, Alan Turing, Emmeline Pankhurst, Emily Davison, The growth of the industrial revolution, The building of the Bridgewater Canal and how it has changed over time. Scientists and engineers of significance in the Manchester area. School anniversary: 50 years
SKILLS	N/A	Children can ask and answer questions about artefacts. Children might be able to investigate questions to find answers. Children can choose and use parts of stories and other sources of information to show that they know and understand key features of events or peoples' lives that they have studied. Children can answer questions by using a specific source, such as an information book	Children can answer questions by using a specific source, such as an information book. Children know how to research the life of a famous Briton or famous event (including why some events repeat now) from the past using different resources to help them. Children know how to make deductions from photographs, going beyond the literal and what can be seen. Children know that there are potential weaknesses in some sources such as eyewitness accounts e.g. Pepys. Children can ask and answer questions about a collection of artefacts. Children might be able to investigate questions to find answers. Children can use parts of stories and other sources of information to show that they understand key features of events or peoples' lives that they have studied.