## Manor Farm Community Infant School

## <u>History Curriculum Progression of Skills and Knowledge</u>

	History - EYFS Progressive Statements					
		3- and 4- Year Olds	Understanding the World		Begin to make sense of their own life-story and family's history.	
		Reception	n Understanding the World		<ul> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	
	EYFS	ELG	Understanding the World	Past and Present	<ul> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	

Year	Term	Scheme of Work	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
1	Autumn	Toys Past	• I know that some objects	I know that some objects	• I know that some objects	I know that some objects
		and present	were different in the past	were different in the past	were different in the past	were different in the past
			to how they are today.	to how they are today.	to how they are today.	to how they are today.
			• I can describe old objects.	• I can describe old objects.	• I can describe old objects.	• I can describe old objects.
			<ul> <li>I can identify objects that</li> </ul>	<ul> <li>I can identify objects that</li> </ul>	<ul> <li>I can identify objects that</li> </ul>	I can identify objects that
			are old and objects that are	are old and objects that are	are old and objects that are	are old and objects that are
			new.	new.	new.	new.
			I can compare old and	I can compare old and	I can compare old and	I can compare old and
			new objects.	new objects.	new objects.	new objects.
			<ul> <li>I know that the toys my</li> </ul>	<ul> <li>I know that the toys my</li> </ul>	<ul> <li>I know that the toys my</li> </ul>	I know that the toys my
			parents and grandparents	parents and grandparents	parents and grandparents	parents and grandparents
			played with are different to	played with are different to	played with are different to	played with are different to
			the toys I play with today.	the toys I play with today.	the toys I play with today.	the toys I play with today.
			I can order decades	I can order decades	• I can order decades	I can order decades
			chronologically.	chronologically.	chronologically.	chronologically.
			• Decade	• Decade	• Decade	Decade



1	Spring	Castles	I can use simple texts to	I can use simple texts to	I can use simple texts to	I can use simple texts to
_	6p6	00.00	find out about people and	find out about people and	find out about people and	find out about people and
			events of the past.	events of the past.	events of the past.	events of the past.
			I can use photographs of	I can use photographs of	I can use photographs of	I can use photographs of
			castles to find out about	castles to find out about	castles to find out about	castles to find out about
			the past.	the past.	the past.	the past.
			I know that people fight	I know that people fight	I know that people fight	I know that people fight
			battles to take control of a	battles to take control of a	battles to take control of a	battles to take control of a
			country.	country.	country.	country.
			I know that castles were	• I know that castles were	• I know that castles were	• I know that castles were
			built as fortresses and can	built as fortresses and can	built as fortresses and can	built as fortresses and can
			explain why this was	explain why this was	explain why this was	explain why this was
			necessary.	necessary.	necessary.	necessary.
			• I can suggest some	• I can suggest some	• I can suggest some	• I can suggest some
			actions a new monarch	actions a new monarch	actions a new monarch	actions a new monarch
			would need to take to make	would need to take to make	would need to take to make	would need to take to make
			sure his crown was safe.	sure his crown was safe.	sure his crown was safe.	sure his crown was safe.
				I can explain the roles of		
			I can explain the roles of  different people in	•	• I can explain the roles of	I can explain the roles of  different people in
			different people in	different people in	different people in	different people in
			medieval society, such as	medieval society, such as	medieval society, such as	medieval society, such as
			lords, squires, cooks, jesters	lords, squires, cooks, jesters	lords, squires, cooks, jesters	lords, squires, cooks, jesters
			and peasants.	and peasants.	and peasants.	and peasants.
			I can explain how uses for	• I can explain how uses for	I can explain how uses for	I can explain how uses for
			castles have changed over	castles have changed over	castles have changed over	castles have changed over
			time.	time.	time.	time.
			• I know when the Normans	• I know when the Normans	• I know when the Normans	• I know when the Normans
			lived.	lived.	lived.	lived.
			I can organise events into	I can organise events into	I can organise events into	I can organise events into
			a simple timeline.	a simple timeline.	a simple timeline.	a simple timeline.
			Medieval	Medieval	Medieval	Medieval
			Rebellion	Rebellion	Rebellion	Rebellion
			Monarch	Monarch	Monarch	Monarch
			Monarchy	Monarchy	Monarchy	Monarchy
			Normans	Normans	Normans	Normans

1	Summer	Intrepid	I can use simple texts to	I can use simple texts to	I can use simple texts to	I can use simple texts to
		Explorers	find out about people who	find out about people who	find out about people who	find out about people who
		•	lived a long time ago.	lived a long time ago.	lived a long time ago.	lived a long time ago.
			I can pose simple	I can pose simple	I can pose simple	I can pose simple
			questions to find out about	questions to find out about	questions to find out about	questions to find out about
			the past.	the past.	the past.	the past.
			I can compare the lives	I can compare the lives	<ul> <li>I can compare the lives</li> </ul>	I can compare the lives
			and achievements of two	and achievements of two	and achievements of two	and achievements of two
			famous historical figures.	famous historical figures.	famous historical figures.	famous historical figures.
			I know that life was very	I know that life was very	I know that life was very	I know that life was very
			different in the past to how	different in the past to how	different in the past to how	different in the past to how
			it is today.	it is today.	it is today.	it is today.
			I know that people knew	• I know that people knew	• I know that people knew	I know that people knew
			less about the world in the	less about the world in the	less about the world in the	less about the world in the
			past than we know today.	past than we know today.	past than we know today.	past than we know today.
			• I know that some people's	• I know that some people's	<ul> <li>I know that some people's</li> </ul>	• I know that some people's
			achievements and	achievements and	achievements and	achievements and
			discoveries can change the	discoveries can change the	discoveries can change the	discoveries can change the
			world.	world.	world.	world.
			I can distinguish between	I can distinguish between	<ul> <li>I can distinguish between</li> </ul>	I can distinguish between
			different periods in time	different periods in time	different periods in time	different periods in time
			using simple markers, such	using simple markers, such	using simple markers, such	using simple markers, such
			as inventions.	as inventions.	as inventions.	as inventions.
			Explorer	Explorer	• Explorer	• Explorer
			Exploration	Exploration	Exploration	Exploration
			New World	New World	New World	New World
2	Autumn	Great Fire of	• I can use photographs and	• I can use photographs and	• I can use photographs and	• I can use photographs and
		London	illustrations to compare	illustrations to compare	illustrations to compare	illustrations to compare
			London today with London	London today with London	London today with London	London today with London
			in 1666.	in 1666.	in 1666.	in 1666.
			I can use maps to explain	I can use maps to explain	<ul> <li>I can use maps to explain</li> </ul>	I can use maps to explain
			some of the ways London	some of the ways London	some of the ways London	some of the ways London
			has changed over time.	has changed over time.	has changed over time.	has changed over time.
			I know that we can find	I know that we can find	I know that we can find	I know that we can find
			out about the Great Fire of	out about the Great Fire of	out about the Great Fire of	out about the Great Fire of
			London from accounts	London from accounts	London from accounts	London from accounts
				1		

- written at the time, such as Samual Pepys' diary.
- I can read extracts from Samuel Pepys diary and explain what they tell us about the fire.
- I can distinguish between objects, writing and pictures as historical sources.
- I can explain some of the ways in which London was different in 1666 to today. I can explain the key events of the Great Fire of London.
- I can explain some of the factors that made the Great Fire last so long and be so difficult to put out.
- I know that the Great Fire of London took place in the Stuart period.
- I can place the Great Fire of London on a timeline.
- I can organise dated cards into a timeline of British history.
- Century
- Plague
- Stuart
- King Charles II
- Source
- Samuel Pepys
- Thomas Farriner
- Monument

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infer facts about a person and time period.  • I can use quotes from historical figures to learn about people and events in the past.  • I know that rich women in Victorian times did not usually have jobs.  • I know that medical care was very different roles in Victorian times to today.  • I can explain how hospitals were different in Victorian times to today.  • I can explain why Florence Nightingale is still remembered today.  • I know when the Victorian era was.  • I know when the Victorian era was.  • I know when the Victorian era was.  • I can explain the life and  infer facts about a person and time period.  • I can use quotes from historical figures to learn about people and events in the past.  • I can use quotes from historical figures to learn about people and events in the past.  • I can use quotes from historical figures to learn about people and events in the past.  • I know that rich women in Victorian times did not usually have jobs.  • I know that medical care was very different roles in Victorian times.  • I know that medical care was very different in Victorian times to today.  • I can explain how hospitals were different in Victorian times to how they are today, using pictures to help me.  • I can explain why Florence Nightingale is still remembered today.  • I know when the Victorian era was.  • I know when the Victorian era was.  • I can explain the life and	2	Spring Flor	rence • I c	can use a photograph to	I can use a photograph to	I can use a photograph to	I can use a photograph to
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- I can explain why changes in society, particularly the steam train, made seaside holidays popular.
- I know that the lives of rich and poor people were very different in the past.
- I know that changes in society led to seaside holidays becoming very popular in Victorian times.
- I can order photos from three different eras chronologically.
- I can compare the features of seaside holidays 100 years ago, 50 years ago and today.
- Steam train
- Tradition
- Bathing machine
- Promenade
- Modern
- Old-fashioned

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