

History Progression Grid

Key skills and Knowledge - Sticky Knowledge

	F1	F2	Y1	Y2
Knowledge	<p>To compare and contrast characters from stories, including figures from the past</p> <p>To know some items that were used in the past e.g. a mangle, ponch, wash board and soap, dolly pegs etc.</p> <p>(We did Mother Hubbard's wash day from the story Each, Peach, Pear, Plum).</p> <p>To know how they have changed over time from being a baby to now.</p>	<p>To compare and contrast characters from stories, including figures from the past.</p> <p>To know that the past means something that has already happened and can be yesterday or a long time ago.</p> <p>To know how common household items have changed since the past.</p> <p>To talk about local landmarks.</p> <p>To retell a story or significant event from their own past.</p> <p>To know how they have changed since a baby and how they will grow as they get older.</p>	<p>To know and describe how people, places and events in their own locality have changed over time.</p> <p>To know and describe, in simple terms, the importance of a local place or landmark.</p> <p>To describe in simple terms why a significant individual acted the way they did.</p> <p>To know that Grace Darling lived in a lighthouse and rescued people from a shipwreck</p> <p>To know that Mary Anning found fossils.</p> <p>To know that Neil Armstrong was the first man to walk on the moon</p>	<p>To recall dates of important events.</p> <p>To begin to understand cause and effect by looking at a significant individual's actions and what happened as a result.</p> <p>To show increased knowledge and understanding of events beyond living memory through simple recording using text and drawings.</p> <p>To describe the life of a significant individual and explain how they have contributed to national and international achievements.</p> <p>(Ernest Shackleton, Scott of the Antarctic, Captain James Cook, Samuel Pepys, Florence Nightingale)</p> <p>To know that Rosa Parks is a significant individual and that she fought for equality.</p> <p>To know there was a race to the pole – Amundson and Scott and that Scott won.</p> <p>To know who Captain Cook was and that he discovered Australia.</p> <p>To know that Captain Cook sailed the endeavour and know the conditions on board.</p> <p>To know that Florence Nightingale was a significant individual</p> <p>To know that Florence was a nurse in the Crimean War</p> <p>To know that she made significant changes to nursing</p>

				<p>To know she was recognised for her achievements.</p> <p>To describe changes in the local area during their own lifetime and that of their parents and grandparents.</p>
Skills	<p>To begin to make sense of their own life-story and family's history.</p> <p>To recognise myself as a baby and be aware of how I've changed over time.</p> <p>(parents send photos on class dojo for children to talk about with the group)</p>	<p>To comment on images of familiar situations in the past.</p> <p>To begin to make sense of their own life-story and family's history.</p> <p>To compare own life and interests now their babyhood e.g. clothes, toys, food, size, abilities recalling a significant memory from the past</p>	<p>To begin to order artefacts and pictures from significantly different time periods.</p> <p>To begin to describe similarities and differences between historical artefacts and pictures.</p> <p>To sequence the story of a significant historical figure. (Mary Anning, Elizabeth 1, Elizabeth 2nd, Neil Armstrong, Helen Sharman, Grace Darling).</p>	<p>To order events in a period of history studied and begin to recall the dates of important events.</p> <p>To compare how their own life is different from past generations of their own family.</p> <p>To ask and answer questions about a range of historical sources.</p> <p>To build a bigger picture of a historical period using a range of source material.</p>

			To ask and respond to simple questions about the past, using sources of information.	To use famous historical figures to compare aspects of life in different times.
Vocabulary	today yesterday tomorrow the past the future day week month baby old new	today yesterday tomorrow the present the past the future day week month long ago old new/recent parent grand parent great grand parent clue memory lifetime calendar Who? What? materials plastic remember.	Use simple vocabulary to describe the passing of time e.g. now, before, after, then, long ago year decade century ancient modern long ago timeline date order similar different because important living memory remembers homes houses grandparents' time the older generation memories drawing photograph camera detective opinion artefact What...? When...? Where...?	Use further terms associated with the past e.g. year, decade and century chronological order era/period travel encounter impact significant brave pioneer memorial investigate research evidence Why...? historians experts letters newspapers websites detective opinion artefact What...? When...? Where...?
Books	Each, Peach, Pear, Plum The gun powder plot. WW2. Toys from the past	Peepo The gun powder plot. WW2. Toys from the past	The gun powder plot. WW2. Grandad Mandela How to wash a Wooley Mammoth	The gun powder plot. WW2. Don't say no to Flo. Grandad Mandela Viking voyage The Great Fire of London The Bakers boy and the Great fire of London
Resources	Artefacts Pictures Paintings	Artefacts Pictures Paintings	Artefacts Pictures Paintings	Artefacts Pictures Paintings