



History

YR-Y3 Progression grid

	Reception	Year 1	Year 2	Year 3
Changes in Living Memory/ Compare and Contrast				
Substantive Knowledge	<p>Families.</p> <p>Who is in your family?</p> <p>Able to talk about family members and community.</p> <p>Begin to make sense of their own life story and family's history.</p> <p>Traditional Tales</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Homes: Then and now</p> <p>What is a home?</p> <p>To know what a home is.</p> <p>To understand that a home is where someone lives.</p> <p>To know that there are many different types of home.</p> <p>How have houses changed over time?</p> <p>To know how houses have changed over time and how older houses compare to today's houses.</p> <p>To know the materials used to build houses today compared to in the past and be able to explain the differences.</p> <p>How have kitchens changed over time?</p> <p>To know how kitchens have changed over time.</p> <p>To know that before washing machines were invented, people would wash their clothes outside using washboards and mangles.</p> <p>To know that a kitchen would have heated a whole house using the fire from the stove.</p> <p>How have bathrooms changed over time?</p> <p>To know how bathrooms have changed over time.</p> <p>To know that people used to bathe in the kitchen where they could heat the water and sit in metal bath tins to wash.</p>	<p>Queen Victoria/ Victorian schooling</p> <p>1837 – 1901 - Queen Victoria reigned for 63 years.</p> <p>1891 – Schools became free. Up to then, people had to pay.</p> <p>Who was Queen Victoria? Who is the Queen now?</p> <p>Know that Queen Victoria ruled during the Victorian era.</p> <p>Know what happened to England throughout her time in reign.</p> <p>Know that Queen Victoria wore black for the rest of her life after her husband passed – link to the Mayor of Sandwich.</p> <p>What was Victorian schooling like, and how is it different to schooling now?</p> <p>Know how schooling differed in the Victorian era, to now: conditions, who attended and why, what lessons were taught, equipment...</p> <p>What did Victorian children wear to school? How is this different to now?</p> <p>Know what clothing children would wear to school, and how this differs now.</p> <p>What were Victorian school punishments like? Compare to now. Know what punishments used to include and how this differs to now. (Link to Year 1 – learning about transport in the past)</p>	<p>Egyptians</p> <p>c.3100BC – People began to settle in the area of Ancient Egypt.</p> <p>c.2700BC – The first pyramid structure of 'Saqqara' was built for Pharaoh Djoser.</p> <p>c.2250BC – The Great Pyramid of Giza was built.</p> <p>332BC – Greek leader, Alexander, successfully conquered Egypt, where he ruled until his death.</p>

		<p>To know that toilets were not inside the house and were in outhouses in the garden. People would use chamber pots to go to the toilet at night rather than go outside.</p> <p>How have gardens changed over time? To know how gardens have changed over time. To know that gardens in the past would have been used by people to help them in their every day life.</p> <p>How did people relax at home in the past compared to today? To know how people relaxed at home in the past compared to today.</p>		
Disciplinary Knowledge	Looks at similarities and differences between things in the past and now. Looks at similarities and differences between things in the past and now.	<p>Understand the similarity, differences and significance of homes today and throughout history.</p> <p>Know about changes within living memory, and able to talk about/ recall these.</p>	<p>Uses a timeline to locate the Victorian era.</p> <p>Able to talk about events beyond living memory: Queen Victoria Able to talk about events beyond living memory: Victorian schooling</p> <p>Able to talk about the changes from Victorian period, and now:</p> <p>Able to compare aspects of life in different periods [Elizabeth I and Queen Victoria].</p>	<p>The ability to order people and events sequentially by date.</p> <p>Ability to understand that time works in a linear fashion.</p> <p>Am I beginning to use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Begin to understand the associated vocabulary in relation to the passage of time.</p>
Vocabulary	Today, yesterday, tomorrow, past, now, day, old, mother, father, mum, dad, parents, brother, sister, grandmother, grandfather, baby, step, auntie, uncle, cousin, niece, neighbour, younger, community.	Long ago, past, present, modern, different, timeline, home, house, caravan, mobile home, flat, boat, chalet, kitchen, Washing machine, mangle, larder, pantry, refrigerator, freezer, fire, boiler, Bathroom, toilet, chamber pot, out house, wash, bath tub, water, garden, work, washing line, vegetable patch, relax, living	Years, decade, Queen, King, Royal family, royal, past, crowned, reign, significant, famous, unpopular, era, governess, strict, monotonous, rote learning, slate, quill, stockings, humiliating, punishment, Victorian, steam engine, Punch and Judy, train, abacus, cup and ball, blackboard, chimney brush, dolly pegs, wash board, butler, school teacher,	Hunter-gatherer, Nomad, Tribe, Skara Brae, Bronze/Iron, Roundhouse Hillfort, Smelting, Druid, Domesticate, Pharaoh, Scarab, Amulet, canopic jar, Sarcophagus Tomb, Afterlife, Hieroglyphics, Mummification, Ankh, Rosetta Stone

		room, toys, knitting, sewing, radio, television, reading, telephone, games consoles.	Queen Victoria, cane, Dunce hat, Slate and chalk, yo-yo.	
Events beyond living memory (nationally and globally)				
Substantive Knowledge	<p>Guy Fawkes</p> <p>Why do we have fireworks?</p> <p>Know and talk about Guy Fawkes and firework night.</p> <p>Dinosaurs</p> <p>Know some similarities and differences between things in the past and now.</p> <p>What happened in the Nativity?</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Chinese New Year</p> <p>Understanding the past through settings and characters.</p>		<p>The Gunpowder Plot</p> <p>1605 – The Gunpowder Plot happened.</p> <p>Who is Guy Fawkes?</p> <p>Know that Guy Fawkes was part of the plot to blow up the houses of Parliament in 1605. Know that they wanted to kill the King.</p> <p>Why did the Gunpowder plot happen?</p> <p>Know there was tension between Protestants and Catholics in England and that in 1605 Catholics felt persecuted by James I. (Link to Queen Elizabeth and Victoria)</p> <p>What happened during the plot?</p> <p>Know they planned to tunnel under the houses of Parliament and place gunpowder there. know that this happened on the 5th November, however Fawkes was caught and imprisoned.</p> <p>What happened after the plot?</p> <p>Know that Guy Fawkes was discovered and arrested. Know that he gave up the names of the other co-conspirators. Know that the events of 1605 are still commemorated each year on 5 November - Bonfire Night.</p>	
Disciplinary knowledge	Understanding of the world – Past and present.		Able to talk about The Gunpowder Plot and why this was significant.	

(Skills)			Is able to talk about Guy Fawkes' role in the Gun Powder Plot.	
Vocabulary	Past, long ago, fireworks, Guy Fawkes, bonfire, bang, firecracker.		Past, present, time, today, yesterday, now, national, remembrance, Guy Fawkes, Catholics, gunpowder, Houses of Parliament, government, plot, consequence, prosecuted, chamber, barrel, imprison, treason, King James.	
Lives of significant others				
Substantive Knowledge	<p>Pirates</p> <p>Who was Black Beard and what did he do?</p> <p>Talk about a famous pirate and know what were they were famous for.</p> <p>Greta Thunberg and David Attenborough.</p> <p>Talk about the lives of people around them and their roles in society.</p>	<p>The First man on the moon</p> <p>1969 – Neil Armstrong landed on the moon.</p> <p>Who is Neil Armstrong and what is he famous for?</p> <p>Know that Neil Armstrong was an astronaut and was the first man on the moon.</p> <p>What was the mission?</p> <p>Know the date in which the moon landing happened, and how long they were there. Know who accompanied him. Know the name of the spacecraft. Know the famous words once stepped on moon.</p> <p>Why was the moon landing significant?</p> <p>Know that the landing taught us about the structure of the moon.</p>	<p>Samuel Pepys - Great Fire of London</p> <p>1666 – The Great Fire of London</p> <p>What was the GFOL and how long did it last for?</p> <p>Know the GFOL started in 1666 and lasted for 5 days. Know it caused mass destruction throughout London. Know the fire started in a bakery.</p> <p>Why did the fire spread?</p> <p>Know that the houses in London were built very close together. They were built of thatched roofs and wood. It was a hot summer.</p> <p>How did they try to stop the fire?</p> <p>Know they got water from the Thames to help put the fire out. Know they used fire hooks to pull houses down.</p> <p>What was the significance of the fire?</p> <p>Know that houses in London were built out of brick thereafter, and built further apart.</p>	<p>Pre-history</p> <p>3,000 BC New Stone Age begins: farming people arrive from Europe. First stone circles erected.</p> <p>2,100 BC Bronze Age begins</p> <p>2,000 BC Stonehenge completed</p> <p>750 BC Iron Age began. Iron replaces bronze as most useful metal.</p>

			<p>Know that after the fire, the fire brigade was developed.</p> <p>Who was Samuel Pepys? Know that Samuel Pepys wrote a diary about the events of the GFOL. This is how we know about it today.</p>	
Disciplinary knowledge (Skills)	Understanding of the world – Past and present.	<p>Able to talk about events beyond living memory: The first man on the moon.</p> <p>Able to compare aspects of life in different periods: Neil Armstrong.</p>	<p>Able to talk about the GFOL and how this impacted upon British history.</p> <p>Able to recall key facts about Samuel Pepys.</p> <p>Able to compare aspects of life in different periods.</p>	<p>The ability to order people and events sequentially by date.</p> <p>Ability to understand that time works in a linear fashion.</p> <p>Am I beginning to use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Begin to understand the associated vocabulary in relation to the passage of time.</p>
Vocabulary	Past, long ago, Pirates, Black beard, famous, past, treasure, map, desert island, ship, sea.	Past, before, after, timeline, order, memory, future, significant, famous, Armstrong, America, moon landing, fighter plane, astronaut, professor, launched, perspective, scientists.	Chronological order, past, changes, What..?, When..?, Where?... , The Great Fire of London, Samuel Pepys, eye witness, recount, wood, straw, pitch, flammable, stone, brick, fire hooks, King, rebuild, fire brigade, monument, plague.	Hunter-gatherer, Nomad, Tribe, Skara Brae, Bronze/Iron, Roundhouse Hillfort, Smelting, Druid, Domesticate, Pharaoh, Scarab, Amulet, canopic jar, Sarcophagus Tomb, Afterlife, Hieroglyphics, Mummification, Ankh, Rosetta Stone
	Local history			
Substantive Knowledge	<p>Similarities and differences</p> <p>What is the same and different about the past? Looks at similarities and differences between things in the past and now, including local buildings.</p>	<p>Local history: Castles</p> <p>1066 - Battle of Hastings</p> <p>By 1200s - castles had well-furnished bed chambers and living rooms, heated by large open fires and lit by candles.</p> <p>1539-40 - Walmer Castle was built by Henry VIII</p>		<p>Sandwich</p> <p>476–800 ce - Richborough stood at the southern end of the Wantsum Channel from prehistory to the early medieval period.</p> <p>43 AD – Roman invasion.</p>

		<p>1852 - The Duke of Wellington died at Walmer Castle</p> <p>Why are there so many different castles in Kent? The Normans introduced the first proper castles, starting with the wooden Motte and Bailey castles, to England following their victory at the Battle of Hastings in 1066.</p> <p>Where were Castles built and why? Know that Castles were often built on hilltops or surrounded by water to make them easier to defend. (Link to Dover castle and compare to Walmer and Deal castles).</p> <p>What is the biggest castle in England? (Link to Geography – Landmarks in UK).</p> <p>What are the features of a castle? Know what a moat is and why they were important. Know why it is important to have high walls. Know what a turret is. Know what a battlement is. Know what a drawbridge.</p> <p>What is special about Walmer castle? Know that Walmer Castle was built in 1539–40 by Henry VIII in response to threats of invasion from Europe. Know that the basement was used for keeping gunpowder (Link to History – Gun powder plot)</p>		<p>664 AD was the first recorded mention of Sandwich.</p> <p>1217 – Battle of Sandwich</p> <p>1457 - Attack on Sandwich.</p> <p>What was significant about the river in Sandwich?</p> <p>Sandwich was developed near a water source (River Stour). The river enabled people to survive and enabled trade to take place.</p> <p>Where and how did people live in medieval times?</p> <p>Early settlements lived in basic structures made from wattle and daub. They lived in Finglesham and at Richborough (under Roman rule).</p> <p>Why was Sandwich a target for invasion?</p> <p>To know Sandwich was the landing place of the Roman invasion of Britain in AD 43 because of the cinque Port. Evidence of a defensive site of a Roman beachhead has been found.</p> <p>In 1457, Sandwich was attacked by 4,000 Frenchmen and burned many parts of Sandwich to the ground. In the process they murdered the mayor, John Drury. It thereafter became an established tradition, which survives to this day, that the Mayor of Sandwich wears a black robe in mourning for this ignoble deed.</p>
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Disciplinary knowledge (Skills)	Understanding of the world – Past and present.	<p>Know about changes within living memory, and able to talk about/ recall these.</p> <p>Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Knows and learns key facts about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Knows about significant historical events, people and places in their own locality.</p>		<p>Develop an awareness of the past. Use common words and phrases relating to the passing of time.</p> <p>Know where all people/events studied fit into a chronological framework.</p> <p>Begin to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Begin to understand the associated vocabulary in relation to the passage of time.</p>
Vocabulary	Different, past, now, compare, before, after, similar, old/olden, Sandwich, environment.	Past, long ago, present, now, century, Normans, castles, battle, turret, ramparts, drawbridge, portcullis, fortress, chambers, tower, moat, shield, knight, garderobes, lance, dungeon, suit of armour, Motte Bailey, Dover, Warmer, Deal and Windsor.		Settlement, civilisation, water source, religion, invasion, peasant, conquest, King, Queen, Monarch.