



Burlington Infant School History Progression



	EYFS	Year 1	Year 2	Year 3
Constructing the past	Identifying that things from the past might be different from today – technology, cars, houses etc.	Identifying that events have happened in the past and significant people from the past have helped shape the present locally – Grace Darling – Cycle B. Identifying that there are some themes that link history together – locality, transport etc.	Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally –Amy Johnson – Cycle B. Titanic – Cycle A Identifying that the past is remembered or ‘constructed’ in different ways across the world Identifying that the past can be commemorated each year at specific times – Remembrance, Gunpowder plot	To provide specific details of the events, people, problems, and/or developments associated with the historical periods studied
Sequencing/ Chronology	Place numbers in order to 10 Identifying that things have happened in the past, relating to themselves and within living memory Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents To understand that change happens over time e.g. puppies grow into dogs, babies grow into adults, seasons change. Sequence two simple events (e.g. getting ready for school/going for lunch) Use everyday language related to time: today, tomorrow, yesterday.	Identifying that events and people from the past may have occurred across a greater period of time than just themselves Identifying that events and changes have happened in order – the development of Toys – Cycle A. Transport – Cycle B Sequence events in chronological order – teddy bears from different decades - Cycle A. Transport – Cycle B	Identifying and comparing people from different periods of time – Amy Johnson, Neil Armstrong – Cycle A Demonstrate a basic understanding of why certain events happened at certain times with some reasoning. To place events on a timeline – the sinking of the Titanic – Cycle A. Great Fire of London – Cycle B	To be able to recognise that history can be divided into different periods of time To make appropriate use of chronological conventions (e.g. BC, AD, century, decade), To be able to create timelines and sequence events or artefacts.

<p>Continuity and change</p>	<p>Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.</p> <p>To compare characters from stories</p>	<p>Identifying that changes have happened in history that can impact on today – changes in seaside holidays – Cycle B</p> <p>Identifying that there are reasons for continuities and changes and stating some of these</p> <p>Identifying that continuity or change can be a good thing or a bad thing</p>	<p>Identifying that changes throughout history have had important consequences – The Titanic – Cycle A</p> <p>Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.</p>	<p>To be able to recognise and understand that some aspects of life change and some aspects stay the same across periods of time.</p>
<p>Cause and effect</p>	<p>Identifying that certain choices have a consequence to them – wearing a cycle helmet will make you safer etc.</p> <p>To talk about the lives of the people around them.</p>	<p>Identifying that certain events and individuals have had major consequences in history – Queen Elizabeth – Cycle A,</p> <p>Identifying that history can affect the local area, as well as nationally and globally – RNLI lifeboats – Cycle B</p> <p>Identifying that there are reasons for continuity and change and begin to use the terms ‘cause’ and ‘effect’ –</p>	<p>Identifying that certain events and individuals have had major consequences in history – Great fire of London – buildings made differently – Cycle B. Florence Nightingale – Cycle B</p> <p>Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night</p> <p>Titanic sinking and health and safety changes made due to it - Cycle A</p>	<p>To be able to identify some reasons why people acted in the way they did</p> <p>To be able to give some reasons why events occurred</p>
<p>Significance and interpretation</p>	<p>To know that they have special people who are important to them.</p>	<p>Identifying why certain people/events are significant in history –The Queen – Cycle A</p> <p>Begin to understand what makes someone or something significant</p>	<p>Identifying why certain people/events are significant in the wider context of history – The sinking of the Titanic and its effect on ship building – Cycle A</p> <p>Florence Nightingale and the changes to Nursing – Cycle B</p> <p>To distinguish between fact and fiction and to remember key historical facts</p>	<p>To recognise that there are different representations of the past.</p> <p>To begin to question these viewpoints</p> <p>To consider which people or events were historically important relative to each other</p>
<p>Historical enquiry</p>	<p>Starting to ask simple questions about people or events from within living memory</p>	<p>How are our toys different to those of our Grandparents? – Cycle A</p> <p>What mattered most to our two famous Queens? – Cycle A</p>	<p>What impact did the Titanic sinking have? – Cycle A</p> <p>Why was the Great Fire of London so destructive? – Cycle B</p> <p>How has nursing changed over time? – Cycle B</p> <p>How did Amy Johnson change the perception of women in engineering and</p>	<p>See sources of evidence</p>

			aviation? – Cycle A Why do we celebrate Bonfire Night?	
Using sources as evidence	Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event	Analyse a variety of artefacts/objects to gain knowledge – look at old toys Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.	Understanding the difference between primary and secondary sources Make reasoned interpretations about individuals and events by using a small selection of focused sources	To use sources in ways which go to ask and answer questions about the past in order to build a picture of a period, person or event.
Vocabulary	Simple words to describe the passing of time – ‘past’ ‘before’ ‘now’ ‘then’	See separate topics for subject specific vocabulary	See separate topics for subject specific vocabulary	See separate topics for subject specific vocabulary