



Progression of Knowledge and Skills in History

School Intent

At Thomas A' Becket Infant School it is our intent that our History curriculum will enable pupils to gain a developing knowledge and understanding of Britain's past and that of the wider world and inspire pupils' curiosity to know more about the past. As our pupil's progress, they will become equipped to ask perceptive questions, think critically, and develop perspective and judgement. We want pupils to have a developing understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

EYFS – Past and Present

Children will talk about the lives of the people around them and their roles in Society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Discuss their lives and key events, including past events in school life.

National Curriculum Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

National Curriculum Aims

The National Curriculum for history in Keys Stage 1 aims to ensure that all pupils:

- Pupils should develop an awareness of the past using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which it is represented.

Pupils should be taught about:

- Changes within living memory – where appropriate, these should be used to reveal aspects of change to national life.
- Events beyond living memory that are significant nationally or globally.
- Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Significant historical events, people, and places in their own locality.

Impact

Observational assessments of pupil will capture their individual responses to history and their knowledge and understanding of the world. In Early Years, children's experiences outside of school will enable teachers to capture their wider knowledge in this subject

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area. In Key Stage One, pupils work will be collated in their My World Book or Class Book, demonstrating their progress in this subject. Pupils' achievements will be celebrated through high quality displays and 'Fabulous Finish' activities. Pupils will apply their understanding, knowledge and skills in a range of contexts including drama, class assemblies, assemblies and cross-curricular writing.

Key Concepts	Reception	Year 1	Year 2
Vocabulary			local area, fossils, Extension vocab - locality, Historian, succeed/succession
Finding out about the past <ul style="list-style-type: none"> • Enquiry • Chronology 	Vocabulary baby, toddler, birthday, now, then, next, sequence, old, new, long ago, same, different, today, timeline, younger, older. <ul style="list-style-type: none"> • Talk about and share experiences of the past and present modelling and encouraging appropriate tenses. • Talk about and describe artefacts from the past and present. • Record memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. • Use simple everyday terms to describe the passing of time e.g., new and old, now and then etc. • Talk about own life and those of people I know. • Sequence objects and everyday events within experience, in time order e.g. school day. 	Vocabulary a long time ago, before I was born, then/now, past, present, future, timeline, events, sequence, order, recent, remember, similarities/differences, changes, when my grandparents were young, when mummy and daddy were little, extinct. <ul style="list-style-type: none"> • Compare aspects of the present with the past and describe simple similarities and differences. • Talk about events, places and people beyond living memory. • Use historical items to describe the passage of time (e.g., modern, recent, long ago, older, etc. comparing artefacts-toys, and technology.) • Place objects, people, and events beyond own experiences in time order e.g., their whole day, going on holiday etc. 	Vocabulary past/present/future, chronological order, earlier, later, modern, recent, historical event, before/after, historical evidence, artefact, source, compare, historian. <ul style="list-style-type: none"> • Use simple sources such as artefacts, research, photos and books to answer simple questions about the past. • Use key evidence to support judgements and reasoning made about aspects of the past. • Talk with increasing accuracy and detail about events, places and people beyond living memory. • Use an increasing range of historical terms to describe the passage of time. • Reminding of and revisiting past learning/events in their school life building on prior learning.

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	<ul style="list-style-type: none"> • Talk about events in their life e.g., birthdays and the passage of time: growing-babies, toddlers, starting school, moving on. • Reminding of and revisiting past learning/events in their school life. 	<ul style="list-style-type: none"> • Reminding of and revisiting past learning/events in their school life building on prior learning. 	
Changes within living memory (change to national life).	Vocabulary changes, same, different, how?, now, then. <ul style="list-style-type: none"> • Explore what is the same and different between objects from the now and the past. 	Vocabulary All prior vocab <ul style="list-style-type: none"> • Describe changes that have taken place within living memory. • Changes to Music through history. 	Vocabulary All prior vocab and eyewitness account. <ul style="list-style-type: none"> • Recognise, describe, and give reasons for changes that have taken place within living memory. • Listen and respond to eyewitness accounts of the past (within living memory).
Historical events beyond living memory that are significant nationally or globally.	<ul style="list-style-type: none"> • Talk about events in my life and the lives of people I know. 	<ul style="list-style-type: none"> • Talk about events beyond living memory. Discuss why they are significant. 	Vocabulary current events, past events <ul style="list-style-type: none"> • Talk about and describe, in simple terms features of key events and people in the past. • Compare similar events from the present and past. • Talk about the impact of events on the lives of the people in time. • Linking past events with current news.
Lives of significant historical people who have contributed to national and international achievements.	Vocabulary family, castles, dinosaurs, pre-historic. <ul style="list-style-type: none"> • Talk about important people in my life and those of people I know. • Introduce people/creatures beyond living memory through stories e.g., knights, dinosaurs, pre-historic animals/people. 	<ul style="list-style-type: none"> • Talk about important people beyond living memory using a range of historical vocabulary. 	Vocabulary Fossil, newspapers, photos, sources <ul style="list-style-type: none"> • Talk about and describe events in the life of a well-known historical person. • Describe key events in their life from a range of sources of information. • Talk about the actions of, and events in the life of a well-known historical person.

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			<ul style="list-style-type: none">• Learn about the lives of Rosa Parks, Nelson Mandela, Mary Anning.
Significant historical events, people and places within their own locality.		<ul style="list-style-type: none">• Look at the history of Pirates in the local area.	Vocabulary locality, Blacksmiths, Bakery, Inn, Tudor. <ul style="list-style-type: none">• Look at how the High St in Tarring Village has changed compared to the past and now.