

Sprowston Infant School History Skills and Knowledge Progression

Topic knowledge					
Gaining a rich knowledge of the current topic, time period, society or event being studied. This knowledge is not included in the progression document because it is not always progressive. It is, however, important in widening pupils' understanding Chronological awareness and understanding of Substantive (abstract) concepts . The knowledge organisers set out the topic knowledge					
<u>EYFS</u>			<u>National Curriculum</u>		
<p>ELG Past and Present</p> <p>Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>ELG</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 and storytelling.</p> <p>ELG Understand the past through settings characters and event encountered in books read in class and story telling</p> <p>Talk about the lives of the people around them and their roles in society</p>			<p><u>End of Key Stage 1 Expectations</u></p> <p>Pupils should be taught about:</p> <p>changes within living memory where appropriate, these should be used to reveal aspects of change in national life</p> <p>events beyond living memory that are significant nationally or globally <i>[for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i></p> <p>the 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 <i>[for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners--Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i></p> <p>significant historical events, people and places in their own locality</p>		
	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Beyond KS1 Year 3</u>
<u>Vocabulary</u>	<p>Use everyday language related to time including now, next, then, today, new, old change, same different</p> <p>king queen castle farm</p>	<p>Learn new vocabulary</p> <p>Use new vocabulary throughout the day</p> <p>Use everyday language related to time including</p>	<p>Use common words related to time, yesterday, long ago, before, after, then, now. past, new, older</p> <p>Timeline, artefact,</p> <p>king queen leader (monarch)</p>	<p>Use common words related to time, yesterday, long ago, before, after, then, now, past, within living memory beyond living memory</p> <p>time line</p> <p>artefacts, sources evidence monarch</p>	<p>Use a wider range of terminology and words inc. century & decade</p> <p>AD/BC, IronAge, Stone Age</p>

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		Today, yesterday, tomorrow, day, week, parents, grandparents Calendar, change King queen powerful Castle farm	Use phrases such as: new, old, a long time ago.	war significant	
	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Beyond KS1</u> <u>Year 3</u>
Chronological Awareness Progression of skills	<p>Recognise significant dates for themselves (e.g. birthday, religious festival days)</p> <p>Understand 'now' and 'next'</p> <p>Begin to understand daily routines (eg Visual timetable)</p>	<p>Begin to sequence events when describing them (e.g. daily routines, events in a story)</p> <p>Recognise that some stories are set a long time ago.</p> <p>Begin to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...")</p> <p>Recount activities that happened in their past using photos as a prompt.</p>	<p>Sequence three or four events in their own life (e.g. birthday, starting school, starting Year 1).</p> <p>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p> <p>Sequence three or four artefacts/ photographs from different periods of time.</p> <p>Place events on a simple timeline.</p>	<p>Sequence up to six photographs, focusing on the intervals between events and give reasons for their order</p> <p>Place events on a timeline, building on times studied in Y1.</p> <p>Begin to recognise how long each event lasted.</p> <p>Know where people/events studied fit into a chronological framework. (class timeline)</p> <p>Use the words 'past' and 'present' correctly.</p> <p>Use a range of appropriate words to describe the past and say how things have changed.</p>	<p>Sequence eight to ten artefacts, historical pictures, or events.</p> <p>Understand that history is divided into periods of history Use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Begin to develop a chronologically secure knowledge of local, British and world history across the periods studied Place the time studied on a timeline.</p>

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	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Beyond KS1 Year 3</u>
Chronological Awareness Progression of Knowledge	<p>Begin to make sense of their own life-story and family's history</p> <p>Know that their age changes every birthday</p> <p>Know that babies grow and change</p> <p>Know if their siblings are older (bigger) or younger(smaller) than themselves</p> <p>Know some language for talking about the passing of time even if used inaccurately</p> <p>.</p> <p>.</p>	<p>Know that someone's age is the time since they were born.</p> <p>Know that they started life as a baby but have since grown and changed. Talk about changes in their lives, since they were little.</p> <p>Know that some people are older than others.</p> <p>Know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year).</p>	<p>Know that a timeline shows the order of events in the past</p> <p>Know the present is time happening now and that 'the past' is events that have already happened.</p> <p>Begin to 'understand the meaning of 'within living memory' and 'beyond living memory'</p> <p>Explain how things have changed</p> <p>Recognise that a story told to them is set in the past.</p> <p>Identify simple similarities & differences in artefacts or time periods (e.g telephones, clothes)</p>	<p>Know that within living memory is less than 100 years.</p> <p>know that beyond living memory is more than 100 years ago.</p> <p>know that events in history may last different amounts of time.</p> <p>Identify simple similarities & differences in artefacts or time periods and give reasons for opinions.</p>	<p>Develop secure chronological knowledge of history and a context for further learning.</p> <p>Make links between main events, situations and changes across different time periods and societies.</p> <p>Use timelines to place events</p> <p>Use words inc. century & decade AD/BC</p>

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Disciplinary Concepts	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Beyond KS1 Year 3</u>
Change and Continuity	Notice changes in the weather	Be aware of changes that happen throughout the year (e.g. seasons, nature) Know that they have changed as they have got older.	Know that people change as they grow older Understand that some things change while other items remain the same and some are new. Know that throughout someone's lifetime, some things will change and some things will stay the same. Know that everyday objects have changed over time.	Recognise some things which have changed / stayed the same as the past. Identify simple reasons for changes. (GFOL) Know that daily life has changed over time but that there are some similarities to life today.	Identify reasons for change and reasons for continuities. Compare different periods of history and identifying changes and continuity. Know that change can be brought about by advancements in materials, trade, transport and travel.
Cause and effect	Experience cause and effect in play.	Experience cause and effect in play.	Ask why things happen and beginning to explain why with support. (eg why homes have changed) Know that everyday objects have changed as new materials have been invented.	Know that everyday objects have changed as new materials have been invented Recognise why people did things, why events happened and what happened as a result. Know that changes may come about because of improvements in technology	Identify the consequences of events and the actions of people. Identify reasons for historical events, situations and changes. Know that advancements in science and technology can be the cause of change.

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	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Beyond KS1 Year 3</u>
Similarity and difference	Begin to understand the meaning of 'same' and 'different' in everyday contexts	Begin to recognise similarities and differences Use photographs and stories to compare the past and present Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past	Know some similarities and differences between the past and their own lives. (homes/schools) Know that everyday objects have similarities and differences with those used for the same purpose in the past.	Identify similarities and difference between ways of life at different times. Find out about people, events and beliefs in society. Make comparisons with their own lives. Know that there are explanations for similarities and differences between children's lives now and in the past.	Identify similarities and differences between periods of history. Explain similarities and differences between daily lives of people in the past and today.
Historical significance	Name and describe people who are familiar to them Show interest in different occupations	Name and describe people who are familiar to them Talk about members of their immediate family and community	Recall special events in their own lives. Know that some people and events are considered more 'special' or significant than others.	Discuss who was important in a historical event. Know that some events are more significant than others. Know the impact of a historical event on society. Know that 'historically significant' people are those who changed many people's lives (Rosa Parks, Henry Blogg)	Recall some important people and events. Know that significant archaeological findings are those which change how we see the past. Know that 'historically significant' events are those which changed many people's lives and

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					had an impact for many years to come.
	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Beyond KS1 Year 3</u>
Sources of Evidence	<p>Enjoy listening to stories and remember much of what happens</p> <p>Use photographs to talk about own experiences</p>	<p>Use photographs to talk about own experiences</p> <p>Comment on images of familiar situations in the past</p> <p>Talk about souvenirs from days out/holidays (show and tell)</p> <p>Use photographs and stories to compare the past with the present day.</p> <p>Know that stories and books can tell us about the past.</p>	<p>Use artefacts, photographs and visits to museums to answer simple questions about the past.</p> <p>Find answers to simple questions about the past using sources (e.g. artefacts). Sort artefacts from then and now</p> <p>Know that photographs and artefacts can tell us about the past.</p> <p>Know that we can find out about the past by asking people who were there.</p> <p>Begin to know that we can find out about how places have changed by looking at maps.</p> <p>Know that we remember some (but not all) of the events that we have lived through.</p>	<p>Use artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Make simple observations about a source or artefact.</p> <p>Know that historians use evidence from sources to find out more about the past.</p> <p>Know that we can find out about how places have changed by looking at maps.</p>	<p>Know that archaeological evidence can be used to find out about the past.</p> <p>Know that we can make inferences and deductions using images from the past.</p> <p>Use a range of sources to find out about a period.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Identify sources which are influenced by the personal beliefs of the author.</p>

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Historical Interpretations	Be able to express a point of view and to debate whether when they agree or disagree with an adult or a friend using words as well as actions.	Recognise that different members of the class may notice different things in photographs from the past.	<p>Begin to understand that the past can be represented in photographs and drawings, maps and stories</p> <p>Develop their own interpretations from historical artefacts. (Gressenhall, Wash day artefacts)</p>	<p>Recognise different ways in which the past is represented (including eye-witness accounts GFOL, Henry Blogg).</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Develop their own interpretations from photographs and written sources.</p> <p>Know that the past is represented in different ways.</p>	<p>Identify different ways in which the past is represented.</p> <p>Identify the differences between different sources. Explore different representations from the period studied.</p> <p>Evaluate the usefulness of different sources. Know that archaeological evidence has limitations</p>

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	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Beyond KS1 Year 3</u>
Historical Enquiry Skills Asking questions	Understand a question that has one or two parts Understand 'why' Questions	Ask questions to find out more and check they understand what has been said to them.	Ask how and why questions based on stories, events and people. Ask questions about sources of evidence (e.g. artefacts).	Ask a range of questions about stories, events and people. Understand the importance of historically-valid questions.	Ask questions about the main features of everyday life in periods studied, e.g. how did people live? Create questions for different types of historical enquiry.
Evaluating sources of evidence	Make simple comments about pictures and images.	Make simple observations about the past from photographs and images.	Use sources of information, such as artefacts, to answer questions. Make simple observations about the past from a source.	Understand how we use books and sources to find out about the past. . Select information from a source to answer a question. Begin to evaluate the usefulness of sources to answer a question	Use a range of sources Identifying primary and secondary sources. Compare and contrast different historical sources.
Interpreting findings and making connections	Make simple comments about pictures and images.	Make simple observations about the past from photographs and images.	Make simple inferences and deductions from sources of evidence.	Select and using sections of sources to illustrate and support answers. Make links and connections across a unit of study.	Understand that there are different ways to interpret evidence. . Make links and connections across a period of time.

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Evaluating and drawing conclusions			Draw simple conclusions to answer a question	Make simple conclusions about a question using evidence to support.	Understand that there may be multiple conclusions to a historical enquiry question. Recognise similarities and differences between past events and today.
Communicating findings	<p>Answer questions by pointing to images and use simple language to explain their thoughts.</p> <p>Use longer sentences of four to six words</p>	Communicate findings by pointing to images and using simple language to explain their thoughts.	<p>Communicate answers to questions in a variety of ways, including discussion, drama, drawing and sentences.</p> <p>Use vocabulary such as - old, new, long time ago.</p> <p>Write some sentences about past events or stories in narrative forms.</p> <p>Express a personal response to a historical story or event, (e.g. saying, what they think it felt like in response to a historical story or event.)</p>	<p>Communicate answers to questions in a variety of ways, including discussion, drama and writing</p> <p>Use relevant vocabulary in answers.</p> <p>Describe past events and people by drawing or writing.</p> <p>Express a personal response to a historical story or event through discussion, drawing our writing.</p>	<p>Communicate knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Construct answers using evidence to substantiate findings.</p> <p>Create a simple imaginative reconstruction of a past event using the evidence available.</p> <p>Describe past events orally or in writing, recognising similarities and differences with today.</p>

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<u>Substantive Concepts:</u>	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Beyond KS1 Year 3</u>
<p>As these substantive concepts are abstract they are difficult for young children to understand but some can be understood in more simple terms which supports the learning in key stage 2.</p> <p>The Junior school have STAR words: Chronology, Invasion, Invention, Settlement</p>					
<u>Power</u> Monarchy Government	know that in fairy tales there are kings/queens	know that in fairy tales kings/queens are usually important, powerful people who rule over others.	Know that we have a King and prior to this we had a Queen. Know there were other Kings and Queens in the past.	Know that a monarch in the UK is a king or queen. Begin to understand that power is exercised in different ways and that our country is ruled by a Government	Understand the development of groups, kingdom and monarchy in Britain. Know who became the first ruler of the whole of England.
<u>Achievements and Inventions</u>	Begin to make sense of their own life-story and family's history	Recognise some interests and achievements from their own lives and the lives of their families and friends.	Know some achievements and discoveries of significant individuals (e.g. explorers).	Begin to identify achievements and inventions that still influence their own lives today know the legacy and contribution of some inventions Be aware of the achievements of significant individuals	To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain Be able to identify achievements and inventions that still influence our lives today from Roman times.

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<u>Invasion, Settlement and Migration</u>			<p>Know that some people move to live in different countries.</p> <p>Know that Sprowston has grown in size and used to be farmland.</p> <p>Know that we have Remembrance Day to remember people who died in wars.</p>	<p>Know that some people move to live in different countries and suggest reasons why.</p> <p>Know that we have had wars in the past.</p> <p>Know that we have Remembrance Day to remember people who died in wars.</p>	<p>Know there were different reasons for invading Britain.</p> <p>Understand that there are varied reasons for coming to Britain.</p>
<u>Civilisation</u> School Home life Equal rights			<p>Know that schools and homes have changed.</p>	<p>Know that in the past women did not have the same equal rights as men.</p> <p>Know that in the past Black people did not have the same rights as white people.</p> <p>Know how leisure time has changed with regard to holidays.</p>	<p>Understand how invaders and settlers influence the culture of the existing population.</p> <p>Understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>Know that education existed in some cultures, times and groups.</p>