

History Knowledge Progression



Early Learning Goal/EYFS Link Understanding the World (Specific Area) including People and Communities and **Communication and Language (Prime Area)** including listening, attention and understanding

EYFS: Please refer to EYFS Progression Documents for:

- **Understanding the World**
- **Communication and Language**

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 aim to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

School intent:

In foundation stage at Bracebridge Infant and Nursery school, our history focus is on ensuring that the children have the correct vocabulary (academic talk) in order to access the KS1 curriculum, and to help close the vocabulary gap of the children beginning their school life with limited English words. This is done in line with the EYFS framework, and an enquiry-based model. In nursery, children will have vocabulary (academic talk) modelled to them constantly, so that by the time they reach reception, they are using this language accurately, naturally and in context, within their own speech. Our aim is for this to be embedded by the time they leave reception.

In KS1, at Bracebridge Infant and Nursery 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 pupil' curiosity to know more about the past. A sense of history is necessary so that we can learn from important episodes and decisions made, in the past. Through History we can appreciate the impact on contemporary society of the diversity

of other people and their cultures and language. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with high quality resources and the use of educational visits and visitors.

Knowledge	Nursery	Reception	Year 1	Year 2	Year 3
Finding Out About the Past (Enquiry)	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • Discuss special things that have happened to them and their family 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts • Use sources to answer simple questions about the past. • Choose parts of stories and other sources to show what they know about the past. • Identify some of the basic ways in which the past can be represented. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations • Ask and answer simple questions about the past through observing and handling a range of sources. • Consider why things may change over time. • Choose parts of stories and other sources to show what they know about significant people and events. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details artefacts, pictures • Select and record information relevant to the study • Begin to use books and the internet for research • Use sources to answer historically valid questions
Finding Out About the Past (Chronology)	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • Recognise special events for themselves, family and friends -talk about something that happened yesterday. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • Recognise special events for themselves, family and friends -talk about something that happened yesterday, last week, last month or a long time ago in their life -where do I fit on a timeline? • Compare and contrast characters from stories, including figures from the past 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • Recognise the distinction between past and present • Order and sequence some familiar events and objects • Identify some similarities and differences between ways of life at different times • Use some terms about the passing of time correctly 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • Order and sequence events and objects • Recognise that their own lives are similar and / or different from the lives of people in the past. • Use common words, some dates, and phrases concerned with the passing of time correctly, and link these observations directly to the timeline. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • Understand where the time studied fits on a time line • Demonstrate awareness that the past can be divided into different periods of time. • Use some dates and historical terms when ordering events and objects • Sequence several events or artefacts • Explore trends and changes over time.
Knowledge and understanding of historical events and people	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • Answer how and why questions about special events for family and friends • Talk about important people in my life and those of people I know 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • Answer how and why questions about special events for family and friends • Talk about important people in my life and those of people • Talk about the lives of 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. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • Talk about important people beyond living memory using a range of historical vocabulary. • Recall key facts about a significant individual who has contributed to national and international achievements Recognise the difference between the past and present in their own and others' lives • To know and recount episodes from stories about the past 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • Talk about and describe, in simple terms features of key events and people in the past. Identify similarities and differences between ways of life at different times. Recognise why people did things, why events happened, and what happened as a result • Talk about the impact of events on the lives of the people in time. • Talk about and describe events and actions of, in the life of a well-known historical person. 	<p>• Pupils will know how to:</p> <ul style="list-style-type: none"> Compare periods studied with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something

Historical Interpretation	Pupils will know how to: <ul style="list-style-type: none"> • talk about past and present events in their own lives and in the lives of family members. 	Pupils will know how to: <ul style="list-style-type: none"> • talk about past and present events in their own lives and in the lives of family members. • 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. 	Pupils will know how to: <ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts • Use sources to answer simple questions about the past. • Choose parts of stories and other sources to show what they know about the past. • Identify some of the basic ways in which the past can be represented 	Pupils will know how to: <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations</p> <ul style="list-style-type: none"> • Ask and answer simple questions about the past through observing and handling a range of sources. • Consider why things may change over time. • Choose parts of stories and other sources to show what they know about significant people and events. 	Pupils will know how to: <p>Use a range of sources to find out about a period</p> <ul style="list-style-type: none"> • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use books and the internet for research • Use sources to answer historically valid questions
Subject Specific Vocabulary (tier 3) (revision) (new vocab)	Remember, today, yesterday, tomorrow, past	Remember, today, yesterday, tomorrow, past, history, long ago, present, now, then, future, new, recent, old, order, timeline	Remember, today, yesterday, tomorrow, past, history, long ago, present, now, then, future, new, recent, old, order, timeline, objects, artefact, century, decade, ancient, chronological order, living memory, memories, opinion, fact, source, interpret, enquire, enquiry	Remember, today, yesterday, tomorrow, past, history, long ago, present, now, then, future, new, recent, old, order, timeline, objects, artefact, century, decade, ancient, chronological order, living memory, memories, opinion, fact, source, interpret, enquire, enquiry, impact, research, evidence, experts, significant, lifetime, museum	Remember, today, yesterday, tomorrow, past, history, long ago, present, now, then, future, new, recent, old, order, timeline, objects, artefact, century, decade, ancient, chronological order, living memory, memories, opinion, fact, source, interpret, enquire, enquiry, impact, research, evidence, experts, significant, lifetime, museum era, period, BCE (before common era), CE (common era), BC (before Christ), AD (Anno Domini), archaeologists, pre-history, bias, excavate
Content Specific Vocabulary (Knowledge) (tier 3)	Today, yesterday, tomorrow, day, week, mum, dad, sister, brother	Today, yesterday, tomorrow, day, week, mum, dad, sister, brother month, year, calendar, old, new, memorial, grandma, grandad, aunty, uncle, cousin	Today, yesterday, tomorrow, day, week, mum, dad, sister, brother month, year, calendar, old, new, memorial, grandma, grandad, aunty, uncle, cousin,	The great fire of London, Samuel Pepys, diary, Thomas Farriner, Pudding Lane	The great fire of London, Samuel Pepys, diary, Thomas Farriner, Pudding Lane, 1666, St Paul's Cathedral, firebreak, Monarch, King Charles II, Water squirt,

Impact: (How will we know what the children have learnt):

In EYFS, progress and achievement is recorded on 'Tapestry' in line with the EYFS framework. Through observations, adults will record evidence of children using history related academic vocabulary. Through talking to the children and observing their learning, leaders will be able to identify the impact of our language-rich history curriculum.

In KS1, progress and achievement is recorded in the 'Learning Journey' which details the key skills for all non-core subjects. The impact and measure of this is to ensure that children are curious about the past and its influences while being equipped with historical skills, knowledge and academic vocabulary that will enable them to be ready for the curriculum at Key Stage 2 and for life as an adult in the wider world.