



Kindness - Determination – Resilience – Teamwork – Communication – Respect

‘Together we learn – United we achieve’

TOWNVILLE INFANTS’ SCHOOL

Progression of Knowledge and Skills: History

	Nursery	Reception	Key Stage 1	
Overview	<p>During their time in the EYFS, children are provided with ample opportunity to explore, discuss and begin to make sense of their own identity and story, that of their family and of their community. They will explore many different occupations and begin to compare and contrast figures from the past through the enhanced provision provided to them.</p>		<p>The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality. Key aspects and concepts such as: chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout each project. This ensures that whilst developing their historical skills based on evidence and enquiry, children are also enabled to know and remember more.</p>	
National Curriculum and EYFS statements	<p>Begin to make sense of their own life story and family history</p> <p>Show interest in different occupations</p>	<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Comment on images of familiar situations in the past • Compare and contrast figures from the past 	<ul style="list-style-type: none"> • Changes within living memory which are used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally • 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 • Significant historical events, people and places in their own locality 	
Chronological Understanding	<ul style="list-style-type: none"> • Retell events in order (e.g. ‘went down the slide and hurt finger’, ‘went outside and built bricks’) • Use simple words to talk about passing of time 	<ul style="list-style-type: none"> • Talk briefly about past events at home e.g. ‘yesterday’ • Sequence pictures to show time order • Use everyday language relating to time 	<ul style="list-style-type: none"> • Beginning to have an awareness of time. • Starting to put events and people in order relating to time. • Beginning to have an awareness of the past and future. • Place events onto a timeline. • Understand that time passes in years • Understand the difference between events that happened in the distant past e.g. The Great Fire of London and events that happened in the recent past e.g. A family party at the weekend. 	
Chronological Understanding Vocabulary	<p>Old</p> <p>New</p> <p>Day</p>	<p>After</p> <p>Today</p> <p>Yesterday</p>	<p>Events</p> <p>History</p> <p>Difference</p>	<p>Present</p> <p>Years</p> <p>Chronological</p>

	<p>Today Now Then</p>	<p>Tomorrow Ago Months First Next</p>	<p>Artefact Photograph Future Past Present Sequence</p>	<p>Order Historical Event Source Research Timeline Distant Recent Period</p>
<p>Range of Depth and Historical Knowledge</p>	<ul style="list-style-type: none"> Develop an understanding of changes over time Remembers and talks about significant events in their own experiences 	<ul style="list-style-type: none"> They talk about past present, present and future in their own lives and the lives of their family Make observations of ourselves and say why they think things occur or change. 	<ul style="list-style-type: none"> To recall and recount events from before their living memory and discuss past and present events in their lives, and the lives of others. Talk about why some things might be different in the past. To recount and understand the main events from a significant time in history. Look at evidence to explain reasons why people in the past may have acted as they did 	
<p>Range of Depth and Historical Knowledge Vocabulary</p>	<p>Old New Day Today Week Soon Then</p>	<p>After Yesterday Tomorrow Today Ago Day Year Before Later Long ago</p>	<p>Events History Artefact Photograph Future Sequence</p>	<p>Present Years Chronological order Historical event Source Research Timeline Distant Recent Period</p>
<p>Historical Enquiry and Interpretation</p>	<ul style="list-style-type: none"> Know that information can be retrieved from books, the internet and people. Begin to ask and answer 'how' and 'why' questions in response to stories or events. 	<ul style="list-style-type: none"> Identify and talk about simple similarities and differences Ask questions about why things happen and give explanations 	<ul style="list-style-type: none"> Sort artefacts, photographs and facts using the terminology "then" "now" 'new' and 'old' Use a source to find out about a period to describe differences between then and now. Ask questions about how they are similar or different to each other. Using stories to encourage children to distinguish between fact and fiction. 	

			<ul style="list-style-type: none"> • Compare small details from a range of artefacts, photographs and facts. • Use a range of sources to find out about a period to describe differences between then and now. • Be aware of other peoples' (and key individuals) opinions and values. • Express thoughts and feelings about different people and events in the past. 	
<p><i>Historical Enquiry and Interpretation Vocabulary</i></p>	<p><i>How Why Information Internet Book</i></p>	<p><i>Same Different Now Then Past Present Old New</i></p>	<p><i>History Difference Artefact Photograph Past Present Future Sequence</i></p>	<p><i>Present Years Chronological order Historical event Source Research Timeline Distant Recent Period</i></p>