

## Progression of History

Subject content	<p>EYFS:</p> <p><b>Development matters: Understanding the world</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past</li> </ul> <p><b>ELG: Past and Present (Understanding the world) - 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.</b></p> <p>KS1:</p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>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 [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]</li> <li>Significant historical events, people and places in their own locality.</li> </ul>		
Skills	Reception	Year 1	Year 2
Chronological understanding	<p>To simply sequence e.g. pictures illustrating a story about the past.</p> <p>To use an increasing range of everyday terms relating to passing of time e.g. past and now</p> <p>To begin to identify similarities and differences between past and present events within their own life</p> <p>Talk about familiar situations in the past</p>	<p>To place events and objects in chronological order on a class/year group timeline.</p> <p>To use common words and phrases about the passing of time e.g. now, yesterday, when I was younger, a long time ago, before I was born</p> <p>To identify similarities and differences between their own life and ways of life in a given period</p>	<p>To place people, events and objects in chronological order, on a class/year group and individual timeline.</p> <p>To use the words past and present when telling others about an event.</p> <p>To use common words and phrases about the passing of time e.g. recently, when my parents were children, decades, centuries</p> <p>To identify similarities and differences between ways of life in different periods</p>
Historical interpretation	To use stories, books, pictures, photos, artefacts, buildings to distinguish between fact and fiction.	To use books, pictures, photos, artefacts, buildings, museums to help find out about the past.	To understand that the past can be represented in different ways by comparing books, pictures, photos, artefacts, buildings, museums of people or events in the past.
Historical enquiry	<p>Talk about a source and make simple observations.</p> <p>To begin to understand that questions can be asked about the past</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p>To use historical sources to begin to wonder and ask questions about the past</p> <p>To begin to identify similarities and differences between two historical sources relating to the same historical context</p> <p>Begin to explore historical events, people and places in own locality</p>	<p>To gather information from simple sources to ask and answer questions.</p> <p>To identify similarities and differences between two or more historical sources relating to the same period, person or event</p> <p>Explore historical events, people and places in own locality</p>

		To choose parts of stories and other sources to show that they know key features of events	To choose and use parts of stories and other sources to show that they know and understand key features
Organisation and communication	To respond to activities through talk, play and drawing.  To be exposed to an increasing vocabulary of everyday historical terms	To communicate knowledge through discussion, drawing, roleplay, model making, writing, ICT etc  To use an increasing vocabulary of everyday historical terms	To show awareness and understanding orally, visually and in writing  To use a wide vocabulary of everyday historical terms

### How will we implement history in our school?

- Planned teaching of history each term through **enquiry lessons**, which is progressive and provides purpose and meaning for children.
- **Skills** taken from National Curriculum History aims.
- Children will use history in their classrooms as part of their **daily life** at school to apply skills taught. For example, linking prior learning, use of terms such as yesterday, last week, last year etc.
- **Evidence** of history can be seen in individual pupil enquiry books (KS1), on Tapestry, class learning journey displays, timelines, on enquiry medium term planning and annotated enquiry organisers.
- Whole school **sparky starts** and **wow moments** include visits to places of historical interest and visitors into school.
- Cross curricular links with other subjects, e.g. RE festivals throughout history, historical events such as remembrance, Gun powder plot etc
- Class timelines in Year 2, Year 1 shared timeline and timelines introduced in the summer term in Year R.
- HIS timeline of annual events.