

# East Preston Infant School

## History Progression Overview



### Intent:

At East Preston Infant School, we aim for the children to become curious about the past, to think critically and ask perceptive questions to further their understanding.

### Implementation:

Our pupils develop their early history skills and a curiosity about historical events by exploring artefacts and asking and answering questions, using a range of resources to observe and to discuss what they have seen. Half-termly units support children's understanding of local history and key historical figures and events and are enriched through first hand experiences such as enactment days and workshops.

### Intended impact:

- Through History, our children will:
- perceive history as exciting, engaging and valuable, so that they can develop the skills to ask questions and develop a sense of chronology
  - identify similarities and differences between ways of life and different periods
  - know and understand key features of historical events
  - understand some of the ways in which we can find out about the past
  - develop an awareness of people's lives and how this contrasts with today
  - use vocabulary related to historical terms

Year Group	Chronological Understanding	Historical Enquiry	Knowledge and Interpretation
<b>Reception ELG (UW)</b>  Emerging  ELG	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Comment on images of familiar situations in the past.  Understand the past through settings, characters and events encountered in books read in class and storytelling.	Compare and contrast characters from stories, including figures from the past.  Talk about the lives of people around them and their roles in society.
<b>Reception Key Vocabulary</b>	Now, then, timeline, past, time, moon, rocket, Neil Armstrong, clothes, dress, change, aeroplane, Amelia Earhart, flight, travel, village, school, reflect		
<b>Year One</b>	Develop an awareness of the past, using common words and phrases relating to the passing of time  Know where the people and events they study fit within a chronological framework ( <b>Guy Fawkes, Mary Anning, Samuel Pepys, King Charles III</b> ).  Sequence artefacts and events that are close together in time  Order dates from earliest to latest on simple timelines  Sequence pictures from different periods  Describe memories and changes that have happened in their own lives ( <b>King's Coronation</b> )	Ask and answer questions, using other sources to show that they know and understand key features of events  Observe or handle evidence to ask simple questions and find answers about the past	Understand some of the ways in which we find out about the past and identify different ways in which it is represented  Observe and use pictures, photographs and artefacts to find out about the past  Explain that there are different types of evidence and sources that can be used to help represent the past  Identify similarities and differences between ways of life in different periods  Understand that there are reasons why people in the past acted as they did

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	<p>Use words and phrases to show the passing of time. Recognise some similarities and differences between the past and the present</p> <p>Know and recount episodes from stories and significant events in history (<b>Remembrance, Gunpowder Plot, Great Fire of London</b>)</p>		<p>Describe significant individuals from the past (<b>Guy Fawkes, Mary Anning, Samuel Pepys, King Charles III</b>). Pupils should use a wide vocabulary of everyday historical terms</p> <p>Show an understanding of historical terms</p> <p>Use historical vocabulary to retell simple stories about the past</p>
<b>Year One Key Vocabulary</b>	<p><b>Build upon Reception vocabulary</b></p> <p>old, new, earliest, latest, present, future, century, newest, oldest, modern, before, after, King, Queen, Charles III, coronation, 2023, Guy Fawkes, 1605, gunpowder, parliament, government, Mary Anning, palaeontologist, Great Fire of London, 1666, Samuel Pepys, bakery, country, war, remembrance</p>		
<b>Year Two</b>	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Know where the people and events they study fit within a chronological framework (<b>Grace Darling, Queen Victoria, Mary Seacole, Florence Nightingale</b>)</p> <p>Sequence artefacts and events that are close together in time</p> <p>Order dates from earliest to latest on simple timelines</p> <p>Sequence pictures from different periods</p> <p>Use words and phrases to show the passing of time</p> <p>Identify similarities and differences between ways of life in different periods (<b>Victorian school re-enactment, Arundel Castle/own home</b>)</p> <p>Know and recount episodes from stories and significant events in history (<b>Wreck of the Forfarshire, Crimean War</b>)</p>	<p>Ask and answer questions, using other sources to show that they know and understand key features of events</p> <p>Observe or handle evidence to ask simple questions and find answers about the past</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p>	<p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Observe and use pictures, photographs and artefacts to find out about the past</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past</p> <p>Identify similarities and differences between ways of life in different periods</p> <p>Understand that there are reasons why people in the past acted as they did</p> <p>Describe significant individuals from the past (<b>Grace Darling, Queen Victoria, Mary Seacole, Florence Nightingale</b>)</p> <p>Use a wide vocabulary of everyday historical terms</p> <p>Show an understanding of historical terms</p> <p>Use historical vocabulary to retell simple stories about the past</p> <p>Describe significant historical events, people or places in their own locality (<b>Arundel Castle</b>)</p> <p>Start to use stories or accounts to distinguish between fact and fiction</p>

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			Choose and use parts of stories and other sources to show that they know and understand key features of events
<b>Year Two Key Vocabulary</b>	<b>Build on Year 1 vocabulary</b>		
<b>National Curriculum</b>	<p style="text-align: center;">Wreck of the Forfarshire, 1838, Grace Darling, RNLI, 1824, Queen Victoria, Victorian, blackboard, chalk, cane, dunce, rote, drill, workhouse, Mary Seacole, Florence Nightingale, soldier, hospital, nurse, Crimean War, 1853 – 1856, Time capsule, 1973, Arundel Castle, keep, moat, fortress, tilting yard, River Arun, knight,</p>		
<b>Assessment</b>	<p>The National Curriculum for History aims to ensure that all pupils know about:</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</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</li> <li>• significant historical events, people and places in their own locality</li> </ul>		
	Teachers view children’s historical knowledge regularly and make on-going assessments against the learning intention.		