

History Curriculum Skills Progression

INTENT: At Lyndhurst our goal for History education is that children gain an increasingly mature and informed historical perspective on their world by developing: a strong understanding of chronology and historical terms; historical enquiry skills and an understanding of the importance of historical sources as evidence; and knowledge of the characteristics of and developments during different time periods.

An understanding of chronology is essential in the development of a secure knowledge of history. Children learn about history topics through the lens of key historical concepts such as: continuity and change, cause and consequence, similarities and differences and significance.

From our experience, we know that young children require topics linked to their lives and so our teaching of history involves investigating timelines that they will understand and teaching appropriate vocabulary.

As the children move through school, we build on the learning about timelines and vocabulary about the past through the different topics we teach.

Our aim is for pupils to:

- learn about changes within living memory, especially those that have led to change in national life
 - learn about events beyond living memory that are significant nationally or globally.
- learn about the lives of significant individuals in the past who have contributed to national and international achievements with a focus on how we can use this knowledge to compare aspects of life in different periods.
 - learn about significant historical events, people and places in their own locality.

SEND Provision

At Lyndhurst Infant School we believe that every child is respected as an individual and has the right to learn and develop their talents and abilities (Article 29) We adapt the curriculum and supply resources to suit individual needs, including; social, emotional and mental health, physical, sensory and cognitive, so that every child can access the curriculum and further their learning.

Children with complex needs including children with autism and social communication needs access the curriculum at their own level of personal development. This may not follow the continuum as they tend to have a spiky profile, therefore not necessarily accessing all aspects of the progression map in order. For example, in reading, a child may be able to read complex texts, but not have the comprehension skills to match.

	EYFS	YEAR 1	YEAR 2
SKILLS IMPLEMENTATION Awareness of the past <i>National Curriculum aim: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. Pupils should be taught about changes within living memory.</i>	At Lyndhurst we aim for children to develop an awareness of the past, using common words and phrases relating to the passing of time.		
	Beginning <ul style="list-style-type: none"> Talk about members of their immediate family and community Within <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Expected (ELG) <ul style="list-style-type: none"> 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. 	Beginning <ul style="list-style-type: none"> To talk about past and present events in their own lives and the lives of their family To describe their own history Within <ul style="list-style-type: none"> To be able to recognise obvious differences between past and present To be able to recognise that their own lives are different from the lives of people in the past Expected <ul style="list-style-type: none"> Describe historical events in the past Describe differences between past and present from photographs and objects 	Beginning <ul style="list-style-type: none"> Describe some of the historical events and people they have studied Within <ul style="list-style-type: none"> Convey an awareness and understanding of the past in a variety of different ways – written, oral and pictorial To use the correct historical terms to explain the passing of time Expected <ul style="list-style-type: none"> To use dates and terms to describe the past, and realise that the past can be divided into periods of time Begin to provide an account of historical events or historical figures with a number of key details/aspects
Developing Vocabulary	Passing of time: Long ago, Past, Before, Now Historical terms: old/new, change	Passing of time: Long ago, past, before, chronology (in order), present Historical terms: old/new, artefact, change, invention	Passing of time: long ago, past, before, decade, century, chronology/chronological
Key People and 'real-life' links	Understand the changes of routine at different times throughout the day / seasons / year. Think about how these changes impact on the activities they can do (sleep, eat, play, home, holidays, time inside/outside etc) as well as what they wear and what they celebrate (birthdays, religious celebrations etc). Think about how they have changed since they were a baby, and how toys and products that we use have changed over time. If they have siblings – how are they changing? Answer 'how' and 'why' questions about their experiences and in response to stories or events.		

	Greta Thunberg/David Attenborough (Eco: biodiversity) life of conservationists
IMPACT:	Children develop an understanding and awareness of their past. They are able to talk about and discuss changes within living memory.

	EYFS	YEAR 1	YEAR 2
SKILLS IMPLEMENTATION Chronological knowledge / understanding National Curriculum aim: Pupils 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. Pupils should be taught events beyond living memory that are significant nationally or globally.	At Lyndhurst we aim for children develop an understanding: <ul style="list-style-type: none"> ▪ That times passes in sequential order; ▪ That there is key vocabulary associated with the passage of time; ▪ That time changes us all. This is supported through various learning: <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 		
	Beginning <ul style="list-style-type: none"> • Name and describe people who are familiar to them. Within <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. Expected (ELG) <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	Beginning <ul style="list-style-type: none"> • Sequence the events of their own lives describing key events • Can sort familiar objects into oldest/newest Within <ul style="list-style-type: none"> • Begin to show an awareness of the past beyond their living memory • Can sequence using pictures, objects or events from a story Expected <ul style="list-style-type: none"> • Create a timeline ordering a few events and objects in the order they happened or were made 	Beginning <ul style="list-style-type: none"> • Make links and connections between key features of events Within <ul style="list-style-type: none"> • Can sequence past events using some key dates • Create a timeline ordering events or objects in the correct order they happened/were made Expected <ul style="list-style-type: none"> • Understand that the past is divided into different time periods • Begin to make links between different time periods and events • Identify a number of reasons for an event or an individual's actions

		<ul style="list-style-type: none"> Begin to show an understanding of how to order 2 dates 	
Developing Vocabulary	Passing of time: Long ago, Past, Before, Now Historical terms: old/new, change	Passing of time: Long ago, past, before, chronology (in order), present Historical terms: old/new, artefact, change, invention	Passing of time: long ago, past, before, decade, century, chronology/chronological
Key People and 'real-life' links	Answer 'how' and 'why' questions about their experiences and in response to stories or events. Rosa Parks (Eco: Global citizenship), Samuel Peyps, Captain Blackbeard, William Cowerson (Local history), Queen Victoria, Mary Seacole Gunpowder Plot, The Queen, The Great Fire of London.		
IMPACT:	Children develop an understanding of their place in time, that there was life before them, that they are living in the present and that actions now will impact on the future (link to Eco work).		

	EYFS	YEAR 1	YEAR 2
To communicate historically – use historical terms National Curriculum aim: Pupils gain and deploy a historically grounded understanding of abstract terms such as 'empire', civilisation, 'parliament', and 'peasantry'.	Key vocabulary will be explicitly taught in lessons and word banks will be created for use in activities so that children see and hear the words regularly. Important vocabulary will be included on any history displays. Staff will be aware of previously taught vocabulary and ensure to revisit and deepen the understanding and use of it where possible as children move through the school. <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace 		
IMPLEMENTATION	<ul style="list-style-type: none"> Children will extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. Use a wide vocabulary of everyday historical terms Where terms may be considered too abstract – particularly for younger learners – teachers should seek tangible and real-life contexts from which to introduce and compound such terms. Terminology can be introduced exclusively within historical learning, or within the wider curriculum; class voting, for instance, clearly provides a context from which to introduce and consolidate 'democracy'.		
Developing Vocabulary	Old, new, before, now, beginning, end, long ago	Past, present, before, now, modern, long ago Decade, century, change, sequence, period, first hand, primary source, secondary souce.	

Key people and 'real-life' links	Various topic based activities provide children with the opportunity to: show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past.
IMPACT	Children will develop their vocabulary by understanding and using historical terms. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners.

	EYFS	YEAR 1	YEAR 2
<p>Historical enquiry - Using evidence / Communicating ideas</p> <p>National Curriculum aim: Pupils 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</p>	<p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>They should begin to learn how we find out about the past (sources of information), how to interrogate a source by asking questions and understand that sources are not entirely reliable.</p> <p>Children:</p> <ul style="list-style-type: none"> • start to compare two versions of a past event; • observe and use pictures, photographs and artefacts to find out about the past; • start to use stories or accounts to distinguish between fact and fiction; • explain that there are different types of evidence and sources that can be used to help represent the past. 		
IMPLEMENTATION	<p>Beginning</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. <p>Within</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past <p>Expected (ELG)</p> <ul style="list-style-type: none"> • Understand the past through settings, characters and events 	<p>Beginning</p> <ul style="list-style-type: none"> • Begin to ask questions about events that have happened in the past • Can answer questions about events in the past <p>Within</p> <ul style="list-style-type: none"> • Find out about the past by answering questions and finding evidence to support 	<p>Beginning</p> <ul style="list-style-type: none"> • Begin to find out about the past by asking and answering questions using a range of source material (artefacts, pictures, stories, online sources and databases) <p>Within</p> <ul style="list-style-type: none"> • Identify some of the different ways the past has been represented

	encountered in books read in class and storytelling.	<ul style="list-style-type: none"> Show an understanding of how a historical source can help them to find out about/understand a past event <p>Expected</p> <ul style="list-style-type: none"> Ask and answer more complex questions to develop understanding of an event in the past (who, what, where, when, how, why) 	<ul style="list-style-type: none"> choose and select evidence and say how it can be used to find out about the past <p>Expected</p> <ul style="list-style-type: none"> Identify the difference between first hand and second hand sources Find different ways of looking at the same event in the past and begin to develop their own ideas about what really happened (independent enquiry)
Developing Vocabulary	Past, long ago, old, new, before, now, beginning, end	Past, present, before, now, modern, long ago, artefact	Primary source, secondary source, artefact
Key people and 'real life' links	Finding out about the past from people they know and realising it is different for each different person – different experiences reported. Own family timelines when exploring 'All about me'. Talking to adults they know to find out about what will happen 'When I Grow Up' from their personal experiences.	Finding out about toys from different sources including the adults they know, teachers to highlight that different people played with different toys and will report about them in different ways. In the same way they will like different toys and talk about their 'history' with them in different ways. Looking at the Great Fire of London through different sources and finding out through 'personal' histories of Pepys, what we know about other people who lived through the time. Rosa Parks, Queen Victoria, Mary Seacole, Captain Blackbeard.	
IMPACT	Children will understand how we find out about the past (primary and secondary sources). They will develop the skills of how to use sources to find out about the past by asking questions and using sources to find their answers. Children will begin to understand that sources are biased and we must look at multiple sources to find out about the past.		

Knowledge and understanding of events, people and changes in the past	EYFS	YEAR 1	YEAR 2
<p>National Curriculum aim: 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</p> <p>IMPLEMENTATION</p>	<p>Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can:</p> <ul style="list-style-type: none"> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. 		
	<p>Beginning</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community <p>Within</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. <p>Expected (ELG)</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<p>Beginning</p> <ul style="list-style-type: none"> Beginning to understand that things in the past were different to present <p>Within</p> <ul style="list-style-type: none"> Beginning to recognise that their own lives are different from the lives of people in the past Identify differences between ways of life in the past and today <p>Expected</p> <ul style="list-style-type: none"> Can identify reasons why People in the past were different to today Describe obvious differences between the past and present from photographs, objects or stories 	<p>Beginning</p> <ul style="list-style-type: none"> Recognise that their own lives are different from the lives of people in the past <p>Within</p> <ul style="list-style-type: none"> Describe the similarities and differences between past and present from photographs, objects or stories <p>Expected</p> <ul style="list-style-type: none"> Recognise that there are and begin to be able to explain reasons why people in the past acted as they did Can identify similarities and differences between different time periods and now
<p>Developing Vocabulary</p>	<p>Old, new, before, now, past, today, yesterday, tomorrow</p>	<p>Past, present, before, now, modern, long ago, change</p>	<p>Modern, century, change, sequence, period, chronology.</p>

Key people and 'real-life' links	Own family timelines, photographs	GfOL – study of Samuel Pepys as an eyewitness and his diaries as a primary source. Looking at secondary sources about Pepys and the events. Guy Fawkes Remembrance Day and Captain Tom Queen Elizabeth and Queen Victoria Rosa Parks – Black History
IMPACT	Children will develop an understanding of change. They will increase their knowledge of the world around them and how people and events in the past have affected the way we live now. They will know about events beyond living memory that are significant nationally or globally. They will begin to develop an understanding that our actions will have an impact on the future.	

Progression in history involves developing **historical perspective** through ...

- wider, more detailed and chronologically secure knowledge
- sharper methods of enquiry and communication
- deeper understanding of more complex issues and of abstract ideas
- closer integration of history's key concepts
- greater independence in applying all these qualities



Topic Structure

Lesson 1: Chronological context. Look at a timeline. We are going to be learning about _____ - what questions should we ask to find out about this period of history? What is important to know? What happened before? Why was that time period important?

Always engage pupils in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons. Sometimes your objectives will relate to pupils devising their own enquiry questions and ways of tackling them.

Always include objectives for building knowledge of all the aspects shown here. This "Now knowledge" will relate to the particular period and issue being studied while reinforcing knowledge from earlier work as appropriate to strengthen "hereafter"

Historical enquiry

Knowledge of:

- People, events, situations and developments
- Chronology and characteristic features
- Historical terms

Understanding of:

- Evidence
- Interpretations
- Cause
- Change
- Similarity/Difference
- Significance

Within any sequence of lessons, always include objectives for developing pupils' understanding of (usually) one or two of the listed elements. Your selection and precise focus for this will be reflected in the key question.

Sequence of lessons covering the historical questions, knowledge/subject content, methods of enquiry and communication of understanding.