

## **Progression of skills – History**

### **Intent:**

At Baddow Hall Infant School our history curriculum aims to ensure that children become lifelong learners through understanding the chronology of key historical events, their awareness of changes over time, and feel a sense of where they stand in the changing world in which they live. We aim to ensure that children develop a curiosity about the past through exciting and engaging opportunities that develop their historical knowledge. We develop resilience in children through our history curriculum by challenging children to question the reliability of historical sources used and by reflecting on their work, thinking of ways to develop, improve and refine it. We enable children to be creative in their thinking about the past and how this can help them to make good choices for the future.

### **EYFS framework (educational programme):**

**Communication and Language:** The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

**Understanding the world** involves guiding children to make sense of their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them –from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### **National curriculum guidance (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.

Skill	EYFS	Year 1	Year 2
<p><b>Vocabulary</b></p> <p>Your class should know up to their current year. Challenge children by looking at the next year.</p>	<ul style="list-style-type: none"> <li>• Use simple words to describe time.</li> <li>• This also covers days of the week, months of the year, language used within lessons including before, after, tomorrow, now, next.</li> <li>• Me, family , friends, past, old new.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• <b>Children at the expected level of development will:</b></li> <li>• <b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</b></li> <li>• <b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</b></li> <li>• <b>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with</b></li> </ul>	<ul style="list-style-type: none"> <li>• Old, new, past, present, modern, fossil, palaeontologist, extinct, pier, shipwreck, souvenir.</li> </ul>	<ul style="list-style-type: none"> <li>• For example, Days of the week, months of the year, past, present, future, then, now, before, after, old, new, long time ago</li> <li>• decade, century, use of dates encouraged (e.g. 1800s), fact, opinion, fiction, interpret</li> <li>• Evacuate</li> <li>• Tudor</li> <li>• Pudding Lane</li> <li>• Plague</li> <li>• Extinguished</li> <li>• Global warming</li> <li>• Climate change</li> <li>• Impact</li> <li>• Energy</li> <li>• Consequence</li> <li>• Orbit</li> <li>• Astronaut</li> <li>• Apollo 11</li> <li>• Mission</li> <li>• Solar system</li> </ul>

	<p><b>modelling and support from their teacher. (ELG)</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• <b>Talk about the lives of the people around them and their roles in society;</b></li> <li>• <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</b></li> <li>• <b>Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</b></li> </ul>		
<p><b><u>Chronological Understanding</u></b></p> <p>Being able to arrange and order events and dates in order they occurred, whilst accurately constructing historical timelines.</p>	<ul style="list-style-type: none"> <li>• <i>To sequence events. This may be children talking about themselves, people they know, things they do.</i></li> <li>• Begin to understand the difference between things that happened in the past and the present.</li> </ul> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• <b>Talk about the lives of the people around them and their roles in society;</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To sequence historical events and to place these events onto a timeline.</i></li> <li>• Securely sequence days of the week, months of the year. Children will recount events and memories in their own lives. Start to tell stories in order.</li> <li>• Understand the difference between things that happened in the past and the present.</li> <li>• Use words and phrases such</li> </ul>	<ul style="list-style-type: none"> <li>• <i>To sequence historical events and to place these events onto a timeline.</i></li> <li>• Securely sequence days of the week, months of the year.</li> <li>• Understand and use the words past and present when telling others about an event.</li> <li>• Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</b></li> <li>• <b>Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</b></li> </ul>	<p><i>as: now, yesterday, last week, when I was younger, a long time ago, before I was born Etc</i></p> <ul style="list-style-type: none"> <li>• Describe things that happened to themselves and other people in the past.</li> <li>• Physically order a set of events or objects</li> <li>• Use a timeline to place important events using no dates.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and be able to construct a timeline to place important events and be able to include dates.</li> </ul>
<p><b><u>Comparison</u></b></p> <p>Being able to compare events and people in history by identifying similarities and differences, as well as explaining reasons for these similarities and differences.</p>	<ul style="list-style-type: none"> <li>• Children may recognise the similarities and difference between past and present in their own and others' lives. (When my nan was younger she played games, I play games too etc.)</li> </ul> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• <b>Talk about the lives of the people around them and their roles in society;</b></li> <li>• <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</b></li> <li>• <b>Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</b></li> </ul>	<ul style="list-style-type: none"> <li>• To explain a person or event's historical significance.</li> <li>• To compare my life to that of the past.</li> <li>• To identify the differences between my life and lives of people in the past.</li> <li>• Recognise the difference between past and present in their own. Seaside toys</li> </ul>	<ul style="list-style-type: none"> <li>• To explain a person or event's historical significance.</li> <li>• To compare my life to that of the past.</li> <li>• To identify the differences between my life and lives of people in the past.</li> <li>• Children can discuss two versions of the same event. For example, in GFOL listening to two people telling the story of the fire.</li> <li>• Recognise the difference between past and present in their own and others' lives.</li> <li>• Identify differences between ways of living different times.</li> </ul>

<p><b><u>Interpretation</u></b></p> <p>Being able to explain the meaning of sources, people and events in history, as well as offering reasons for different interpretations.</p> <p>Interpretations is one of the concepts that is specific to history and that makes it distinct as a subject. Children must understand that history is not black and white but rather shades of grey. There are no right answers but rather different versions of the truth. This concept recognizes both the subjective nature of historical evidence and the validity of multiple narrators. Children need to understand that primary evidence including oral history is not necessarily objective but depends on why the account was created. They also need to be aware that the different stories about the same event can both be true depending on the point of view of the narrator. This concept considers the reliability of evidence looking at fact, bias or point of view.</p>	<ul style="list-style-type: none"> <li>• Develop an understanding of growth or changes over time (I am taller now, my grandad is older now).</li> <li>• To know some of the things that people have to keep memories of the past such as photos etc.</li> </ul> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• <b>Talk about the lives of the people around them and their roles in society;</b></li> <li>• <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</b></li> <li>• <b>Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To use source materials.</i></li> <li>• <i>To use relevant sources to answer questions about the past.</i></li> <li>• <i>To compare the lives of people in different historical periods. Eg Mary Anning/Grace</i></li> </ul> <ul style="list-style-type: none"> <li>• Look at and use books, videos, photographs, pictures and artefacts to find out about the past. Eg seaside</li> </ul>	<ul style="list-style-type: none"> <li>• <i>To use source materials.</i></li> <li>• <i>To use relevant sources to answer questions about the past.</i></li> <li>• <i>To compare the lives of people in different historical periods.</i></li> </ul> <ul style="list-style-type: none"> <li>• Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> <li>• Discuss the reliability of photographs</li> </ul>
--	--	--	--

<p><b><u>Enquiry</u></b></p> <p>Accurately investigating people, events and sources of history using historical questions and their own opinion.</p>	<ul style="list-style-type: none"> <li>• To ask and answer questions.</li> <li>• Children may be curious about other people, show interest in their stories, perhaps ask questions ‘how’ and ‘why’ something that has happened.</li> </ul> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• <b>Talk about the lives of the people around them and their roles in society;</b></li> <li>• <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</b></li> <li>• <b>Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can find answers to simple questions about the past from sources of information e.g. artefacts.</li> <li>• Ask questions related to sources including why, what, who and where.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different ways in which the past is represented</li> <li>• Use a source – observe, handle source, answer questions about the past based on simple observations.</li> </ul>
<p><b><u>Cause and Consequence</u></b></p> <p>Identify and explain the relationship between events, people or things.</p>	<ul style="list-style-type: none"> <li>• Identifying that certain choices have a consequence to them- For example, children could say ‘If I practise riding my bike every day I will get better and be</li> </ul>	<ul style="list-style-type: none"> <li>• <i>To explain the consequence of a historical event.</i></li> <li>• <i>To understand the key features of a historical event.</i></li> <li>• <i>To use evidence to answer historical questions.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To explain the consequence of a historical event.</i></li> <li>• <i>To understand the key features of a historical event.</i></li> <li>• <i>To use evidence to answer historical questions.</i></li> </ul>

	<p>able to ride without stabilisers’.</p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• <b>Talk about the lives of the people around them and their roles in society;</b></li> <li>• <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</b></li> <li>• <b>Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result.</li> <li>• Identifying that certain events and individuals have had major consequences in history</li> <li>• Identifying that history can affect the local area, as well as nationally and globally – development of railways and exporting of ideas to other countries</li> <li>• Identifying that there are reasons for continuity and change and begin to use the terms ‘cause’ and ‘effect’.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result.</li> <li>• Identifying that certain events and individuals have had major consequences in history</li> <li>• Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night</li> <li>• Identifying specific causes and effects from different periods and beginning to establish links between them</li> </ul>
--	--	--	--