



South Farnborough Infant School

Progression in History


Intent

We will provide a wide variety of opportunities for children to become able to develop an awareness of the past and understand how it influences the present and the future. Through the Harmony principles and historical enquiry we will inspire children to become curious about the past and to ask perceptive questions developing their historical core vocabulary. They will be challenged to think critically and begin to understand that people's lives are complex. We will teach the skills to enable children to understand the complexities of their own lives, how they are part of Britain's rich history and how their lives have been influenced by this and the wider world.

EYs	NC History	Year 1	Year 2
<p>ELG 13: Past and Present</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> ➤ 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; 	<p>Statutory Guidance</p>	<p>History at Key Stage 1</p> <p><i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about:</i></p> <ul style="list-style-type: none"> ➤ Changes within living memory. Where appropriate, these should be 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. 	
<p><i>Can use words and phrases like: old, new, when mummy and daddy were little</i></p> <p><i>Can tell me about things that happened when they were little.</i></p> <p><i>Know that some objects belonged to the past.</i></p>	<p>Chronological understanding</p>	<p><i>Can put up to three objects in chronological order (recent history).</i></p> <p><i>Can use words and phrases like: old, new and a long time ago.</i></p> <p><i>Can recognise that a story that is read to them may have happened a long time ago.</i></p>	<p><i>Can use words and phrases like: before I was born, when I was younger.</i></p> <p><i>Can use phrases and words like: before, after, past, present, then and now in their historical learning.</i></p> <p><i>Can use the words past and present accurately.</i></p>

<p><i>Can explain how they have changed since they were born.</i></p> <p><i>Can explain how they have changed since they were born,</i></p>		<p><i>Know that some objects belonged to the past.</i></p> <p><i>Can retell a familiar story set in the past.</i></p> <p><i>Can explain how they have changed since they were born.</i></p> <p><i>Can put up to five objects/events in chronological order (recent history).</i></p> <p><i>Can explain how they have changed since they were born</i></p> <p><i>Can retell a personal or family experience from the past</i></p>	<p><i>Can use a range of appropriate words and phrases to describe the past.</i></p> <p><i>Can sequence a set of events in chronological order and give reasons for their order. Y2 Timeline</i></p> <p><i>Can sequence a set of objects in chronological order and give reasons for their order.</i></p> <p><i>Can sequence events about their own life.</i></p> <p><i>Can sequence events about the life of a famous person.</i></p> <p><i>Can try and work out how long ago an event happened.</i></p>
<p><i>Can recognise that we celebrate certain events because of what happened many years ago.</i></p> <p><i>Can begin to identify the main differences between old and new objects.</i></p> <p><i>Can identify objects from the past, such as teddy bears</i></p> <p><i>Can recount a fact about a historical event and explain a little about it i.e. date</i></p>	<p>Knowledge and interpretation</p>	<p><i>Can appreciate that some famous people have helped our lives be better today.</i></p> <p><i>Can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.</i></p> <p><i>Can understand that we have a Queen who rules us and that Britain has had a queen or king for many years.</i></p> <p><i>Can recount some interesting facts from an historical event, such as where the 'fire of London' started.</i></p> <p><i>Can begin to identify the main differences between old and new objects.</i></p> <p><i>Can identify objects from the past, such as vinyl records.</i></p> <p><i>Can explain why certain objects were different in the past, e.g. an iron, music systems and televisions.</i></p>	<p><i>Can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</i></p> <p><i>Can recount some interesting facts from an historical event and explain how it affects us now</i></p> <p><i>Can give examples of things that are different in their life from that of their grandparents when they were young.</i></p> <p><i>Can explain why Britain has a special history by naming some famous events and some famous people.</i></p> <p><i>Can explain what is meant by parliament.</i></p> <p><i>Can give examples of things that are different in their life from that of a long time ago in a specific period of history</i></p>

		<p><i>Can tell us about an important historical event that happened in the past.</i></p> <p><i>Can explain the differences between past and present in their life and that of other children from different times in history.</i></p> <p><i>Know who will succeed the Queen and how the succession works.</i></p> <p><i>Can explain how their local area was different in the past.</i></p>	<p><i>Can explain why someone in the past acted in the way they did.</i></p> <p><i>Can explain why their locality (as wide as it needs to be) is associated with a special historical event.</i></p> <p><i>Can explain what is meant by a democracy and why it is a good thing.</i></p>
<p><i>Can answer questions about old and new objects.</i></p> <p><i>Can spot old and new things in a picture.</i></p> <p><i>Can answer questions using an artefact provided.</i></p>	Historical enquiry	<p><i>Can ask and answer questions about old and new objects.</i></p> <p><i>Can spot old and new things in a picture.</i></p> <p><i>Can answer questions using an artefact/photograph provided.</i></p> <p><i>Can give a plausible explanation about what an object was used for in the past.</i></p> <p><i>Can answer questions using a range of artefacts/photographs provided.</i></p> <p><i>Can find out more about a famous person from the past and carry out some research on him or her.</i></p>	<p><i>Can find out something about the past by talking to an older person.</i></p> <p><i>Can answer questions by using a specific resource, such as an information book.</i></p> <p><i>Can research the life of a famous person from the past using different resources to help them.</i></p> <p><i>Can research about a famous event that happens in Britain and why it has been happening for some time.</i></p> <p><i>Can learn about significant people and events in their own locality using a range of sources</i></p> <p><i>Can say at least two ways they can find out about the past, for example using books and the internet.</i></p> <p><i>Can explain why eye-witness accounts may vary.</i></p>

 HISTORY	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year R</u>	<p><i>Chronological understanding –</i></p> <p><i>Summer Adventure books. Talk about their own experiences of recent history</i></p> <p><i>Ongoing through stories and children's experiences.</i></p>		<p><i>Knowledge & Interpretation / Historical enquiry</i></p> <p><i>Toys past and present</i></p>		<p><i>Chronological understanding/ Historical enquiry –</i></p> <p><i>Children Around the World – Parents bring in primary information about their experiences as a child.</i></p>	
<i>Throughout the year, the children will learn about 'Past and Present' through story times, visitors, circle times and special celebrations</i>						
<u>Year 1</u>	<p><i>Chronological Understanding – My life as a timeline</i></p>	<p><i>Knowledge & Interpretation – the story of the Gunpowder Plot</i></p>		<p><i>Chronological Understanding – Stories</i></p> <p><i>Knowledge & Interpretation Windsor Castle and the Royal Family</i></p> <p><i>Historical Enquiry – Trip to Windsor Castle</i></p>	<p><i>Knowledge and interpretation: Fair Trade Fortnight- history of farming and key products</i></p>	
<u>Year 2</u>	<p><i>Knowledge & Interpretation – Explorers from the past, including Neil Armstrong, Valentina Tereshkova, Mae Jemison, Sir Edmund Hillary & Tenzing Norgay, Christopher Columbus, Roald Amundsen,</i></p> <p><i>Knowledge & Interpretation Can explain why someone in the past acted in the way they did - Christopher Columbus</i></p> <p><i>Historical Enquiry – Roald Admundsen.</i></p> <p><i>Historical Enquiry –</i></p>	<p><i>Knowledge & Interpretation – Can recount some interesting facts from an historical event and explain how it affects us now - Armistice Day</i></p> <p><i>Historical Enquiry – WW1 & Remembrance – Trip to Aldershot Museum</i></p> <p><i>Historical enquiry - Can find out something about the past by talking to an older person. Eg Lt Col Paintin/ service personnel linked to the school.</i></p> <p><i>Historical enquiry - Can learn about significant people and events in their own</i></p>		<p><i>Chronological Understanding Sequencing the Easter Story</i></p> <p><i>Historical Enquiry – Ask and answer questions, using parts of the Easter Story to show they know and understand the key features of historical events.</i></p> <p><i>Significance – The events of the Easter story, have</i></p>		<p><i>Knowledge & Interpretation - How Fibonacci contributed to international achievements both nationally and globally through the discovery of the golden ratio.</i></p> <p><i>Historical enquiry – Can answer questions using a range of photos/ information provided. To find out more about Fibonacci's achievements through research.</i></p>

	<p><i>Gilbert White, a local pioneer of ecology</i></p> <p><i>Trip to Gilbert White's House - Workshops</i></p>	<p><i>locality using a range of sources - Beatrice (Tilly) Shilling. Local garrison deployments from the past</i></p> <p><i>Historical Enquiry – significant women we remember (Tilly Shilling, Edith Cavell, Florence Nightingale, Dr Elsie Inglis, Lenah Higbee)</i></p> <p><i>Chronological Understanding – Sequencing religious stories</i></p>		<p><i>proven significant to history.</i></p> <p><i>Cause and Effect – The events of Easter have shaped the present and the present will shape the future.</i></p> <p><i>Perspective – The events of Easter have had an impact on people and places across the world.</i></p>	
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