

History

Progression Map



Intent	<p>Inglehurst Infant School aims to provide a high-quality history education, which will enable our historians to develop a coherent knowledge and understanding of the history of Leicester, the UK and the wider world. We aim for children to build on previous knowledge, embed key concepts into their long-term memory, and apply them fluently.</p> <p>The children's historical journey throughout the Foundation Stage and Key Stage 1 will be stimulating and enjoyable, ensuring that they develop a genuine love of the subject. Through an engaging curriculum, we aim to inspire children's curiosities about the past. Effective teaching will equip children with historical skills and knowledge, enabling them to ask questions, think critically, compare evidence, scrutinise arguments and improve perspective and judgement.</p>
Implementation	<p>In the Early Years Foundation Stage curriculum, History makes a significant contribution to the objectives of developing children's knowledge and understanding of the world and their personal, social and emotional development, which is regularly addressed through both planned and spontaneous experiences in our Early Years provision. Themes covered in reception have been specifically chosen to prepare children for what follows in the rest of the school and to ensure there is progression and repetition where consolidation is required. Our History curriculum is plotted out in a rolling programme to cater for our mixed year groups. This enables us to fully immerse children in a topic and teach knowledge and skills in more depth. In ks1, topics are chosen that meet national curriculum requirements, build upon EYFS learning, are relevant to the children's experience and have local significance where possible. Include careers and ambition? We are historians? The use of subject specific vocabulary and historical terms is identified and taught explicitly. This vocabulary is available on classroom displays and knowledge organisers. Cross-curricular links are naturally occurring due to the topic led aspect of our curriculum. This allows children to make links and apply historical skills and knowledge throughout the curriculum which provides retrieval and consolidation opportunities. High quality texts are utilised to support reading and writing also linked to the topic to deepen understanding and give opportunities for further application of knowledge in other curriculum areas. Within our curriculum, we have planned opportunities for learning history through trips to the local area, historical sites and museums. It is important at Inglehurst Infants for pupils to be exposed to these experiences in order to develop their curiosity, deepen their understanding of historical concepts and apply this in history lessons and other contexts. We use artefacts and real resources within every topic to stimulate curiosity within the learning environment and give the pupils opportunities to observe and handle historic artefacts. Pupils are taught to observe these primary and secondary sources, identifying if they reliable.</p>
Impact	<p>At Inglehurst Infants, pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils' work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned in for all pupils to access the curriculum. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.</p>

Experience for all children

- Visit local and significant museums to develop stronger links to topics being studied
- Meets and talk to people who have lived through important moments in history
- Have opportunities to handle historical artefacts and draw their own inferences and conclusions from them.
- Experience what life was like in the more distant past through trips and themed days

- Meet professional historians and talk to them about how they piece together clues to form a more complete picture of the past.

KS1				
Progression of skills				
	EYFS	Year 1	Year 2	Year 3
Construct and sequence the past	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children talk about past and present events in their own lives and in the lives of family members. (UTW)	<ul style="list-style-type: none"> • Recognise the difference between 'old' and 'new' • Know where some basic events fit on a timeline, relating to their topic • Place some basic events onto a timeline and use this to support the retelling of past events. 	<ul style="list-style-type: none"> • Record some events onto a timeline. • Know where some key people fit on a timeline. • Remember a few significant names and dates. • Use common words and phrases related to the passing of time (<i>now, then, before</i>). 	<ul style="list-style-type: none"> • Develop knowledge of local and British history on the wider timeline (expanding timelines to reach from the Stone Age to modern day). • Place events of British history on a timeline, using dates. • Begin to understand the scale of history (e.g. the Bronze Age lasted for ≈2000 years, but vast amounts of change in last century.)
Change and development	Talk about the lives of the people around them and their roles in society. They know about similarities and differences between themselves and others, and among families, communities and traditions. (UTW)	<ul style="list-style-type: none"> • Say how something is the same or different in the past. • Develop a sense of time and how fast things change (e.g. differences between changes in their / their parents / their grandparents' lifetimes). 	<ul style="list-style-type: none"> • Say how lifestyles (work, school, play etc.) were the same or different in the past. • Describe differences between 'then' and 'now'. • Discuss the speed of change - sometimes in slow increments, sometimes in leaps. 	<ul style="list-style-type: none"> • Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day. • Explore change at a local level, investigating the impact of national and global events.
Cause and effect	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 modelling and support from their teacher. (CL-S) They use past, present and future forms accurately when talking about events that have happened or are to	<ul style="list-style-type: none"> • Show an understanding of some key events. • Start to think about the reasons why things might change (e.g. improvements in technology / making life easier / more fun). 	<ul style="list-style-type: none"> • Recount key events from the past in their own words and begin to explain why these events happened. • Begin to think about the impact that historical events have had on modern life. 	<ul style="list-style-type: none"> • Question, investigate and give reasons for events in the past (e.g. why did the first Roman invasions of Britain fail, but later ones were successful?) • Describe the impact of events in the more distant past on modern life (e.g. the legacy of the Roman Empire for modern Europe).

	happen in the future. (CL)			
Significance and interpretation	Children talk about past and present events in their own lives and the lives of family members. (UTW)	<ul style="list-style-type: none"> Begin to understand why events being studied are important. Use phrases such as <i>now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger.</i> 	<ul style="list-style-type: none"> Understand why people and events being studied are important. Begin to express preferences and justify them with evidence / facts (e.g., <i>who was the greatest explorer?</i>) 	<ul style="list-style-type: none"> Ask and answer questions about how and why events and people being studied are significant. Express preferences and personal responses to topics being studied and back-them up with evidence / facts.
Plan and carry out an enquiry		<ul style="list-style-type: none"> Ask and answer some historical questions. Sort pictures / objects / events into 'old' and 'new'. 	<ul style="list-style-type: none"> Ask and answer historically relevant questions. Use historical vocabulary (e.g. <i>past, present, recently, years, decades, centuries</i>). Compare events from different periods in history (e.g. different discoveries/voyages). 	<ul style="list-style-type: none"> Construct relevant questions about history and begin to suggest how these might be answered. Carry out a local history study (how did history shape our area? What evidence can we still find?) Use phrases such as <i>before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age.</i>
Use sources of evidence	Understand the past through settings, characters and events encountered in books read in class and storytelling.	<ul style="list-style-type: none"> Use pictures and photographs to extract some information about the past. Begin to recognise different ways we can learn about the past (e.g. from images, objects, stories, first-hand witnesses). 	<ul style="list-style-type: none"> Use a range of sources (e.g. pictures, photos, artefacts, stories, textbooks, field trips etc.) to extract some information about the past. Begin to piece together clues from a variety of different sources. 	<ul style="list-style-type: none"> Use a range of sources or artefacts (written, visual or oral) to learn more about the past. Consider the range of sources available when we study different historical periods (e.g. why do we know much more about the Romans than the Iron Age?)

KS1		
Term	Cycle A	Cycle B
Autumn	Fun and games <i>Changes within living memory</i> Toys <ul style="list-style-type: none"> compare old & new toys & identify similarities & differences complete a timeline of old & new toys identify changes that have occurred over time explain how toys have changed today 	Marvellous Me To learn about changes within living memory. Me <ul style="list-style-type: none"> compare baby me & me now & identify similarities & differences complete a timeline of changes in my life identify changes that have occurred over time explain how I have changed since I was born
Vocabulary	Toys, favourite, modern, important, changes, impact, old, older, oldest, new, newer, newest, today, then, now, before, after, compare, similarities, differences, same, different, century, past, future, present, question, evidence describe, sources, research, timeline, date	Important, changes, impact, old, older, oldest, new, newer, newest, today, then, now, before, after, compare, similarities, differences, same, different, century, past, future, present, question, evidence, describe, sources, research, timeline, date

Spring	Blast off! <i>Significant historical events/Significant event beyond living memory</i> The first man on the moon <ul style="list-style-type: none"> • research facts & recall important information about Neil Armstrong • complete a timeline of Neil Armstrong's life • research facts & recall important information about the moon landing 	Extreme Explorers and Ingenious Inventions <i>Significant historical events/Significant event beyond living memory</i> The first flight <ul style="list-style-type: none"> • research facts & recall important information about The Wright Brothers • complete a timeline of The Wright Brothers life • research facts & recall important information about aircraft invention Amelia Earhart/Bessie Coleman Local – The Rocket
Vocabulary	Space, Moon, Apollo 11, NASA, the Eagle, astronaut, Neil Armstrong, Buzz Aldrin, Michael Collins, Katherine Johnson, Gene Kranz, historic, important, significant, famous, person, people, explorer, talented, university, research, space craft, space shuttle	Flight, aviator, engineer, transportation, pioneer, legacy, experiments, gliders, determination, bicycles, Ohio, adventure, challenge, courageous, pilot, legendary,
Summer Thomas Cook?	The Nature of the Beast <i>Lives of significant individuals</i> Mary Anning <ul style="list-style-type: none"> • research facts & recall important information about Mary Anning • complete a timeline of Mary Annings life • identify changes that have occurred over time because of Mary Anning 	Secret Superheroes <i>Lives of significant individuals</i> Florence Nightingale and Mary Seacole <ul style="list-style-type: none"> • research facts & recall important information • complete a timeline • compare hospitals in the past & today • identify changes that have occurred over time
Vocabulary	Fossil, dinosaur, prehistoric, science, rocks, skeletons, research, search, palaeontology, curiosity, ichthyosaurus, Jurassic, sediment,	Nurse, healer, soldiers, World War One, Crimean War, hospital, injured, significant, important, inspired, problem, solution, remember, changes, compare, allies, enemy,