

The History Curriculum at John T Rice Infant and Nursery School

KS1 Progression






Our History Curriculum Intent

At John T Rice Infant and Nursery School, we recognise that History is about the study of the past and the present. It encourages deep thinking, investigation, asking questions and the forming of opinions. They will develop a high-level understanding and use specific vocabulary and historical terminology. This will enable them to properly explain what they have learned in relation to change, cause, similarities and differences.

Our Curriculum Drivers.

As a school we have developed 3 curriculum drivers that shape our curriculum, bring out the aims and values of our school and respond to the needs of our school community.

<p>Communication Skills</p> 	<p>Mental Health and Resilience</p> 	<p>The Wider World</p> 
<p>Our children will be able to communicate effectively with adults and peers using a range of vocabulary and leave us being able to read, write and have a good mathematical knowledge.</p>	<p>Our children will understand how to lead a healthy lifestyle and be mindful of their mental well-being. They will grow as independent and resilient learners</p>	<p>Our children will understand about a range of multi-cultural and diverse communities to support them in becoming a global citizen.</p>

A Historian leaving John T Rice Infant and Nursery School will be knowledgeable about the past and historical change. They will have a passion and a curiosity to question and investigate further. They will be able to form and voice their own opinions. A child will be able to place themselves, the different events and people studied on a chronological timeline.

Progression Document: HISTORY

EYFS ELG:	National Curriculum Subject Content
EYFS	KEY STAGE ONE
<p>Children at the expected level of development will:</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>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.</p> <p>Pupils should be taught about:</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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavel. • Significant historical events, people and places in their own locality.

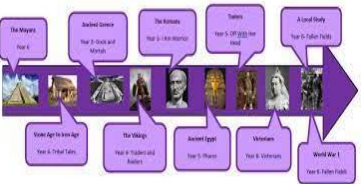
History Themes over the year			
Cycle A			
	Autumn	Spring 1	Spring 2
KS1	The lives of significant individuals in the past. (Florence Nightingale)	Events beyond living memory. (The Great Fire of London).	To learn significant historical events, people and places in their locality. (Robin Hood and Sherwood Forest)




History Themes over the year			
Cycle B			
	Autumn	Spring	Summer
KS1	To learn about changes within living memory (Toys and Games)	To learn about significant individuals in the past who have contributed to national and international achievements. (Queen Elizabeth I and Queen Elizabeth II)	To learn about people and events beyond living memory (Grace Darling)

Progression in Key Historical Vocabulary	
YEAR 1	YEAR 2
Timeline, past, present, future, old, new, a long time ago, future, fact, opinion, significant, stories, memories, similar, different, artefacts, sources, now, then, before, after, time order, change, same, different, family, life, lives, stories, images, information, events,	Timeline, past, present, future, older, newer, before, after, sequence, long time ago, recently, years, decades, centuries, significant, recount, artefact, source, fact, opinion, chronological order, similarity, difference, questions

History Theme	Subject Specific Vocabulary
Florence Nightingale	Heroine, National Health Service, Red Cross
The Great Fire of London	Pudding lane, 1666, London, spread, rebuilt, Samuel Pepys, diary
Robin Hood and Sherwood Forest	Robin Hood, Sherwood Forest, Major Oak, legend, outlaw, bow, arrow, myth, hero, Merry Men, Friar Tuck, Maid Marion, Little John
Toys and Games	artefact, timeline, decades, source, similar, different
Queen Elizabeth I and Queen Elizabeth II	Monarch, Queen, reign, explorers
Grace Darling	Victorian, heroine, bravery, reward, rescue, lifeboat

Skills and Knowledge progression

Breadth of Study	Year 1	Year 2
<p>Chronological Knowledge and Understanding</p> 	<ul style="list-style-type: none"> To be able to place events and people in chronological order on a timeline. To know and use words or phrases such as: old, new, a long time ago, past, present, future. To know that they can sequence changes that have occurred in their own lives. 	<ul style="list-style-type: none"> To be able to place events and artefacts in order on a timeline and give reasons. To sequence photos from different periods of their life. To know that we label timelines with words or phrases such as: past, present, older and newer, before and after. To know that they can sequence changes that have occurred in their own lives and before they were born. To know words and phrases such as: a long time ago, recently, when my parents were children, years, decades and centuries to describe the passing of time.

<p>Knowledge and Understanding of past events, people and changes in the past</p> 	<ul style="list-style-type: none"> To be able to describe similarities and differences in artefacts. To be able to compare and contrast. To know about historical events. (Bonfire Night, The Great Fire of London) To know about significant people from the past and understand they helped our lives be better today (Grace Darling, Florence Nightingale). To know about events, people and places in their own local area in the past. (Robin Hood) 	<ul style="list-style-type: none"> To be able to find out about people and events in other times. To be able to confidently describe similarities and differences. To know how to use information to describe historical events. To know that significant people from the past helped our lives be better today. To know and recount the main points from a significant event in history.
<p>Historical Interpretation</p> 	<ul style="list-style-type: none"> To be able to identify different ways to represent the past (photos, stories, adults talking about the past) To be able to listen to stories about the past and learn about people's memories. To begin to know the difference between fact and opinion. To know that some people acted differently in the past 	<ul style="list-style-type: none"> To be able to compare pictures or photographs of people or events in the past. To be able to identify different ways to represent the past. To know that there are reasons why people in the past acted as they did. To know about the life of some famous people. To know that there are sources of information that can help us to find out about the past.
<p>Historical Enquiry</p> 	<ul style="list-style-type: none"> To be able to sort artefacts into "then" and "now". To be able to use a wide range of sources. To be able to use my speaking and listening skills. To be able to ask and answer questions related to different sources and objects. To know that they can look at objects and pictures to ask questions and find answers about the past. To know how to use objects, pictures, stories and online sources to find out about the past. 	<ul style="list-style-type: none"> To be able to use a source-why, what, who, how, where-to ask questions and find answers. To be able to sequence a collection of artefacts. To be able to use a timeline. To be able to discuss the effectiveness of different sources. To know that they can observe and handle evidence to ask questions and find answers to questions about the past. To know that key sources are used to effectively learn about the past.

Skills progression over specific Historically themes.

	Year 1	Year 2
Construct and sequence the past	<ul style="list-style-type: none"> To be able to recognise the difference between 'old' and 'new'. To be able to explain where some basic events fit on a timeline, relating to their topic. To be able to place some basic events onto a timeline and use this to support the retelling of past events. 	<ul style="list-style-type: none"> To be able to record some events onto a timeline. To be able to explain where some key people fit on a timeline. To be able to explain a few significant names and dates. To be able to use common words and phrases related to the passing of time (now, then, before)

<p>Change and development</p>	<ul style="list-style-type: none"> To be able to say how something is the same or different in the past. To be able to develop a sense of time and how fast things change (e.g. differences between changes in their / their parents / their grandparent's lifetimes). 	<ul style="list-style-type: none"> To be able to say how lifestyles (work, school, play etc.) were the same or different in the past. To be able to describe differences between 'then' and 'now'.
<p>Cause and effect</p>	<ul style="list-style-type: none"> To be able to show an understanding of some key events. To be able to 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"> To be able to recount key events from the past in their own words and begin to explain why these events happened. To be able to begin to think about the impact that historical events have had on modern life
<p>Significance and interpretation</p>	<ul style="list-style-type: none"> To be able to show an understanding of some key events. To be able to 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"> To be able to explain why people and events being studied are important. To be able to begin to express preferences and justify them with evidence / facts (e.g., Who was the greatest explorer?)
<p>Plan and carry out an enquiry</p>	<ul style="list-style-type: none"> To be able to ask and answer some historical questions. To be able to sort pictures / objects / events into 'old' and 'new' 	<ul style="list-style-type: none"> To be able to ask and answer historically relevant questions. To be able to use historical vocabulary (e.g., past, present, recently, years, decades, centuries). To be able to compare events from different periods in history (e.g. different discoveries/voyages)
<p>Use sources as evidence</p>	<ul style="list-style-type: none"> To be able to use pictures and photographs to extract some information about the past. To be able to 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"> To be able to use a range of sources (e.g. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past. To be able to begin to piece together clues from a variety of different sources.