



# Petersfield Infant School

## History Knowledge & Skills Progression Across KS 1 & EYFS

	<p><b>Year R</b> <b>Autumn 1</b> <b>Changes over time: Baby Photos</b></p> <p><b>Spring 1</b> <b>My town: Old images of Petersfield</b></p> <p><b>Summer 1</b> <b>Nursery rhymes</b></p>	<p><b>Year 1</b> <b>Autumn 2</b> <b>Toys</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><b>Year 1</b> <b>Spring 2</b> <b>The Great Fire of London</b> Events beyond living memory that are significant nationally and globally</p>	<p><b>Year 1</b> <b>Summer 2</b> <b>Queens Lives and Times, Elizabeth I, Victoria, Elizabeth II</b> Lives of significant individuals, including comparison of life in different periods</p>	<p><b>Year 2</b> <b>Autumn 2</b> <b>The Gunpowder Plot</b> Events beyond living memory that are significant nationally and globally</p>	<p><b>Year 2</b> <b>Spring 2</b> <b>The Titanic</b> Significant historical events, people and places in their own locality</p>	<p><b>Year 2</b> <b>Summer 2</b> <b>Florence Nightingale/Mary Seacole</b> Lives of significant individuals in the past who have contributed to national and international achievements</p>
<p><b>EYG &amp; National Curriculum Subject Content</b></p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>-Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<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.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• 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]</li> <li>• 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 Cavell]</li> <li>• significant historical events, people and places in their own locality.</li> </ul>					
<p><b>Vocabulary</b></p>	<p>Year R Time Vocabulary: Then and now, The past</p> <p>Change Same and different Grow Baby, Child</p>	<p>Year 1 Time Vocabulary: old, older, new, newest, before, after, a long time ago, a very long time ago</p>	<p>Beyond living memory</p> <p>London Thames</p> <p>Source</p>	<p>Monarch Royal Reign Coronation Victorian Era Elizabethan Era</p>	<p>Time Vocabulary: Children will begin to use dates</p> <p>King James I Guy Fawkes Plotters</p>	<p>Southampton Atlantic Ocean Significant Iceberg Survivor Lifeboat</p>	<p>Hospital Nurse doctor Profession</p>

	Buildings	Timeline Within living memory  Material vocabulary: metal, wood, plastic, fabric			Parliament Gunpowder Source/ secondary source Cause/consequence		
<b>Chronology</b>	<p>Can describe differences between him or herself as a baby and as he or she is now. Sequences images of themselves as a baby, toddler and infant.</p> <p>Can sort objects and pictures, matching them to babies, children and adults.</p> <p>Understands and uses common words relating to the passing of time: "in the past", "the olden days", "a long time ago".</p> <p>Realises that images from nursery rhymes are not from nowadays by reference to some period detail e.g. clothes, objects no longer in use.</p>	<p><b>Children will learn that within living memory means that last 100 years.</b></p> <p>Creates simple timelines to sequence processes, events, objects within their own experience. (Y1 ARE)</p>	<p><b>Children will learn that beyond living memory is more than 100 years ago.</b></p> <p><b>Children will learn that the Great Fire of London started in 1666 in a bakery on Pudding Lane.</b></p>	<p><b>Children will learn that Queen Elizabeth II reign is within living memory but that Queen Victoria and Queen Elizabeth I reigns were beyond living memory.</b></p> <p><b>Children will be able to put the queen's reigns on a simple timeline.</b></p> <p>Confidently uses vocabulary associated with the past e.g. 'old and new, then and now'. (Y1 ARE)</p>	<p><b>Understands that Bonfire Night commemorates real events that took place in 1605 which is beyond living memory.</b></p>	<p><b>In 1912 the Titanic hit an iceberg and sank on it's maiden voyage to New York.</b></p> <p>Realises that historians use dates to describe events. Use phrases describing intervals of time e.g. before, after, at the same time etc. (Y2 ARE)</p>	<p><b>Understands that Florence Nightingale and Mary Seacole were real people who lived during the Victorian Era.</b></p> <p><b>Can talk about key events of Florence Nightingale's and Mary Seacole's lives and understand why they acted as they did.</b></p>
<b>Characteristic features of people, events and periods</b>	<p>Talk about their own lives, their family and the people around them.</p> <p>Can discuss a familiar event like a family birthday or special occasion.</p>		<p>Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant</p>	<p><b>Children will understand that communication (in terms of transport/spreading information and ideas) and how people lived changed hugely</b></p>	<p><b>Understands that under the rule of King James I Catholics were unfairly treated. All the Plotters were Catholic.</b></p>		<p>Recognises and describes, in simple terms, some characteristic features of a person or period studied.</p> <p>Increasingly uses</p>

			features not seen today. (Y1 ARE)	between the three Queen's reigns.			period specific language in explanations. (Y2 ARE)
<b>Continuity and Change</b>	<p>Everybody was a baby once. We change as we grow.</p> <p>Places that we know might not always stay the same .e.g. looking a specific buildings in Petersfield like the library, post office.</p> <p>Children can explain how life was different for them as a toddler.</p> <p>Children can see how life must have been different in the past because the nursery rhymes show kettles without plugs etc.</p>	<p>Children will understand that toys have changed over even a relatively short period, mainly in terms of materials used to make them/ technology for powering/driving them.</p> <p>Can match old objects to people or situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary. (Y1 ARE)</p>		<p>Can talk about similarities and differences not just between then and now but between then and another then. (Y2 ARE)</p>			<p>Knowledge of how Florence changed Scutari Hospital during the Crimean War.</p>
<b>Cause and consequence</b>	<p>Can explain what one character in a simple story took the action he or she did. This may be a nursery rhyme, but children should be able to offer a valid reason possibly using the word because.</p> <p>Can explain why they took the action they did.</p>		<p>Can describe in simple terms the causes and/or consequences of an important historical event.</p> <p>Understand the causes of the</p>		<p>Understands that Bonfire Night celebrations are a consequence of the plot's failure.</p> <p>Can describe in simple terms the</p>	<p>There were not enough lifeboats and many people died.</p> <p>The disaster changed many maritime laws.</p>	<p>Can explain why a person in the past acted in the way they did and talk about the consequences of these actions.</p> <p>Understand Nightingale and</p>

			<p>widespread damage, such as building materials, dry hot weather, lack of firefighting tools.</p> <p>Understand some consequences of the fire, when London was re-built many buildings were made of brick or stone such as St. Pauls Cathedral.</p>		<p>causes and/or consequences of an important historical event, offering more than one example of its results. (Y2 ARE)</p>		<p>Seacole they acted as they did.</p> <p>Understands that the actions taken by Florence Nightingale and Mary Seacole saved many lives.</p>
<b>Historical significance</b>		<p>Children will see that their parents'/ grandparents' generations played active games or participated in more other outdoor activities than today.</p> <p>Can recognise and describe special times or events for family or friends. (Y1 ARE)</p>			<p>Guy Fawkes was one of the Plotters.</p> <p>Can recognise and talk about who was important e.g. in a simple historical account. (Y2 ARE)</p>	<p>The sinking of the Titanic is a significant local event with many links to Southampton.</p> <p>There were more than 2000 passengers and crew on board. Many of the crew came from Southampton.</p>	<p>Can explain that Florence Nightingale's discoveries changed the way people thought about nursing as a profession.</p> <p>Understands that events, people and developments are considered significant if they resulted in change. (Y3 ARE)</p>
<b>Historical Interpretation</b>	<p>know that a familiar event, like a birthday, can be represented in different ways, e.g.: a photograph, a video and memories.</p>		<p>Can identify and talk about different accounts of real historical situations.</p>			<p>Can identify and talk about differences in accounts relating to people or events both from the time</p>	

	<p>Children know that a video of a popular story may give a different version of events from the story they have heard, simply by noting differences in how a character is shown. Begin to understand that we have different views of familiar events, e.g.: first day at school. We can not always remember what happened in the past. Can see that there are several versions of a nursery rhyme by comparing pictures.</p>		(Y1 ARE)			(contemporary source) and from the present (interpretive source). (Y2 ARE)	
<b>Historical Enquiry</b>	<p><b>We can find out about the past by looking at things from the past.</b></p> <p>Can find an answer to a question by looking at a simple picture, e.g.: of a nursery rhyme- which of these lights did Wee Willie Winkie carry? Can say whether a picture is of a baby to a toddler and explain why. Can point out familiar images in pictures of themselves and their family. Can describe the main features of an artefact.</p>	<p>Can talk about similarities and differences between two or more historical sources using simple historical terms. (Y1 ARE)</p>	<p>Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc. (Y1 ARE)</p>		<p>Can gather information from simple sources to ask and answer questions about the past. Can explain events and actions rather than just retell the story. (Y2 ARE)</p>		

Red refers to substantive knowledge (What we want the children to know and remember)

Black refers to disciplinary knowledge (Taken from HIAS age related expectations)