



Boyne Hill Infant and Nursery School - Knowledge & Skills Progression Overview

History

National Curriculum Purpose of study: A high-quality history education will help pupils gain knowledge and understanding of Britain’s past and that of the wider world as well as inspire their 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.

Intent: At Boyne Hill, we intend to develop our pupils’ awareness of the past, using common words and phrases relating to the passing of time. They will learn 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 will use a wide vocabulary of everyday historical terms, learn to ask and answer questions and both choose and use parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Early Years Foundation Stage Links the EYFS Framework

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them. 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.

3-4 Years (FS1 Nursery) Development Matters 2021	UW	Begin to make sense of their own life-story and family’s history. Continue to develop positive attitudes about the differences between people.
4-5 Years (FS2 Reception) Development Matters 2021	UW	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past
Early Learning Goal (ELG)	PP	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.

Key Stage 1 National Curriculum Statutory requirements

Within living memory	Beyond living memory	Lives of significant people	Local history
<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality.

FS1			
Within living memory	Beyond living memory	Lives of significant people	Local history
Know about and discuss an event that happened the previous day.	Know that stories can tell you about the past.	Know who is in their family and their place within it.	Know and talk about significant events, from their own experience.
		Know about the lives of people who are familiar to them.	
Substantive (abstract) concepts			
	FS2	Year 1	Year 2
Power (monarchy, government and empire)	Know that in fairytales kings/queens are usually important, powerful people who rule over others.		Know that a monarch in the UK is a king or queen.
			Begin to understand that power is exercised in different ways in different cultures, times and groups, (e.g. monarchy.)
			Know that Britain was organised into kingdoms and these were governed by monarchs.
Achievements and follies of mankind	Recognise some interests and achievements from their own lives and the lives of their families and friends.	Know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.)	Begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel).
		Know some achievements and discoveries of significant individuals (e.g. explorers).	Know the legacy and contribution of some inventions (e.g. flight).
			Be aware of the achievements of significant individuals (e.g. those involved with the history of flight).
Disciplinary concepts			
	FS2	Year 1	Year 2
Knowledge			
Change and continuity	Know that the environment around us changes as time passes.	Know that people change as they grow older.	Know that daily life has changed over time but that there are some similarities to life today.

		Know that throughout someone's lifetime, some things will change and some things will stay the same.	
		Know that everyday objects have changed over time.	
Cause and consequence		Know that everyday objects have changed as new materials have been invented.	Know that changes may come about because of improvements in technology.
Similarities and differences		Know that there are similarities and differences between their lives today and their lives in the past.	Know that there are explanations for similarities and differences between children's lives now and in the past.
		Know some similarities and differences between the past and their own lives.	
		Know that people celebrate special events in different ways.	
		Know that everyday objects have similarities and differences with those used for the same purpose in the past.	
Historical significance	Know the names of people that are significant to their own lives.	Know that some people and events are considered more 'special' or significant than others.	Know that some events are more significant than others.
			Know the impact of a historical event on society.
			Know that 'historically significant' people are those who changed many people's lives.
Sources of evidence	Know that stories and books can tell us about the past.	Know that photographs can tell us about the past.	Know that we can find out about how places have changed by looking at maps.
		Know that we can find out about the past by asking people who were there.	Know that historians use evidence from sources to find out more about the past.
		Know that artefacts can tell us about the past.	
		Know that we remember some (but not all) of the events that we have lived through.	
Historical interpretations	Begin to understand that the past can be represented in photographs and drawings.	Know that the past can be represented in photographs.	Know that the past is represented in different ways.

Skills			
Change and continuity	Be aware of changes that happen throughout the year (e.g. seasons, nature).	Be aware that some things have changed and some have stayed the same in their own lives.	Recognise some things which have changed/stayed the same as the past.
		Describe simple changes and ideas/objects that remain the same.	Identify simple reasons for changes.
		Understand that some things change while other items remain the same and some are new.	
Cause and consequence	Experience cause and effect in play - achieve through continuous provision.	Ask why things happen and begin to explain why, with support.	Ask questions about why people did things, why events happened and what happened as a result.
			Recognise why people did things, why events happened and what happened as a result.
Similarities and differences	Begin to recognise similarities and differences between the past and today.	Begin to look for similarities and differences over time in their own lives.	Identify similarities and difference between ways of life at different times.
	Use photographs and stories to compare the past with the present day.		Find out about people, events and beliefs in society.
			Make comparisons with their own lives.
Historical significance	Recall special people in their own lives.	Recall special events in their own lives.	Discuss who was important in a historical event.
Sources of evidence	Use photographs and stories to compare the past with the present day.	Use artefacts, photographs and visits to museums to answer simple questions about the past.	Use artefacts, photographs and visits to museums to ask and answer questions about the past.
	Use stories and non-fiction books to find out about life in the past.	Find answers to simple questions about the past using sources (e.g. artefacts).	Make simple observations about a source or artefact.
		Sort artefacts from then and now.	Use sources to show an understanding of historical concepts (see above).
			Identify a primary source.
Historical interpretations	Recognise that different members of the class may notice different things in photographs from the past.	Begin to identify different ways to represent the past (e.g. photos, stories).	Recognise different ways in which the past is represented (including eye-witness accounts).
		Develop their own interpretations from historical artefacts.	Compare pictures or photographs of people or events in the past.

			Develop their own interpretations from photographs and written sources.
Historical enquiry			
	FS2	Year 1	Year 2
Posing historical questions	Ask questions about the differences they can see in photographs or images (in stories) that represent the past.	Ask 'how' and 'why' questions based on stories, events and people.	Ask a range of questions about stories, events and people.
		Ask questions about sources of evidence (e.g. artefacts).	Understanding the importance of historically-valid questions.
Gathering, organising and evaluating evidence	Make simple observations about the past from photographs and images.	Use sources of information, such as artefacts, to answer questions.	Understand how we use books and sources to find out about the past.
		Draw out information from sources.	Use a source to answer questions about the past.
		Make simple observations about the past from a source.	Evaluate the usefulness of sources to a historical enquiry.
			Select information from a source to answer a question.
			Identify a primary source.
Interpreting findings, analysing and making connections	Make simple observations about the past from photographs and images.	Interpret evidence by making simple deductions.	Make links and connections across a unit of study.
		Make simple inferences and deductions from sources of evidence.	Select and use sections of sources to illustrate and support answers.
		Describe the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).	
Evaluating and drawing conclusions	Decide whether photographs or images (e.g. from stories) depict the past.	Draw simple conclusions to answer a question.	Make simple conclusions about a question using evidence to support.
Communicating findings	Communicate findings by pointing to images and using simple language to explain their thoughts.	Communicate findings through discussion and timelines with physical objects/pictures.	Communicate answers to questions in a variety of ways including discussion, drama and writing (labelling, simple recount).
		Use vocabulary such as <i>old</i> , <i>new</i> , <i>long time ago</i> .	Use relevant vocabulary in answers.
		Discuss and write about past events or stories in narrative or dramatic forms.	Describe past events and people by drawing or writing.

		Express a personal response to a historical story or event (e.g. saying, writing or drawing what they think it felt like in response to a historical story or event.)	Express a personal response to a historical story or event through discussion, drawing or writing.
		Vocabulary: ask, investigate, explain, question, artefacts, object, sort, group, compare/comparison, interview, photograph, similar/similarity, different/difference, change, same, event, remember, memory, celebration, special.	Vocabulary: sources, primary source, evidence, contrast, historic, historically significant, eye witness account, eye witness.

Chronological awareness

FS1	FS2	Year 1	Year 2
Knowledge			
Know how old they are and that they get older each year.	Know that someone's age is the time since they were born.	Know that a timeline shows the order events in the past happened.	Know that events in history may last different amounts of time.
Know the words today, yesterday, tomorrow, before and after.	Know that they started life as a baby but have since grown and changed.	Know that we start by looking at 'now' on a timeline then look back.	Know a decade is ten years.
	Know that some people are older than others.	Know that 'the past' is events that have already happened.	
	Know that parents are older than children and grandparents are older than parents.	Know that 'the present' is time happening now.	
	Know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year).	Know that within living memory is 100 years.	
		Know that beyond living memory is more than 100 years ago.	
Skills			
	Begin to sequence events when describing them (e.g. daily routines, events in a story).	Sequence three or four events in their own life (e.g. birthday, starting school, starting Year 1).	Sequence up to six photographs, focusing on the intervals between events.
	Recognise that some stories are set a long time ago.	Use common words and phrases for the passing of time (e.g. now, long ago, then, before, after).	Place events on a timeline, building on times studied in Year 1.
	Recognise significant dates for them, (e.g. birthday).	Sequence three or four artefacts/photographs from different periods of time.	Begin to recognise how long each event lasted.

	Begin to use common words and phrases for the passage of time, even if used inaccurately (e.g. yesterday, today, tomorrow, last week, "When I was in nursery...")	Place events on a simple timeline.	Know where people/events studied fit into a chronological framework.
	Recount activities that happened in their past using photos as a prompt.	Record on a timeline, a sequence of historical stories heard orally.	
		Vocabulary: morning, afternoon, evening, order, now, present, past, recent, timeline, lifetime, future, date, before, today, tomorrow, last week/month/year/day, memory, within living memory, beyond living memory, old, new, sequence, modern, after, long ago.	Vocabulary: decade, Anglo-Saxon.

End of Key Stage 1 Expectations:

1. To have an awareness of the past and use common words and phrases relating to the passing of time.
2. To know where the people and events studied fit within a chronological framework.
3. To identify similarities and differences between ways of life in different periods.
4. To use a wide vocabulary of everyday historical terms.
5. To ask and answer questions, choosing and using parts of stories and other sources to show knowledge and understanding of key features of events.
6. To understand some of the ways in which we find out about the past and identify different ways in which it is represented.