



## History Curriculum Progression of Skills and Knowledge



At Westfields Infant School, we want children to develop the knowledge, skills and competencies to access the next stage in their learning. In addition to this, we actively encourage and motivate the children to develop positive attitudes, skills and habits so that they are well equipped for the future.

At Westfields Infant School, we aim to provide a history curriculum that excites and intrigues our children, stimulating their interest and understanding about the life of people who lived in the past and inspiring curiosity about Britain's past and that of the wider world.

Through their learning about aspects of local, British and worldwide history, children will gain an awareness of significant historical events, the importance of people's actions with an understanding of how actions have affected change with the passing of time. Our engaging curriculum equips children with historical skills and knowledge as they will have the opportunity to ask questions, conduct their own research and work collaboratively through the use of trips, visits, handling artefacts and other hands on experiences.

At Westfields Infant School, our history curriculum has been developed based on the [Statutory Framework for the Early Years Foundation Stage](#) where the foundation of historical knowledge and skills are evident in 'Understanding the World' and the [National Curriculum for History](#).

### Early Learning Goals – Understanding the World

#### Past and Present ELG

- 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.

### The National Curriculum for History – Years 1 and 2

The National Curriculum for History aims to ensure that all pupils are taught:

- 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;
- significant historical events, people and places in their own locality.

SKILLS	Progression of Skills		
	Reception	Year 1	Year 2
<b>Chronology</b>	<ul style="list-style-type: none"> <li>• Talk about past and present in their own lives and in the lives of family members.</li> <li>• Use time related language to refer to moments in time (yesterday, today, tomorrow, a long time ago).</li> <li>• Understand that events that have already happened are in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events in their life.</li> <li>• Record a series of events on a chronological timeline e.g. Space unit timeline of who set foot on the moon.</li> <li>• Use time related language to describe a sequence of events (first, then, next, finally).</li> </ul>	<ul style="list-style-type: none"> <li>• Use common words and phrases relating to time (meanwhile, eventually, later than night etc).</li> <li>• Record a series of events on a chronological timeline e.g. classroom timeline display.</li> <li>• Sequence artefacts closer together in time.</li> <li>• Sequence photographs.</li> <li>• Identify similarities and differences between</li> </ul>

	<ul style="list-style-type: none"> <li>• Create a collaborative simple timeline of key events in their living memory.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time e.g. Toy unit sequencing toys old to new.</li> <li>• Match objects to people of different ages e.g. discussion of which toys we play with and which toys grandparents play with.</li> </ul>	<p>time periods.</p> <ul style="list-style-type: none"> <li>• Describe memories of key events in life.</li> </ul>
<b>Characteristic Features</b>	<ul style="list-style-type: none"> <li>• Talk about their own lives, their family and the people around them.</li> <li>• Discuss a familiar event like a family birthday or special occasion.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that buildings, clothing, transport or technology could be different in the past e.g. Great Fire of London unit comparing life then and now.</li> <li>• Shows awareness of significant features not seen today.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe, in simple terms, some characteristic features of a person or period studied e.g. Who Samuel Cody was and what he achieved as well as what life was like during the Titanic era?</li> <li>• Increasingly use period specific language in explanations.</li> </ul>
<b>Continuity and Change</b>	<ul style="list-style-type: none"> <li>• Explain how life was different for them as a toddler.</li> <li>• See how life must have been different in the past when observing artefacts and sources of evidence e.g. photographs.</li> </ul>	<ul style="list-style-type: none"> <li>• Match old objects to people or situations from the past e.g. toys unit, sorting old and new.</li> <li>• Describe how some aspects of life today differ from the past using simple historical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about similarities and differences not just between then and now but between two different time periods.</li> </ul>
<b>Cause and Consequence</b>	<ul style="list-style-type: none"> <li>• Explain what one character in a simple story took the action he or she did.</li> <li>• Explain why the character took the action they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe in simple terms the causes and/or consequences of an important historical event e.g. why buildings are not built out of wood any more due to GFL and not build as close together.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe, in simple terms, the causes and/or consequences of an important historical event, offering more than one example of its results e.g. Samuel Cody and Titanic.</li> <li>• Explain why a person in the past acted in the way they did and talk about the consequences of these actions e.g. Mary Seacole and Florence Nightingale.</li> </ul>
<b>Historical Significance</b>	<ul style="list-style-type: none"> <li>• Recognise and describe special times or events for family or friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe special times or events for family or friends.</li> <li>• Recognise and talk about who was important e.g. in a simple historical account.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that events, people and developments are considered significant if they resulted in change e.g. Florence Nightingale and Mary Seacole.</li> </ul>
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>• Know that a familiar event, like a birthday, can be represented in different ways e.g. a photograph, a video and memories.</li> </ul>	<ul style="list-style-type: none"> <li>• Use stories to encourage children to distinguish between fact and fiction. History topic books from Library, Fiction but based on true events.</li> <li>• Identify and talk about different accounts of real historical situations e.g. Samuel Pepys diary.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare two versions of a past event e.g. Florence Nightingale and Mary Seacole.</li> <li>• Compare pictures or photographs of people or events in the past.</li> <li>• Discuss reliability of photos/accounts/stories e.g. evidence surrounding the Titanic ship.</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>• Observe objects and ask questions.</li> <li>• Answer questions about objects, photographs and special books with the help of an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions about artefacts.</li> <li>• Find answers to simple enquiry questions about the past by exploring sources of evidence e.g. Great Fire of London.</li> <li>• Sort objects between the past and now e.g. Toys unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions about artefacts.</li> <li>• Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> <li>• Sort sources of evidence into primary and secondary sources.</li> <li>• Think critically about sources of evidence and</li> </ul>

			draw conclusions for whether evidence is true or false.
--	--	--	---

KNOWLEDGE	Progression of Knowledge		
	Reception	Year 1	Year 2
<b>Historical Knowledge</b>	<ul style="list-style-type: none"> <li>• Show awareness of what is meant by 'the past' and 'now'.</li> <li>• Know that some people are famous for things they have done in the past.</li> <li>• Know they have their own past experiences and know about past experiences of people close to them.</li> <li>• Know that there are important events that happened in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what is meant by 'the past' and 'now'.</li> <li>• Recognise the difference between past and present in their own and others lives.</li> <li>• Know and recount stories from the past.</li> <li>• Talk about changes within living memory.</li> <li>• Know about the lives of significant individuals e.g. Neil Armstrong, Samuel Pepys.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result.</li> <li>• Identify differences between ways of life at different times.</li> <li>• Talk about significant events beyond living memory e.g. Florence Nightingale, Mary Seacole and the sinking of the Titanic.</li> <li>• Know about the lives of significant individuals e.g. Samuel Cody, Florence Nightingale and Mary Seacole.</li> </ul>