

Nyewood CE Infant School
History Progression in Knowledge and Skills

Curriculum Intent

The **intent** of our curriculum is that it will secure our vision that at Nyewood Church of England Infant School our children are **confident, happy** and **independent learners** who take an active role **together in God's world**.

History Intent

As Historians we will use our curiosity about the past to explore how historic people and events have prompted changes over time and the impact this has had on God's world in the present day.

EYFS			
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
Autumn Term			
Past and Present	<p>Children know... The names of immediate family members.</p> <p>About what happens during recurring events such as their daily routine, festivals and celebrations.</p> <p>Children can... Talk about members of their immediate family</p> <p>Comment on images of familiar situations e.g. Christmas/birthday celebrations, school life,</p>	<p>Children know... The terms similar/same and different.</p> <p>What is meant by 'the past'.</p> <p>Children can... Recall an event that has happened in their living memory.</p> <p>Compare and contrast images of familiar situations in the past e.g. Christmas/birthday celebrations, school life,</p>	<p>Children know... An increasing range of vocabulary linked to the passing of time e.g. today, tomorrow, last night, at the weekend...</p> <p>Simple units of time such as a day, a week, a month, a year.</p> <p>Children can... Sequence events in the correct chronological order e.g. morning routine/visual timetable.</p> <p>Talk about past and future events within their own life, using words such as yesterday, tomorrow, next week.</p>

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Speaking	<p>Children know... Simple vocabulary to describe familiar events.</p> <p>Children can... Talk about their experiences of familiar events.</p>	<p>Children know... Some subject specific vocabulary related to familiar events.</p> <p>How to identify feelings in a range of social situations.</p> <p>Children can... Describe events in some detail using subject specific vocabulary.</p> <p>Express their ideas and feelings about their experiences.</p>	
Key Vocabulary	<p>Past – old, a long time ago, already happened, memory, remember Similar/different Time Words – when, day, week, month, year, yesterday, tomorrow, today, next week, at the weekend, now, next, after...</p>		
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
Spring Term			
Past and Present	<p>Children know... The names of a wider range of people who are familiar to them.</p> <p>Children can... Describe people who are familiar to them.</p>	<p>Children know... What is meant by ‘the past’ and ‘now’.</p> <p>About an increasing range of ‘people who help us’.</p> <p>What their immediate family members do for a job.</p>	<p>Children know... And understand the terms similar/same and different.</p> <p>Children can... Compare the roles of people in society.</p>

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		<p>Children can... ELG: Talk about the lives of the people around them and their roles in society.</p>	
<p>Comprehension</p>	<p>Children know... That we can find out about people and the past from images and texts.</p> <p>Children can... Engage in non-fiction texts.</p>	<p>Children know... What 'non-fiction' means.</p> <p>How to use some simple features of non-fiction texts to gain information.</p> <p>Children can... ELG: Use and understand recently introduced vocabulary during discussions about non-fiction.</p> <p>ELG: Make comments about what they have heard.</p>	
<p>Listening, Attention and Understanding</p>		<p>Children know... How to listen carefully and why listening is important.</p> <p>Children can... Listen to and talk about selected non-fiction.</p> <p>ELG: Listen attentively and respond to what they hear with relevant comments and actions during whole class discussions and small group interactions;</p>	<p>Children know... The vocabulary needed to pose questions e.g. when, where, how, why?</p> <p>Children can... Ask questions to find out more and to check they understand what has been said to them.</p>

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Speaking		<p>Children know... The rules of engaging in class discussions.</p> <p>The meaning of the words 'past', 'now', 'non-fiction'.</p> <p>Children can... ELG: Participate in discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>ELG: Express their ideas about their experiences using full sentences.</p>	<p>Children know... What vocabulary to use to compare and explain.</p> <p>Children can... Use talk to organise thinking and to explain why.</p> <p>Use new vocabulary in different contexts</p>
Key Vocabulary	<p>Past – old, a long time ago, already happened, memory, remember Now – today, present Similar/different Time Words – when, soon, on....</p>		
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
Summer Term			
Past and Present	<p>Children know... What is meant by 'the past'.</p> <p>Children can... Talk about an event that has happened from a story in the past.</p> <p>Compare and contrast images of familiar situations in the past e.g. Christmas/birthday celebrations, school life,</p>	<p>Children know... The difference between the terms 'the past' and 'now'.</p> <p>The meaning of new vocabulary relating to specific texts/events/historical figures.</p> <p>ELG: Some similarities and differences between things in the past and now.</p> <p>Children can...</p>	<p>Children know... What happened in a chosen historical story.</p> <p>Children can... Determine whether an image of a character/setting is from the past or now.</p> <p>Draw on their experiences and what has been read in class to explain why things happened in the past.</p>

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		<p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Describe the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: Draw on their experiences and what has been read in class to describe similarities/differences between things in the past and now.</p>	<p>Order a set of 3 events or historical objects.</p>
<p>Comprehension (Linked to texts about historical figures/events)</p>	<p>Children know... What happens in a story they have listened to.</p> <p>Children can... Sequence pictorially 3 events in a story they have listened to.</p> <p>Talk about events in a story they have listened to.</p>	<p>Children know... The meaning of new vocabulary relating to specific texts/events/historical figures.</p> <p>The plot, setting and characters in a historical story.</p> <p>Children can... ELG: Use and understand recently introduced vocabulary during discussions about stories and during role-play.</p> <p>ELG: Retell stories and narratives using their own words and recently introduced vocabulary.</p> <p>ELG: Anticipate – where appropriate – key events in stories</p>	

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<p>Listening, Attention and Understanding</p>	<p>Children know... How to listen carefully and why listening is important.</p> <p>Children can... Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Children know... How to listen carefully and why listening is important.</p> <p>Children can... ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to.</p>	
<p>Speaking</p>		<p>Children know... How to talk about the past using past tense.</p> <p>How to talk about something happening now using present tense.</p> <p>Children can... ELG: Express their ideas and feelings about their experiences including use of past and present tenses and making use of conjunctions, with modelling and support from their teacher.</p>	
<p>Key Vocabulary</p>	<p>Past – old, a long time ago, already happened, memory, remember Now – today, present Similar/different Tenses</p>		

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Year 1			
Knowledge and Skills Area	Working Towards the Expected Standard	Working At the Expected Standard	Working at Greater Depth within the Expected Standard
Spring Term			
<p>Chronological understanding (Study of an event/person in history)</p>	<p>Children know... About key milestones/events in their lives so far.</p> <p>About the main events leading to a key historical moment.</p> <p>Children can... Talk about events that happened to themselves in the past using words such as yesterday, last week/night, on.....</p> <p>Order a set of 3 events or historical objects.</p>	<p>Children know... A wider range of vocabulary related to the passing of time.</p> <p>Specific dates related to a historical event.</p> <p>Children can... Describe events that happened to themselves and to other people in the past.</p> <p>Use words and phrases such as now, yesterday, last week, when I was younger..., a long time ago...</p> <p>Order a set of 5 events or historical objects.</p>	<p>Children know... About people from the past and how their role led to certain historical events.</p> <p>Dates and times of key points during a historical event.</p> <p>Children can... Describe and order events that happened to themselves and to other people in the past, comparing these using historical language.</p> <p>Use words and phrases such as before I was born..., when my adults were young..., I think this because...</p> <p>Order a set of 5 events or historical objects, giving reasons for your choices.</p>
<p>Knowledge and Interpretation (Study of an event/person in history)</p>	<p>Children know... The key people involved in a historical event.</p> <p>Children can... Recall some facts about people and events before living memory.</p> <p>Talk about how people might have felt at the time.</p>	<p>Children know... About the lives of people involved in an historical event.</p> <p>Why a specific historical event happened.</p> <p>Children can...</p>	<p>Children know... The reasons behind people's actions related to an historical event.</p> <p>How historical events have been documented and what historical artefacts have been preserved.</p> <p>Children can...</p>

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	Explore examples of different artefacts and describe these.	Recall some facts about people and events before living memory and say why people may have acted in the way they did. Describe how people might have felt at various points during a historical event Explore examples of different media and artefacts to find out about the past.	Recall some facts about people and events before living memory and say why people may have acted the way they did, giving reasons for their answers. Look at examples of different media and artefacts to find out about the past and say how these have changed over time.
Historical Enquiry (Study of an event/person in history)	Children know... How to use their senses to explore objects/images. Children can... Look and talk about objects/images from the past.	Children know... How to find out about the past. A range of vocabulary used to ask and answer questions. Children can... Look at and describe a variety of objects from the past and ask questions such as ‘what was is used for?’	Children know... That there are a range of sources that give us information about the past e.g. photos/illustrations/videos, news reports, artefacts and some are more informative than others. Children can... Investigate events using more than one research method e.g. through photos, newspaper reports and asking questions. Pose questions about objects from the past and use research to try to answer these.
Organisation and communication (Study of an event/person in history)	Children know... The names of key people, places and events leading up to a historical moment. Children can... Tell stories about the past using pictures or artefacts. Talk about and draw things from the past.	Children know... The names and roles of key people and places involved in a specific historical event. Why a particular historical event happened. About objects from the past and how these were significant.	Children know... What a timeline is and its purpose. About the key dates/timings of a historical event. Children can... Use a simple timeline to order objects or events chronologically.

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		<p>How information about people and events of the past have been communicated throughout history.</p> <p>Children can... Communicate about historical events using prior knowledge, images and artefacts.</p> <p>Talk, write about and draw things from the past.</p>	<p>Retell events accurately and in chronological order.</p> <p>Choose how they communicate about historical events using key vocabulary.</p>
Key Vocabulary	<p>History, the past, long ago, the olden days, old, years – specific key dates & topic vocab because, what, when, where, how, why photograph, drawing, memories, living memory, artefact,</p>		
Knowledge and Skills Area	Working Towards the Expected Standard	Working At the Expected Standard	Working at Greater Depth within the Expected Standard
	Summer Term		
<p>Chronological understanding</p> <p>(Comparing similar events/objects/ places in the past and present)</p>	<p>Children know... About how similar events/objects can occur both in the past and now.</p> <p>About specific objects/events from the past and now.</p> <p>Children can... Sort 4 images/artefacts into 'past' and 'now' groups.</p>	<p>Children know... What is meant by the terms 'past' and 'present'.</p> <p>How an object/event looked in the past compared to in the present.</p> <p>Children can... Sort a range of images/artefacts into 'past' and 'present' groups and talk about this.</p>	<p>Children know... What is meant by the terms 'past' and 'present'.</p> <p>How long the time period is between a familiar event from the past and a similar event in the present.</p> <p>Children can... Sort a range of images/artefacts into 'past' and 'present' groups and talk about how they know this.</p>

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<p>Knowledge and Interpretation</p> <p>(Comparing similar events/objects/ places in the past and present)</p>	<p>Children know... Some simple differences between familiar objects/events/places from the past and now.</p> <p>Children can... Talk about a familiar object/event/place, using pictures, artefacts and their own experiences.</p>	<p>Children know... Some similarities and differences between familiar objects/events/places in the past and present.</p> <p>Children can... Describe events that have happened both in the past and the present.</p> <p>Compare an object/event/place from the past with a similar object/event/place in the present day.</p> <p>Give a personal response about their feelings towards an object/event/place from the past.</p>	<p>Children know... How familiar objects/events/places have changed over time.</p> <p>Children can... Understand and talk about why objects/events/places have changed over time.</p> <p>Predict what an object/event/place might look like in the future.</p> <p>Give a personal response about their feelings towards an object/event/place from the past in comparison to that of the present.</p>
<p>Historical Enquiry</p> <p>(Comparing similar events/objects/ places in the past and present)</p>	<p>Children know... About what an object/event/place looks like in the present in order to compare it to that of the past.</p> <p>Some simple question words and phrases.</p> <p>Children can... Look closely at images/artefacts from the past and present and ask questions to find out more.</p>	<p>Children know... How we can find out about things from the past and things from the present.</p> <p>Children can... Explore events, look at pictures and ask questions to find out what people are doing and determine whether these are past or present events.</p>	<p>Children know... How we can find out about things from the past and things from the present.</p> <p>Children can... Explore events, look at pictures and ask questions to find out about and compare similarities and differences between the past and present.</p> <p>Read simple given timelines to determine whether these are old or new objects/ places/events.</p>
<p>Organisation and communication</p>	<p>Children know... How to present information/media to communicate their knowledge.</p>	<p>Children know... How to record events in a linear way.</p>	<p>Children know... What a timeline is used for.</p>

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<p>(Comparing similar events/objects in the past and present)</p>	<p>Children can... Sort objects/events/places into 'old' and 'new'.</p> <p>Look closely at objects and talk about similarities and differences</p>	<p>Children can... Sort objects/places/events onto a simple timeline.</p> <p>Talk about, draw or write about similar events/objects/places in the past and present.</p>	<p>How to create a simple timeline.</p> <p>Specific vocabulary in order to communicate detailed information about the past and present.</p> <p>Children can... Create simple timelines to indicate whether these are past or present events.</p> <p>Choose how they compare past and present events/places/objects using key vocabulary.</p>
<p>Key Vocabulary</p>	<p>The past, the present, the future, now, old, new, long ago, modern, year, Similar, different, because, what, when, where, why, how photograph, drawing, memories, living memory, artefact, fact, opinion</p>		

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Year 2			
Skills and Aims	Working Towards the Expected Standard	Working At the Expected Standard	Working at Greater Depth within the Expected Standard
Spring Term			
<p>Chronological understanding</p> <p>(Study of an event/person in history)</p>	<p>Children know... The meaning of the words 'past' and 'present'.</p> <p>A wider range of vocabulary related to the passing of time.</p> <p>Specific dates related to a historical event.</p> <p>Children can... Use words like 'past' and 'present' to tell others about an event.</p> <p>Order a set of 5 events or historical objects, starting to give reasons for their choices.</p>	<p>Children know... And understand the terms 'past', 'present' and 'future'.</p> <p>About people from the past and how their role led to the sequence of certain historical events.</p> <p>Dates and times of key points during a historical event.</p> <p>Children can... Understand and describe when people/places/objects/events occurred and order these, using a method the teacher has given me.</p> <p>Use a timeline to place important events and use historical vocabulary to give reasons for their sequencing.</p>	<p>Children know... The vocabulary for and begin to understand longer periods of time e.g. century, decade, B.C. and A.D.</p> <p>Children can... Create a timeline to sequence events and label with key dates/times.</p> <p>Use evidence to support their reasoning.</p>
<p>Knowledge and Interpretation</p> <p>(Study of an event/person in history)</p>	<p>Children know... The key facts about people and events leading up to a significant moment in history.</p> <p>Specific dates of an event in history.</p> <p>Children can... Recall some facts about people and events of a significant moment in history.</p>	<p>Children know... The key facts about people and events leading up to a significant moment in history, including dates, times and locations.</p> <p>About the backgrounds and perspectives of various significant people.</p> <p>Children can...</p>	<p>Children know... What made the event so significant.</p> <p>What has happened since the significant moment in history.</p> <p>Children can... Explain what impact people's actions during a specific historical event have had on subsequent life.</p>

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	Say why people may have acted in the way they did using their own opinion.	<p>Recount detailed facts about the people and events of a significant moment in history using historical vocabulary.</p> <p>Describe why people in the past may have acted in the way they did using evidence from texts, images and artefacts.</p>	
Historical Enquiry	<p>Children know... How to find out about the past.</p> <p>A range of vocabulary used to ask and answer questions.</p> <p>Children can... Look at examples of different media and artefacts to find out about a specific historic event or person.</p>	<p>Children know... That there are a range of sources that give us information about the past e.g. photos/illustrations/videos, news reports, artefacts and some are more informative than others.</p> <p>Children can... Pose their own questions about significant historic events or people.</p> <p>Use pictures, stories, eyewitness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about a key event/person from the past.</p>	<p>Children know... About closed and open questions and how answers to these can give more/less information.</p> <p>Children can... Word their questions effectively in order to gain as much new information as possible.</p> <p>Select which sources of evidence they use to answer their questions about a specific historic event or person and begin to give reasons for their choices.</p>
Organisation and communication	<p>Children know... The names and roles of key people and places involved in a specific historical event.</p> <p>Why a particular historical event happened.</p> <p>About objects from the past and how these were significant.</p> <p>Children can...</p>	<p>Children know... How information about people and events of the past have been communicated throughout history</p> <p>Children can... Identify different ways in which the past is represented</p>	

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	<p>Communicate about historical events using prior knowledge, images and artefacts.</p> <p>Talk, write about and draw things from the past.</p>	<p>Describe objects, people or events in history using key vocabulary.</p> <p>Use timelines to order events, objects or place significant people.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and ICT.</p>	
Key vocabulary	<p>Specific dates and vocab related to the topic, past, present, future, century B.C./A.D. Research – questions, what, where, when, how, why, who, similar, different, opinion, fact. Historians, investigate, experts, evidence, impact Media - diary, newspaper, website, artefacts, reports, photographs, eye-witness accounts</p>		
Skills and Aims	Working Towards the Expected Standard	Working At the Expected Standard	Working at Greater Depth within the Expected Standard
Summer Term			
<p>Chronological understanding</p> <p>(Comparing similar events/objects/ places in the past and present)</p>	<p>Children know... The meaning of the words 'past' and 'present'.</p> <p>A wider range of vocabulary related to the passing of time.</p> <p>How an object/event looked in the past compared to in the present</p> <p>Children can... Describe events that happened to themselves and to other people in the past, beginning to use some simple time vocabulary.</p>	<p>Children know... The meaning of the words 'past' and 'present'.</p> <p>How long the time period is between a familiar event from the past and a similar event in the present.</p> <p>Children can... Understand and confidently use the words past and present when describing events to others.</p> <p>Explain changes in their own lives over time, using more specific time vocabulary.</p>	<p>Children know... How long the time period is between multiple events from the past and a similar event in the present.</p> <p>Features of different eras depicting the same event.</p> <p>Children can... Compare aspects of life in different periods using reasoning skills e.g. I know this is older because...</p> <p>Compare events using their knowledge and understanding, beginning to</p>

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	<p>Recount changes that have happened in their own lives using phrases such as now, yesterday, last week, when I was younger..., a long time ago...</p> <p>Sort a selection of images/artefacts in a chronological, linear fashion.</p>	<p>Sort a range of past and present images/artefacts onto a timeline and begin to label these with key dates.</p>	<p>articulate their thinking using historical language.</p>
<p>Knowledge and Interpretation</p> <p>(Comparing similar events/objects/ places in the past and present)</p>	<p>Children know... About a range of old and new images and artefacts.</p> <p>Children can... Describe the differences between artefacts from the past and the present.</p>	<p>Children know... About the names and purpose of a range of old and new artefacts.</p> <p>Children can... Describe the similarities and differences between the past and the present using key historical vocabulary.</p> <p>Look at examples of different media and artefacts to find out about the past and say how these have changed over time.</p>	<p>Children know... How long the time period is between multiple events from the past and a similar event in the present.</p> <p>Features of different eras depicting the same event.</p> <p>Children can... Compare different periods of time and say how they are different and similar, using evidence and historical vocabulary to support their ideas explanations.</p> <p>Describe objects and speculate what they could be used for, giving reasons for their answers</p>
<p>Historical Enquiry</p> <p>(Comparing similar events/objects/ places in the past and present)</p>	<p>Children know... How we can find out about things from the past and things from the present.</p> <p>Children can... Look at pictures and ask questions to find out which things are old, which are new and what people are doing.</p>	<p>Children know... How we can find out about things from the past and things from the present.</p> <p>Children can... Pose their own questions about the past and use a wide range of information sources to answer such questions e.g. pictures, stories, eyewitness accounts, photographs, artefacts,</p>	

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	<p>Look at and describe a variety of objects from the past and ask questions such as 'what was it used for?'</p>	<p>historic buildings, museums, galleries, historical sites and the internet.</p>	
<p>Organisation and communication</p> <p>(Comparing similar events/objects/ places in the past and present)</p>	<p>Children know... How to record events in a chronological, linear way.</p> <p>Children can... Sort objects/places/events onto a simple, given timeline using the words 'past' and 'present'.</p> <p>Talk about, draw or write about similar events/objects/places in the past and present.</p>	<p>Children know... What a timeline is used for and how to create a simple timeline.</p> <p>About different genres to present historical information e.g. posters, news reports, fact books, timelines etc.</p> <p>Specific vocabulary in order to communicate detailed information about the past and present.</p> <p>Children can... Create simple timelines to indicate whether these are past or present events/objects/places.</p> <p>Choose how they communicate about similar past and present events/places/objects using key vocabulary.</p>	
<p>Key Vocabulary</p>	<p>Specific dates and vocab related to the topic, past, present, future, decade, century, Research – questions, what, where, when, how, why, who, similar, different, opinion, fact, open, closed Historians, investigate, experts, evidence, Media - diary, newspaper, website, artefacts, reports, photographs, posters</p>		