

Chalfont St Peter Infant School

'Learning Together and Celebrating Success'



Progression of Knowledge and Skills in History

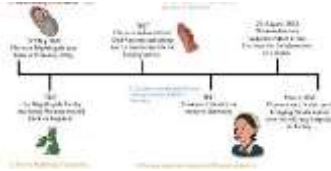
A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift 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.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Implementation of History education in Reception- Understanding the World

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 – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. They learn about similarities and differences between themselves and others, and among families, communities and traditions. 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. Enriching and widening children's vocabulary will support later reading comprehension.

	Year R Explore	Year 1 Discover	Year 2 Create
Chronological Understanding 	When exploring things in the past can use words and phrases like: old, new and a long time ago. Can tell others about things that happened when they were little. Can demonstrate age appropriate knowledge about the past and present events in their own lives and in the lives of family members.	When discovering events and significant people of the past can demonstrate some knowledge of periods of history in relation to their own and that of their parents and grandparents. Can recognise a story or account that is read to them may have happened a long time ago. Can understand that some objects belonged to the past. Can discuss difference and similarities between objects (such as toys) from the past. Can talk about some significant events of the past, such as the Great Fire of London, and	Can demonstrate some understanding of periods of history and can compare aspects of life in these, creating narratives of the past. Can describe how they know an account is from the past. Know familiar stories about significant events from the past e.g. the Gunpowder Plot, first aeroplane flight. Can talk about key features of these events and create timelines which put them in chronological order. Can talk about lives of significant people from the past who have contributed to national and international achievements e.g. Florence Nightingale, Mary Seacole, Christopher Columbus, Neil

		understand its place in chronological order.	Armstrong, LS Lowry and Rosa Parks, putting events in chronological order.
Knowledge and Interpretation 	Through explorations of things that happened before they were born, can talk about some famous people from the past of historic significance. Can talk about similarities and differences between themselves and others, and among families, communities and traditions.	Discover and appreciate how some famous people (from a variety of cultures and areas of life) have helped our lives be better today. Beginning to understand the importance of the monarchy and the changes of the monarchy over periods of time. (<i>Retaining facts of 3 past Queens.</i>) Discover and begin to identify the main differences between old and new objects such as household objects and toys. Can recount episodes from stories about the past and show some understanding of impact on people's lives. (<i>eg Great Fire of London</i>) Can understand some local history of our immediate village and show knowledge of the important landmarks and events. E.g. Chalfont House, Georgian shops; the parish Church and memorial. (See Cultural Capital)	Can create recounts the lives of famous people from Britain who lived in the past giving attention to what they did earlier and what they did later and its impact. Begin to question people's role in the making of history. Show a developing understanding of the Monarchy and their role in changing society. Can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. Can understand events from the past and show a developing understanding of their impact on people's lives. (e.g. Gunpowder Plot) Can understand local history of the area beyond our immediate village e.g. Paralympics (Stoke Mandeville); John Milton (Chalfont St Giles), Capability Brown (Stowe) and Disraeli (Hughenden); Guy Fawkes (London). (See Cultural Capital List)

Historical Enquiry



Explore similarities and differences in relation to places, objects, materials and living things. Can begin to talk about their findings.

Can talk about the historic features of their own immediate environment and how environments might vary from one another.

Can discover old and new things in a picture and ask and answer simple questions about them.

Show a growing interest in the past and how it has affected the present.

Can use a variety of sources to discover about the past - books, artefacts, pictures, photographs, IT,

Can ask and answer questions using a range of artefacts/ photographs provided.

Can independently find out more about an artefact/famous person or event from the past and carry out some research, and create a written or oral narrative.

Can find out how symbols are used to commemorate events.

Understands several ways to find out about the past and can ask thoughtful questions about historical events and people from the past.