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| **Hassocks Infants** | **History Curriculum** |  |  |
| **Skills / Knowledge** | **Reception** | **Year 1** | **Year 2** |
| **Finding Out About the Past (Enquiry)** | * Use termly ‘Big Questions’ to focus our historical understanding. * Share texts about the past encouraging curiosity, questioning and comparison. * Record memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing * Talk about, describe and when relevant, compare artefacts from the past, and present. * Explore and compare changes in their own lives. | * Compare aspects of the present with the past and describe simple similarities and differences, including Grandparent’s day. * Give reasons for and describe changes that have taken place within living memory. * Listen and respond to eye witness accounts of the past (within living memory)-linking past events with current news-e.g. moon landing celebrations | * Use simple sources such as artefacts, photos and books to answer simple questions about the past. * Use key evidence to support judgements and reasoning made about aspects of the past. * Ask and answer questions about an archaeological site. |
| **Finding Out About the Past (Chronology)** | * Talk about own life and those of people I know. * Sequence objects and every day events within experience, in time order e.g. school day * Talk about events in their life e.g. birthdays and the passage of time: growing-babies, toddlers, starting school, moving on. * Reminding and revisiting past learning/events in their school life. Placing pictures of these memories in chronological order. | * Talk about events, places and people beyond living memory. * Use historical items to describe the passage of time *(e.g. modern, recent, long ago, older, etc.) comparing artefacts-toys, technology* * Place objects, people and events beyond own experiences in time order e.g. their whole day, going on holiday etc. * Reminding of and revisiting past learning/events in their school life building on prior learning | * Talk with increasing accuracy and detail about events, places and people beyond living memory. * Use an increasing range of historical terms to describe the passage of time, e.g. modern, recent, long ago, older, etc. * Reminding of and revisiting past learning/events in their school life building on prior learning |
| **Historical Events** | * Talk about events in my family life and the lives of people I know-spoken and written recount of experiences. * Exploring how some parts of our environment have changed over time. * Talk about and share experiences of the past and present modelling and encouraging appropriate tenses. * Reflect on the last year of our lives; events and change. | * Talk about events and the lives of people beyond living memory. * linking past events with current news-eg moon landing celebrations | * Talk about and describe, in simple terms features of key events and people in the past. * Compare similar events from the present and past. * Talk about the impact of events on the lives of the people in time. * Linking past events with current news-eg moon landing celebrations |
| **Lifestyles of People in the Past** | * Talk about and describe my home and the way I live. E.g. day-to-day life, things I do, my house, my family, etc. * Opportunities to role-play lifestyles e.g. in role-play area, through dressing up, appropriate resources | * Talk about similarities and differences between my life and that of others. * Describe similarities and differences between the lives of people. | * Talk about and describe the way people lived, e.g. day-to-day life, things they did, their house, their family, etc. * Describe and give reasons for similarities and differences between the lives of people. * Describe the changes and differences in lifestyle in the past and present. |
| **Significant Historical People** | * Talk about important people in my life and those of people I know. * Introduce people/creatures beyond living memory through stories e.g. knights, dinosaurs, pre-historic animals/people | * Talk about important people beyond living memory using a range of historical vocabulary. | * Talk about and describe events in the life of a well-known historical person. * Describe key events in their life from a range of sources of information. * Talk about the actions of, and events in the life of a well-known historical person. |
| **Key Vocabulary** | **Passing of time:** new, old, now, then, later, before, tomorrow, yesterday, year, first, last.  **Subject specific Vocab:**  History, Historian, timetable, change, past, present  **Further vocabulary:** Significant, achievement | **Passing of time:** Recap reception terms and embed  **Subject specific Vocabulary:**  Living memory, decade, century, and distant past, chronological.  **Further vocabulary:** similarity, difference, enquiry, consequence, event | **Passing of time:** (Previous vocab embedded)  **Subject Specific Vocabulary:**  (Previous vocab embedded)  First / second-hand recount, extinct**.**  **Further vocabulary:** discovery, fossil, Antarctica, endurance, continent |
| **Cultural Capital Events and activities** | * Family afternoon * Visit to the local woods (linked to a historical figure) | * Pirate Day | * Trip to the National History Museum |
| **Cross Curricular Links** | * People and Communities * The Natural World * Communication and Language * Personal, social and emotional development | * Geography (Magnus Volks) | * Geography – continents |
| **Assessment:**  Observational assessments of pupil will capture their individual responses to history and their knowledge and understanding of the world. In Early Years, children’s experiences outside of school will enable teachers to capture their wider knowledge in this subject area. In Key Stage One, pupils work will be collated in their learning journals, demonstrating their progress in this subject. Pupil’s achievements will be celebrated through high quality displays and learning journey walls. Pupils will apply their understanding, knowledge and skills in a range of contexts including drama, class assemblies, assemblies and cross-curricular writing. | | | |