



## Hassocks Infant School

### Skills Progression: History

#### EYFS-People and Communities.

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

#### EYFS-Communication and Language

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

#### National curriculum purpose of study:

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.

#### National curriculum aims:

- 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

#### School intent:

At Hassocks Infant School it is our intent that our history curriculum will enable pupils to gain a developing knowledge and understanding of Britain's past and that of the wider world and inspire pupils' curiosity to know more about the past.

As our pupil's progress, they will become equipped to ask perceptive questions, think critically, develop perspective and judgement. We want pupils to have a developing understanding of 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.

Skill	Reception	Year 1	Year 2
<b>Finding Out About the Past (Enquiry)</b>	<ul style="list-style-type: none"> <li>• Talk about and share experiences of the past and present modelling and encouraging appropriate tenses</li> <li>• Talk about and describe artefacts from the past and present.</li> <li>• Record memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Compare aspects of the present with the past and describe simple similarities and differences, including Grandparent's day.</li> <li>• Give reasons for and describe changes that have taken place within living memory.</li> <li>• Listen and respond to eye witness accounts of the past (within living memory)-linking past events with current news-eg moon landing celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple sources such as artefacts, photos and books to answer simple questions about the past.</li> <li>• Use key evidence to support judgements and reasoning made about aspects of the past.</li> <li>• Ask and answer questions about an archaeological site.</li> </ul>
<b>Finding Out About the Past (Chronology)</b>	<ul style="list-style-type: none"> <li>• Use simple everyday terms to describe the passing of time, e.g. new and old, now and then, etc.</li> <li>• Talk about own life and those of people I know.</li> <li>• Sequence objects and every day events within experience, in time order e.g. school day</li> <li>• Talk about events in their life e.g. birthdays and the passage of time: growing-babies, toddlers, starting school, moving on.</li> <li>• Reminding of and revisiting past learning/events in their school life</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about events, places and people beyond living memory.</li> <li>• Use historical items to describe the passage of time (<i>e.g. modern, recent, long ago, older, etc</i>) <i>comparing artefacts-toys, technology</i></li> <li>• Place objects, people and events beyond own experiences in time order e.g. their whole day, going on holiday etc.</li> <li>• Reminding of and revisiting past learning/events in their school life building on prior learning</li> </ul>	<ul style="list-style-type: none"> <li>• Talk with increasing accuracy and detail about events, places and people beyond living memory.</li> <li>• Use an increasing range of historical terms to describe the passage of time, e.g. modern, recent, long ago, older, etc.</li> <li>• Reminding of and revisiting past learning/events in their school life building on prior learning</li> </ul>
<b>Historical Events</b>	<ul style="list-style-type: none"> <li>• Talk about events in my life and the lives of people I know-spoken and written recount of experiences.</li> <li>• Linking past events with current news-e.g. moon landing celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about events and the lives of people beyond living memory.</li> <li>• linking past events with current news-eg moon landing celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about and describe, in simple terms features of key events and people in the past.</li> <li>• Compare similar events from the present and past.</li> <li>• Talk about the impact of events on the lives of the people in time.</li> <li>• Linking past events with current news-eg moon landing celebrations</li> </ul>
<b>Lifestyles of People in the Past</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about similarities and differences between my life and that of others.</li> <li>• Describe similarities and differences between the lives of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about and describe the way people lived, e.g. day to day life, things they did, their house, their family, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Opportunities to role-play lifestyles e.g. in role-play area, through dressing up, appropriate resources</li> </ul>		<ul style="list-style-type: none"> <li>• Describe and give reasons for similarities and differences between the lives of people.</li> <li>• Describe the changes and differences in lifestyle in the past and present.</li> </ul>
<b>Significant Historical People</b>	<ul style="list-style-type: none"> <li>• Talk about important people in my life and those of people I know.</li> <li>• Introduce people/creatures beyond living memory through stories e.g. knights, dinosaurs, pre-historic animals/people</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about important people beyond living memory using a range of historical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about and describe events in the life of a well-known historical person.</li> <li>• Describe key events in their life from a range of sources of information.</li> <li>• Talk about the actions of, and events in the life of a well-known historical person.</li> </ul>

**Impact:** *(How will we know what pupils have learned?)*

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. Pupils 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.