

WILLIAM LILLEY INFANT AND NURSERY SCHOOL



NATIONAL CURRICULUM

INTENT, IMPLEMENTATION, PROGRESSION AND ASSESSMENT

HISTORY

INTENT

Our children access a history curriculum which inspire pupils' curiosity and fascination about the past in the local area, nationally and internationally. Children acquire an understanding of time, events and people within living memory. Children are inquisitive about the past and are encouraged to raise questions based on their own experiences, findings and curiousness. They are able to answer their curiosities through exploring through first-hand experiences, testimony about the past, educational visits or through comparisons between sources of information.

Skills based curriculum focusing upon; chronological understanding, knowledge and interpretation and historical enquiry	Topics are used as a driver to incorporating history knowledge and skills; with major and minor history driver topics	Children's own history and family history is explored through the comparison of cultures, beliefs and their own immediate heritage through activities such as family box	Community activities, events and celebrations e.g. Hemlock Happening, Remembrance Day	Historical events are recognised and learned through our British values work as we focus on Saint days, remembrance day
Local history is explored through topic work on local landmarks, events and figures.	Theme days and events support in developing an understanding of chronology and support in questioning skills	Historical figures are celebrated through music, art and books including weekly composers and author history	Families engage in historical learning through sharing their own history and joining with themed lunchtime events	Topics which focus upon learning about ourselves and people around us are embedded throughout the curriculum
Drama is utilised as a strategy to evoke emotion and enhance curiosity	A range of sources of information are explored including internet, books and artefacts to explore historical understanding	Homework and Wow sheet speaking and listening activities incorporate historical understanding		

LONG TERM PLAN OVERVIEW – HISTORY

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	All about Me!	All about Me: Homes and Celebrations	The wide, wide world: traditional tales	The wide, wide world: People Who Help Us	Wonderful world: Circle of life	Wonderful world: The summertime
RECEPTION	Me and you	Down our street	Real life superheroes	Traditional tales	Squeak, cluck, roar	Before I was born We're off on a journey...
CYCLE A – YEAR 1/ 2	Location, Location, Location	Surprise, Surprise!	Winter Wonderland!	Furry, feathery friends	Land Ahoy!	Our future
CYCLE B – YEAR 1/2	Medieval magic	Best of British	Active planet	Rumble in the Jungle	Pollution solution!	Inside Out

Main foci Minor foci

SKILLS PROGRESSION AND ASSESSMENT – EYFS

History Curriculum area	Three and Four-Year-Olds	Reception	Three and Four-Year-Olds	Reception	Vocabulary – Understanding of the World
	Knowledge		Skills		
Understanding the world: People and Communities	<ul style="list-style-type: none"> Knows their own life-story and family's history. Knows of significant events in their own experience. Knows of special times or events for family or friends. 	<ul style="list-style-type: none"> Knows that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> Demonstrates curiosity towards others and shows an interest in different ways of living Talks about significant events in their own experience. Describes special times or events for family or friends 	<ul style="list-style-type: none"> Describes different festivals and how people celebrate. <p>UW: People, Culture and Communities ELG</p> <ul style="list-style-type: none"> Knows some similarities and differences between different religious and cultural communities in this country. 	Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new/recent, parent, grand parent, great grandparent, memory, lifetime, calendar, Who?, What?, materials, plastic, remember
Past and Present	<ul style="list-style-type: none"> Knows that they may have siblings that are older than them and that they may be older than a younger sibling. Knows that grandparents and great grandparents were children a very, very long time ago. Knows that certain artefacts and resources are old and have been used before. Knows terms like, yesterday, last week and last year. 	<ul style="list-style-type: none"> Knows that their grandparents are older than their parents and people have roles in their community. Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Knows books can be stories from the past or recent present Knows words and phrases associated with time, e.g. A long time ago... 	<ul style="list-style-type: none"> Describes different family members and how old they may be. Demonstrates an understanding that adults they know were once children a long time ago. Describes items that may be old. Demonstrates an understanding of terms like, yesterday, last week and last year. 	<ul style="list-style-type: none"> Talks about the lives of the people around them and their roles in society. Describes some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Demonstrates an understanding of the past through settings, characters and events encountered in books read in class and storytelling. Uses appropriate language to describe the past. <p>UW: Past and Present ELG</p> <ul style="list-style-type: none"> 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. 	

KNOWLEDGE AND SKILLS PROGRESSION – KS1

		Year 1 Knowledge	Year 2 Knowledge	Year 1 Skills	Year 2 Skills	Y1 and Y2 Vocabulary
History	Chronological Understanding	<p>Know that events or objects in their life can be sequenced on a simple time line.</p> <p>Know that a specific time has key characteristics and to understand what it would have been like to live then.</p>	<p>Know that events and objects can be sequenced in chronological order and give reasons for their order.</p> <p>Know that periods in time have similarities and differences to the present time and to make connections with the past.</p>	<ul style="list-style-type: none"> • Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: old, new and a long time ago? • Can they tell me about things that happened when they were little? • Can they recognise that a story that is read to them may have happened a long time ago? • Do they know that some objects belonged to the past? • Can they retell a familiar story set in the past? • Can they explain how they have changed since they were born? • <i>Can they put up to five objects/events in chronological order (recent history)?</i> • <i>Can they use words and phrases like: very old, when mummy and daddy were little?</i> • <i>Can they use the words before and after correctly?</i> • <i>Can they say why they think a story was set in the past?</i> 	<ul style="list-style-type: none"> • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? • <i>Can they sequence a set of objects in chronological order and give reasons for their order?</i> • <i>Can they sequence events about their own life?</i> • <i>Can they sequence events about the life of a famous person?</i> • <i>Can they try to work out how long ago an event happened?</i> 	<p>Year 1: Old, new, a long time ago, old objects, recent history, before, after, past, now, similar, different</p> <p>Year2: Before, after, past, present, then, now, year, decade, century, ancient modern, timeline, date order, because, important, living memory, remember, chronological order, era/period.</p>
	Knowledge and Understanding	<p>Know that there are differences between the past and the present in their own and other's lives.</p> <p>Know that there are some significant local and national events and individuals beyond living memory.</p>	<p>Know that they can use evidence to recognise why people did things, why events happened and what happened as a result.</p> <p>Know that there are some significant local and international events and people beyond living memory.</p>	<ul style="list-style-type: none"> • Do they appreciate that some famous people have helped our lives be better today? • Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as vinyl records? • <i>Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?</i> • <i>Can they tell us about an important historical event that happened in the past?</i> • <i>Can they explain differences between past and present in their life and that of other children from a different time in history?</i> • <i>Do they know who will succeed the queen and how the succession works?</i> 	<ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament? • <i>Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?</i> • <i>Can they explain why someone in the past acted in the way they did?</i> • <i>Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?</i> • <i>Can they explain what is meant by a democracy and why it is a good thing?</i> 	<p>Year 1: The Gunpowder Plot, parliament, explorers, king, queen, Columbus, wood, plastic, tools, simple machines, toys, homes.</p> <p>Year 2: Nottingham, castle, city, Robin Hood, Guy Fawkes, Catholic, Protestants traitor, treason parliament, democracy.</p>

	Historical Enquiry	Know that artefacts/sources can be matched to people of different ages	Know that a range of sources can be used to ask and answer questions about the past.	<ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • <i>Can they answer questions using an artefact/ photograph provided?</i> • <i>Can they give a plausible explanation about what an object was used for in the past? Can they answer questions using a range of artefacts/ photographs provided?</i> • <i>Can they find out more about a famous person from the past and carry out some research on him or her?</i> 	<ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? • <i>Can they say at least two ways they can find out about the past, for example using books and the internet?</i> • <i>Can they explain why eye-witness accounts may vary?</i> • <i>Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?</i> 	<p>Year 1: William Lilley, Stapleford, Research, old, new, What...? When...? Where...? Why...?</p> <p>Year 2: Historians, experts, evidence, letters, newspapers, websites, detective, opinion, artefact, eye-witness account.</p>
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END OF KS1 ASSESSMENT STATEMENT

CHILDREN WILL EITHER HAVE 'MET' OR 'NOT MET' THE FOLLOWING STANDARD AT THE END OF EACH YEAR.

	Assessment statement
Year 1	Children can use the correct terminology to identify the passing of time. They have an understanding of chronology and can put objects in chronological order. Children can talk about a significant event and/or individuals in the past. They can ask a question about the past and can talk about how things were different in the past to the present, including in their own locality.
Year 2 (End of KS1)	Children use a range of words to describe the past. They can talk about how things were different in the past, including objects and events in more their family history. Children can ask questions about the past and recount interesting facts about a significant event and individuals in the past, including local history. They know and can use different sources of information to find out about the past.