



Progression in History

At Bernards Heath, children will learn about a range of significant individuals and events from diverse cultures and communities. When teaching history, we are responsible for promoting a positive sense of self in every child, specifically considering protected characteristics and the way in which they are represented (e.g. sex, race, disability, religion).

	FS 1	FS 2	Year 1	Year 2
Historical Concepts Same and Difference Continuity and Change Importance and Impact	Knowledge and Understanding of the World end point: Talk about the lives of the people around them and their roles in society		National Curriculum end point: Children have developed their historical understanding of people and events, discussing similarities and differences and the impact of these (including changes within living memory)	
	<ul style="list-style-type: none"> Begin to talk about own history -baby to now – ‘when I was a baby I ...’ Shows an interest in the lives of people who are familiar to them Remembers and talks about significant events in their own experience Recognises and describes special times or events for family and friends. E.g. birthdays, Christmas, Eid. Engage in role-play area with a variety of resources reflecting diversity 	<ul style="list-style-type: none"> Begin to talk about own history - baby to now – same/different Talks about past and present events in their own life and in the lives of family members Develop an awareness of similarities and differences between themselves and others, and among families, communities, cultures and traditions Describe special times or events for family and friends e.g. birthdays, Christmas, Eid Engage in role-play area with a variety of resources reflecting diversity 	<ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods e.g. clothes, food, routines, hobbies Explore the lives of significant individuals who have contributed to national and international achievements, including local history Use stories and sources to show understanding of key features of an event Know information can be retrieved from books, people and computers, including local history Explore artefacts to build understanding and enable discussions to identify different ways in which history can be represented 	<ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods e.g. clothes, food, routines, hobbies Explore the lives of significant individuals who have contributed to national and international achievements, including local history Choose and use sources to show understanding of key features of an event and the impact it had Know information can be retrieved from books, people and computers including local history Explore artefacts to build understanding and enable discussions to identify different ways in which history can be represented
Historical Knowledge	Knowledge and Understanding of the World end point: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class		National Curriculum end point: Children use specific language which supports discussions around their chronological understanding Children know where the people and events they study fit within a chronological framework	

<p>Constructing and sequencing the past</p>	<ul style="list-style-type: none"> • Use everyday language related to time e.g. daily routines at home and school • Sequence a familiar event e.g. getting dressed, bedtime • Talk about the lives of people who are familiar to them 	<ul style="list-style-type: none"> • Use everyday language related to time. e.g. daily routines at home and school • Order and sequence familiar events e.g. getting ready for school • Talk about past and present events in their own lives and in lives of family members and friends 	<ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time e.g. long ago, in the past, modern times • Gain an awareness of where people and events within and beyond living memory fit into a chronological framework • Develop an understanding of significant events, people and places in the locality 	<ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time e.g. long ago, in the past, modern times • Know where people and events within and beyond living memory fit into a chronological framework and can describe this • Understand and describe significant events, people and places in the locality
<p>Historical Enquiry Skills</p> <p>Ask and answer questions</p> <p>Using vocabulary</p> <p>Using sources to explore</p>	<p>Knowledge and Understanding of the World end point:</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>		<p>National Curriculum end point:</p> <p>Children can select information from different sources, discussing their reliability, to answer historical questions</p> <p>Plan questions and produce answers to historical enquiries using appropriate vocabulary</p>	
	<ul style="list-style-type: none"> • Shows an interest in the lives of people who are familiar to them and talks about significant events in their own experience • Begin to develop an awareness of 'how' and 'why' questions e.g. 'Why does a baby need an adult to help them?' • Know that information can be retrieved from books, people, digital devices and the internet • Explore and discuss artefacts 	<ul style="list-style-type: none"> • Talks about past and present events in their own life and in the lives of family members • Answer 'how' 'who', 'when', 'where' and 'why' questions in response to stories or events • Listen and respond to ideas expressed by others in discussions • Know information can be retrieved from books, people, digital devices and the internet • Use the internet with adult supervision to find and retrieve information • Explore artefacts to build understanding and enable discussions • Record using marks they can interpret and explain 	<ul style="list-style-type: none"> • Ask and answer relevant questions relating to the past • Find answers to simple questions about the past from different sources of information • Create simple timelines using objects and pictures • Take part in drama and role play to promote vocabulary e.g. roman home, St Albans Museum • Record by writing simple reports, labelling, recounts, painting, drawing to interpret and explain 	<ul style="list-style-type: none"> • Ask and answer relevant questions relating to the past and can find information from the past using different sources • Create timelines using objects and pictures and describe the order in which events happen • Take part in drama and role play to promote vocabulary e.g. Battle of Hastings re-enactment • Record by writing reports, labelling, recounts, painting, drawing to interpret and explain • Understand some of the different ways in which to find out about the past and identify different ways in which it is represented e.g. computers, photographs, visitors. • Discuss the effectiveness of sources e.g. bias