

# Suffield Park Infant and Nursery School Progression Map for History



Confident, Resilient, Ambitious, Brilliant

| <b>Subject:</b> History <b>Subject Leader:</b> Miss Lindsay Kerry  |   |   |   |
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| <b>Theme:</b> Talking about the Past   |   |   |   |
| Yr Group   | Knowledge   | Skills  | Vocabulary  |
| <b>These 'Talking about the Past' objectives and skills weave throughout the History themes below and will be present throughout teaching.</b> |   |   |   |
| R  | <p><u>Range 5</u></p> <ul style="list-style-type: none"> <li>-Able to use language in recalling past experiences</li> <li>-Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>- Uses talk to explain what is happening and anticipate what might happen next</li> <li>- Questions why things happen and gives explanations. Asks e.g. who, what, when, how (Communication and Language: Speaking)</li> </ul> <p><u>Range 6</u></p> <ul style="list-style-type: none"> <li>- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (Communication and Language: Speaking)</li> </ul> <p><u>ELG</u></p> <ul style="list-style-type: none"> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (Communication and Language: Speaking)</li> </ul> | <p>To understand what we mean by today, what we mean by the past e.g. something which has happened, and what we mean by the future e.g. something that is going to happen. To talk about things which they have done in the correct order, and to know that they are talking about a past event. To understand what a question is, know some questions words e.g. who, what, when, how and know that questions can be answered. To question why things happen. To give brief answers/explanations to questions.</p> <p>To use talk to organise, order and clarify their ideas, feelings and events.</p> <p>With support, use the past, present and future form when talking about events. To talk about their ideas and give explanations. To link ideas e.g. I did this and I did that....I think this because....</p> | <p>Today. Tomorrow. Yesterday. Past. Present. Future. At the weekend. 3 days ago. Last week. Last Month. A long time ago. Event. Order. Question. Who. What. Where. When. How. Answer. Because.</p> |
| 1  | <ul style="list-style-type: none"> <li>- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>- They should ask and answer questions. (Taken from Subject content KS1 from National Curriculum)</li> </ul>  | <p>To use the past, present and future tense. To develop their vocabulary relating to common words and phrases relating to the passing of time and use this when talking about the past. To ask questions related to their learning. To answer questions and explain answers e.g. I think this happened because.....</p>  | <p>Passing of time. More recently. A year ago. Many years ago. Long ago. Long before I was born. Before. After. Then. In the past</p>   |
| 2  | <ul style="list-style-type: none"> <li>- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> </ul>   | <p>To confidently use the past, present and future tense. To continue to develop their vocabulary relating to common words</p>  | <p>Years. Decades. Centuries. Eras. x years</p>   |

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| <p>- They should use a wide vocabulary of everyday historical terms.<br/>- They should ask and answer questions.<br/>(Taken from Subject content KS1 from National Curriculum)</p> | <p>and phrases relating to passing of time and use everyday historical terms. To begin to understand historical concepts such as: continuity and change e.g. how some things stay the same and how some things change, cause and consequence e.g. how things affect other things and similarity and difference. To develop curiosity to want to know more about the past by asking relevant questions. To answer questions and explain answers e.g. The reason I think this is because...</p> | <p>ago. More than x years ago. Nearly x years ago. Continuity. Change. Cause. Consequence. Similarity. Difference. Historical. Explanation. Argument. Reason. Interpretation.</p> |
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**Theme:** Changes in our life time

| Yr Group | Knowledge   | Skills   | Vocabulary   |
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| <p>R</p> | <p><u>Range 5</u><br/>Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends (Understanding the world: People and communities)<br/><u>Range 6</u><br/>Enjoys joining in with family customs and routines. Talks about past and present events in their own life and in the lives of family members<br/>(Understanding the world: People and communities)<br/>Uses language to imagine and recreate roles and experiences in play situations. (Communication and Language: Speaking)<br/><u>ELG</u><br/>Statutory ELG: Past and Present<br/>Children at the expected level of development will:<br/>- Talk about the lives of the people around them and their roles in society;<br/>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;<br/>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>To recall important events in their own lives and to talk about these with others e.g. birthdays, weddings, birth of a sibling/cousin, religious celebration, Christmas, Easter.</p> <p>To show enjoyment at taking part in family customs and routines e.g. things which are special/important to their family.<br/>To use role play as a way of recreating personal experiences and roles.</p> <p>To talk about important events in their own lives and the lives of their family members. To understand that we can save memories of special events e.g. making a book, collecting photographs, recordings, drawing and writing. To talk about what similarities and differences mean and to give examples of these between themselves and others, and between communities and traditions.</p> | <p>Old. New. Important event. Family routines. Special. Communities. Traditions. Similar. Different. Memories.</p> |

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| 1  | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life                  | To understand what we mean by History and the past. To understand what we mean by changes in living memory - for year one changes in their lifetime. To talk about significant events in their life, e.g. moving house, birthdays, starting school, siblings. To put these significant events on a timeline in the correct order. With support, to talk about their timeline using time vocabulary e.g. "My sister was born after me. I started school two years ago." With support, talk about changes on their timeline and compare their timeline to someone else's. To start to talk about how their lives may have been different to their parents/ grandparents. At an age appropriate level, start to have awareness of what is happening in the news e.g. what is happening locally, in the country, worldwide.  | History. Significant. Changes in living memory. Their lifetime. Timeline. Compare. Locally. Country. Worldwide.  |
| 2  | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life                  | To understand what we mean by changes in living memory - for year two extend to changes in their parents/grandparents/great grandparents lifetime. To talk about significant events in their lifetime and lifetime of their families. To put these significant events on a timeline in the correct order, and with support add dates. With increased fluency, talk about their timeline using time vocabulary, identify changes and compare timelines with others. At an age appropriate level, have awareness of what is happening in the news e.g. what is happening locally, in the country, worldwide, and the impact of this.<br><u>Specific topic focus:</u> Using different sources of information (historical enquiry/research) e.g. books, artefacts, photographs, internet, peoples recounts, listening to stories; To find out about how the lifeboats have changed over time, recall facts about this, and make comparisons between now and in the past. To find out about how hospitals have changed and how the role/skills of doctors/nurses have changed, including use of medicines/immunisations, recall facts about this, and make comparisons between now and in the past. | Dates. Sources of information. Research. Parents. Grandparents. Great Grandparents. Recount. Artefact. Impact<br><br>There will also be specific vocabulary relating to the topic focuses. |
| <b>Theme:</b> Historical Events beyond living memory |   |  |  |
| <b>Yr Group</b>                                      | <b>Knowledge</b>  | <b>Skills</b>  | <b>Vocabulary</b>  |
| R  | <u>Range 5</u><br>Listens to stories with increasing attention and recall.<br>(Communication and Language: Listening and attention) | To listen to stories and recall parts of them e.g. stories/recounts relating to historical events such as. Remembrance Day, Bonfire Night, Christmas story. To understand that these events  | Remembrance Day.<br>Bonfire Night. Celebrate.<br>Patterns.   |

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|   | <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (Understanding the world: The world)</p> <p>Developing an understanding of growth, decay and changes over time. (Understanding the world: The world)</p> <p><u>Range 6</u></p> <p>Looks closely at similarities, differences, patterns and change. (Understanding the world: The world)</p> <p><u>ELG</u></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> | <p>happened a long time ago but they are still celebrated/remembered today. To make comments and ask questions about things which are familiar to them. To develop an understanding that change is something which happens over time e.g. life cycles, seasons. To talk about how things have changed; including transition when moving to KS1.</p> <p>To look closely for similarities, differences, patterns and change in their lives, other people's lives, and in the past, making links where appropriate.</p>   |  |
| 1 | <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>  | <p>To understand what we mean by events beyond living memory that are significant nationally or globally.</p> <p><u>Specific topic focus:</u> Using different sources of information (historical enquiry/research) e.g. books, artefacts, photographs, internet, peoples recounts, listening to stories; To find out about Victorian Christmas/Toys/introduction of the Christmas tree, recall facts about these and make comparisons between now and in the past. To find out about the first aeroplane flight/moon landing, recall facts about these, make comparisons between now and in the past, and the significance of the events and importance in History. To understand that these are remembered/commemorated events, e.g. 50 years since we landed on the moon, or have become traditions e.g. Christmas tree. To understand where these events fit into a chronological timeline e.g. the moon landing happened about 60 years after the first aeroplane flight. To take part in national commemorative days and to recall some facts e.g. Remembrance Day.</p> | <p>Events beyond living memory. Nationally. Globally. Commemorated. Chronological timeline. Historical enquiry and research. Historian.</p> <p>There will also be specific vocabulary relating to the topic focuses.</p> |
| 2 | <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>  | <p>To suggest ways we can find out about the past. Begin to understand that there might be different versions of an event/different viewpoints.</p> <p><u>Specific topic focus:</u> Using different sources of information (historical enquiry/research) e.g. books, artefacts, photographs, internet, peoples recounts, listening to stories; To find out</p>   | <p>Different version. Different viewpoint. Point of view. Key features.</p>  |

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|   |  | about the Great Fire of London/Gunpowder Plot, recall facts about these, make comparisons and understand the significance of the events. To show that they understand key features of the above events by using parts of stories and other sources. To understand that we celebrate Bonfire Night because of what happened many years ago. To understand where these events fit into a chronological timeline e.g. the Gunpowder Plot happened hundreds of years before the moon landing. To take part in national commemorative days and know why that day is special e.g. Remembrance Day. | There will also be specific vocabulary relating to the topic focuses. |
| <b>Theme:</b> Learning about significant people |  |  |   |
| <b>Yr Group</b>                                 | <b>Knowledge</b>   | <b>Skills</b>  | <b>Vocabulary</b>   |
| R   | <p><u>Range 5</u><br/>Shows interest in the lives of people who are familiar to them. (Understanding the world: People and communities)<br/>Shows interest in different occupations and ways of life. (Understanding the world: People and communities)<br/>Recognises and describes special times or events for family or friends. (Understanding the world: People and communities)<br/>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (Understanding the world: People and communities)</p> <p><u>Range 6</u><br/>Talks about past and present events in their own life and in the lives of family members. (Understanding the world: People and communities)</p> <p><u>ELG</u><br/>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | To show an interest in the lives of people who are familiar to them by talking about them, sharing information and drawing etc. To show an interest in different occupations/jobs and ways of life by talking, asking questions, through role play, drawing, looking at books etc. To talk about special times or event for family or friends. To talk about things which make them special/unique. To talk about similarities and differences between themselves, friends and family.   | Job. Occupation. Special. Unique. Compare                             |
| 1   | The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry,  | To begin to understand how some people's lives have influenced the country and sometimes the wider world.<br><u>Specific topic focus:</u> Using different sources of information (historical enquiry/research) e.g. books, artefacts, photographs, internet, peoples recounts, listening to stories; To learn about Queen Victoria, recall facts, make comparisons to today's  | Influenced. Monarch. Different periods of time. Royal Family.         |

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|   | Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]   | Monarch and understand the significance of this person. To learn about Wilbur and Orville Wright, recall facts, and understand their significance. To learn about Neil Armstrong and Christopher Columbus, recall facts, make comparisons between them and understand their significance.   | There will also be specific vocabulary relating to the topic focuses.   |
| 2 | <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Significant historical events, people and places in their own locality.</p> | <p>To develop an understanding how some people's lives have influenced the country and sometimes the wider world.</p> <p><u>Specific topic focus:</u> Using different sources of information (historical enquiry/research) e.g. books, artefacts, photographs, internet, peoples recounts, listening to stories; To learn about Samuel Pepys/Guy Fawkes, recall facts, make comparisons between their lives and ours today and understand their significance. To learn about Mary Seacole and Florence Nightingale, recall facts, make comparisons between these two people and understand their significance. To explain how their local area was different in the past. To research the life of someone who used to live in their area using different sources (Henry Blogg). To recall facts about them and understand their importance. To start to make connections between local, regional, national and international history.</p> | <p>Local area. Connections. Local, regional, national and international history.</p> <p>There will also be specific vocabulary relating to the topic focuses.</p> |