

Progression of Skills in History Saltersgate Infant School

Curriculum Intent

At Saltersgate Infant School, we believe that history is crucial to develop the children's interest in the world and for them to understand the importance of the present and the past. We recognise that through our curriculum design, pupils will begin to develop their disciplinary knowledge of how historians investigate the past via the acquisition of deep and secure substantive components and knowledge. Our intent is to develop disciplinary knowledge through historical enquiry to enable our children to know, understand, question and analyse the past, and how our lives have changed. We embrace an inquiry-based curriculum where learning is enhanced through first-hand experiences. We teach our children about significant people, places and events to enhance their understanding and to develop a knowledge of chronology. We encourage our children to use appropriate terms and vocabulary to express their views carefully, and develop their research skills which deepens their thinking through skilfully planned Hinterland information.

Curriculum Implementation

In order for children to know more and remember more in each area of history studied, our pupils revisit important concepts to further develop their comprehension of the past. There is a structure to each lesson sequence whereby prior learning is always considered and opportunities for the revision of core knowledge and historical understanding are built into lessons and classroom provision. All staff understand that this revision is part of good practice and ultimately helps build a depth to children's historical understanding and future learning. Through revisiting and consolidating component skills and knowledge, our lessons and resources provide our children with opportunities to build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson and is then reinforced in display materials and additional resources to ensure that children are provided with opportunities to repeat and revise this knowledge through meaningful examples. Using research from Rosenshine's Principles of Instruction, we understand cognitive development, and use the structure of reviewing prior learning in readiness to build upon it during subsequent lessons. Provision both inside and outside each classroom helps our children review, retrieve and consolidate their learning through revisiting topics in their independent activities and play; all contributing to the composite knowledge of historical understanding.

Throughout school we use Knowledge Organisers to focus on the core knowledge we would like our children to learn for each topic, summarising key facts and essential knowledge for each unit of work. Previous learning within an earlier unit of work is also included to demonstrate the next sequential skills and progression within each subject. Knowledge Organisers are used to support both parents and children alike to understand what we are teaching, what previous knowledge this builds upon, and the learning outcomes for the end of each unit of work.

<p>Statements from New 2020 EYFS Framework</p> <p><u>Understanding the World</u> Past and Present</p>	<p>3 to 4 year olds will be learning to:</p> <ul style="list-style-type: none"> - Show an interest in different occupations. -Begin to make sense of their own life story and family history. <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> -Talk about members of their immediate family and their community. -Name and describe that people are familiar to them. -Comment on images of familiar situations in the past. -Compare and contrast characters from stories including figures from the past. <p>ELG:</p> <ul style="list-style-type: none"> -Talk about the lives of 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.
<p>KS1 Statement from National Curriculum History</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> -Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. -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]. -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]. -Significant historical events, people and places in their own locality.

Historical Interpretation

At Saltersgate Infants our children will:

Describe events, situations and changes, within their own personal experience.

Describe and compare events, situations and changes, within the experience of the child, their family and their friends.
Use images and stories of familiar situations from the past to talk about then and now, identifying some similarities and differences.

Use stories to distinguish between fact and fiction and to help remember key Historical facts.
Talk about simple ways in which the past is evidenced and represented e.g. paintings, photos, artefacts, stories, recounts.
Compare adults talking about their past – How reliable are their memories?
Begin to identify and recount some details from the past using sources such as pictures and stories
Describe historical events, situations and changes.

Compare 2 versions of a past event.
Compare pictures or photographs of people or events in the past.
Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.
Look at books, pictures, eye-witness accounts, artefacts, buildings, visits ICT to understand why some people did things in the past.
Identify and describe historical events, situations and changes.

Historical Investigation/ Enquiry

At Saltersgate Infants our children will:

Be introduced to the idea that written texts have an author and were written at a particular time, using Adult led Sourcing as an essential skill for critical analysis and historical investigation.

Understand the past through settings, characters and events encountered in books read in class and storytelling.
Begin to ask the questions: WHO? WHEN? WHERE? WHY?

Find answers to simple questions about the past using a wide range of sources of information such as stories, pictures, artefacts.

Use a source to ask why, what, who, how, and where questions and find answers to sequence a collection of artefacts or events.
Analyse a wide range of evidence to identify similarities or differences between situations now and in the past beyond their lifetime e.g. comparing photographs of similar subjects from different eras.

Chronological understanding

At Saltersgate Infants our children will:

Use their own personal experiences to focus on chronology.

Use their own and their family's personal experiences to focus on chronology, extending to changes over time.

Use the concept of a timeline to represent a series of events, both in a personal context of self and of their family.
Sequence 3 or more artefacts from distinctly different periods of time.
Match objects to people of different ages.
Place events on a simple timeline.

Sequence photographs from different periods of their life.
Create and understand timelines which show relative relationships between historical events and people.
Sequence artefacts that are closer together in time.
Check accuracy using books/ICT.

Knowledge and Understanding of events, people and changes in the past

At Saltersgate Infants our children will:

Begin to make sense of how they have changed in their lifetime.

Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.

Use a range of sources to find out about the characteristic features of life in the past.
Begin to describe similarities and differences between past and present in own and other people's lives.

Use a range of information to describe significant people, events and changes in history, recognising the differences between ways of life in different periods of time.
Use evidence to explain why people did what they did.
Recount main events from a significant time in history.

Presenting, Organising and Communicating

At Saltersgate Infants our children will:

<p>Show their knowledge and understanding about the past in different ways such as describing some events from their own past, and remembering key parts of a story from the past.</p>	<p>Show their knowledge and understanding about the past in different ways such as describing and ordering some events from their own past and that of their family. Retell a story from the past, remembering some key parts in the correct sequence.</p>	<p>To tell stories about the past, sometimes through role-play. To draw pictures and write sentences to tell about the past. Begin to use timelines to order events.</p>	<p>Communicate their knowledge and understanding of people, events and objects from the past in a variety of ways such as through drama, writing stories and recounts about the past, drawing labelled diagrams and using ICT. Use a timeline effectively to present their knowledge and understanding.</p>
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Key vocabulary

<p>When I was little, old, young, day, month, year, season, time, before, after, yesterday, today, last week, specific days of the week</p>	<p>A long time ago, old, new, celebrate, different, the same, seasons, growth, life cycles, memories, birthdays</p>	<p>Earliest, latest, past, present, future, famous, event, sequence, parliament, government, war, remembrance, similar, different, artefact</p>	<p>Explain, used for, Century, era, modern, monarch, approximately, chronological order, historical source, research, analyse, primary, secondary, first-hand</p>
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Curriculum Impact

The impact and measure of our history curriculum is that our pupils develop both substantive and disciplinary knowledge as they progress through our curriculum. In doing so, pupils' historical knowledge continually develops, as does their ability to analyse enquiry-designed questions, preparing them for the construction of their own arguments and accounts in the future. Assessment research from Dylan Wiliam, demonstrates that short cycles of formative assessment have the biggest impact on student learning, encouraging retrieval and retention of knowledge (including generative, substantive and chronological knowledge), disciplinary skills and composite understanding. Key questioning skills are built into lessons to assess attainment and identify any gaps in learning. Impact is also measured through our learning environments, encouraging historical technical vocabulary and helping to 'create intelligence' continually across school. The impact of our subject progression can be seen via our 'know it' historical facts, documented within each unit of work and in our Knowledge Organisers.