



Our intent: At Pinewood we want our children to develop their historical knowledge as they travel through a selection of significant 'stories of the past' that have been carefully and thoughtfully embedded within our curriculum. Though it can be hard to grasp historical concepts for young children we are passionate that our pupils leave Pinewood understanding a sense of chronology for a selection of themes that are meaningful and interest them. During their time with us we strive to provide pupils with the opportunities to build up and revisit their knowledge by repeating and enhancing themes in different contexts. Our pupils are encouraged to comment and describe how some things were similar and different in the past at specific periods of times to today. Additionally, we want our children to remember important knowledge about a selection of significant individuals and events from the past and understand where they fit in within a chronological framework and the context around them. Through doing so, we aim for our pupils to begin to understand how we can find out about the past through a selection of historical evidence. We want and encourage our pupils to be curious, inquisitive and ask historical questions about the topics and themes taught, whilst also enjoying opportunities for incidental learning.

EYFS DFE Understanding the world Definition: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. **HIGHLIGHTED YELLOW ARE THE ELG'S.**

KS1 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.

At Pinewood we are guided by the National curriculum for History. The National Curriculum for History **aims** to ensure that all pupils:

- 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
- 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
- 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, political, religious and social history; and between short- and long-term timescales

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

At Pinewood Infant School, we have developed our own scheme of work to deliver the Early years foundation stage statutory framework and National Curriculum for Understanding the world and History throughout EYFS and Key Stage 1. The scheme of work has a clear progression of substantive knowledge and vocabulary and links to other curriculum subjects. Progression in **disciplinary** knowledge (historical concepts such as chronology, historical enquiry and organisation and communication) is integrated within the curriculum and developed alongside the **substantive** knowledge which the children learn each year.

Skills

Skills are dependent on specific knowledge. A skill is the capacity to perform or discuss and in order to do this a deep body knowledge needs to be acquired and retained.



Substantive knowledge – The what we need to know

Changes within living memory:

In F1, children are introduced to the past by knowing and discussing an event that has happened 'before' in the theme Magical me. This knowledge will be developed further into F2 as the children learn about how they have changed since they were born and learn about events in the lives of their family members. This is intended to help them begin to understand that not only do they have a past but so do the people around them. In addition, children will learn how household objects have changed in living memory. In year 1, children will learn how toys have changed over time. The theme of toys was picked as it recaps previous learning from F2 (special toys and teddies) and because it is a good introduction to more in depth chronology. It is an aspect of life that the children will have prior knowledge and experience with. It also provides enjoyment and excitement! This is then built upon in year 2 where the children will know how clothes have changed through living memory in our 'Where can a picture take you?' Big question. This has been picked as it links well with our Art exhibition picture (Renoir). Our final theme 'Seaside in the past' focuses on how seaside holidays have changed over time looking particularly at the Edwardian era whilst also looking into the 1950s. This will include how clothes, transport and entertainment have changed. All of these themes link in with previous learning including the toys they take on the beach and the clothes they wear.

Beyond living memory

In F2, children will learn about an event beyond living the past, The Gunpowder plot in the 'Let's celebrate' theme. They will find out what Guy Fawkes did in the past. This event was picked as it is celebrated every year nationally. In year 1 children will learn about The Great Plague of London. They will learn how it started and why. This event was picked as it was a significant event which happened nationally and links well with the geography content in year 1. They will learn where it sits chronologically with The Gunpowder Plot. This follows on in year 2 as they learn about The Great Fire of London. Here they will find out how The Great Plague ended, how it happened and how it ended. In addition, they will find out how changes were made nationally to houses as a result.

Lives of significant people

In F1, children will learn about who is significant in their family and their place within it. In addition, they will learn about the people who are familiar to them. This is built upon in F2 as children will find out about people who are in their community and can describe their role including firefighters. As previously mentioned, they will also learn about Guy Fawkes and how he is an important person from the past. In year 1, children will learn about Scott of the Antarctic. Scott of Antarctic was chosen as his was an inspiring journey which fascinates both children and staff and stimulates awe and wonder. It also recaps previous learning on transport in the past in F2 and links in nicely with the geography equator work in year 2. In year 2, children will learn about the Victorian heroine Grace Darling during the Seaside in the past theme. The children will learn why she is so important and how her life changed dramatically.

Local history

In F1, children will know about significant events that have happened from their own experiences. This is recapped and built upon in F2 as they will use increased vocabulary and discussions. In Year 2 children will learn about how Nottingham has changed in the past focusing on the local tradition of Goose Fair. The children will use Arthur Spooner's painting The Goose Fair as a stimulus. Children will learn how rides and entertainment at Goose Fair have changed over time. This links in well with the previous toys theme in year 1 and the entertainment in the Seaside in the past theme in the summer year 2.

History Knowledge Progression Overview



	Progression of substantive knowledge				
Progression	F1	F2	Year 1 Expected	Year 2 Expected	Year 2 Exceeding
Changes within living memory	know about and discuss an event that happened 'before'	<p>know about and discuss past events in their own life and/or in the lives of family members</p> <p>know how they have changed since they were born</p> <p>know some facts about events or people from the past that they recall from stories they have read/heard</p>	<p>know about changes in living memory</p> <p>know how chronology reveals aspects of change in national life</p> <p>Know difference between past and present in their own and others' lives</p> <p>Know that we celebrate certain events such as Bonfire Night, Remembrance Day because of what happened many years ago</p>	<p>know and describe changes in living memory</p> <p>know how chronology reveals aspects of change in national life</p> <p>Know differences between ways of life at different times</p> <p>Know that we celebrate certain events such as bonfire night, Remembrance Day because of what happened many years ago</p>	
Beyond living memory		<p>know how to compare and comment on images of familiar situations in the past, particularly in the books they have read/heard</p>	<p>know about an event beyond living memory that is significant nationally or globally and where it sits within a chronological framework or events commemorated through festivals or anniversaries)</p>	<p>know about an event beyond living memory that is significant nationally or globally and where it sits within a chronological framework</p> <p>Know why people did things, why events happened and what happened as a result</p> <p>Know differences between ways of life at different times</p> <p>Know some interesting facts from a historical event e.g. GFOL</p>	<p>Know and make comparisons with our life today</p> <p>Know why and identify with reasons for and results of people's actions</p> <p>Know why people may have wanted to do something</p>

History Knowledge Progression Overview



<p>Lives of significant people</p>	<p>know who is in their family and their place within it</p> <p>know about the lives of people who are familiar to them</p>	<p>know the names of people who are familiar to them and can describe their role</p>	<p>know about a significant person from the past and where this would sit within a chronological framework</p> <p>know how the significant person contributed to national and international achievements</p> <p>know what the word 'significant' means and why we remember significant people from the past</p>	<p>Know about the life of a significant person in the past.</p> <p>know how to compare aspects of life in different periods in relation to a significant person from the past and understand where it sits within a chronological framework</p> <p>Know why people did things, why events happened and what happened as a result</p> <p>know what the word 'significant' means and why we remember significant people from the past</p>	<p>Know about everyday lives of people in the time studied</p>
<p>Local history</p>	<p>know and talk about significant events, from their own experience</p>	<p>know and talk about significant events, from their own experience with increased vocab</p>		<p>know about a significant historical event, person and / or place in their own locality</p> <p>Know how the local area was different in the past</p>	
<p>Vocab</p> <p>Words associated with the passing of time</p>	<p>today, yesterday, baby, day, old</p>	<p>today, yesterday, tomorrow then, now, before I was born, a long time ago, old, new, day, month, remember</p>	<p>a long time ago, before I was born, a short time ago, last week, when I was younger, when your parents/ grandparents etc were younger, yesterday, tomorrow past, present, future, then, now, after, before, new, next, old, older, event, living memory</p>	<p>after, before, next, now, past, present, then, yesterday, century, decade, during, when your parents etc were younger, historical, modern, recently, great grandparents, chronological order</p>	<p>lifetime, ancient,</p>
<p>Words associated with types of evidence</p>	<p>picture, story</p>	<p>picture, photograph story, object,</p>	<p>picture, story, object, photograph, timeline, similar, important, camera</p>	<p>artefact, chronological, diary, event, evidence, sequence, source, timeline, similar, important, opinion</p>	<p>account. historian, eyewitness, expert memorial, the older generation</p>
<p>Words associated with themes, events, periods</p>	<p>See knowledge organisers for vocab associated with themes, events, significant people and periods e.g. promenade, Punch and Judy and fire hook.</p>				

History Knowledge Progression Overview



Disciplinary knowledge – How to think like a Historian

In history this is the process of engaging children to use the substantive knowledge they have learnt about history.

Chronology – interwoven with changes within living memory / beyond living memory

F1 – know what they were like when they were a baby through photos

F2 – know similarities and difference between the past and now through photographs/ objects/ recognise the class monthly timeline

Y1 - sequence events in their life/ recognise class monthly timeline/ begin to sequence artefacts/ retell a familiar story from the past

Y2 – sequence a set of events from the past/ continue to sequence artefacts / retell a familiar story from the past/ historical timeline

Interpretations of history

F1 – photographs of myself/ family and familiar people / interested in stories about myself and other people

F2 – recognise familiar characters including people from the past (Robin Hood)/ recognise when a photography represents a familiar situation in the past

Y1 – know that stories with historical content may be fact or fiction / know that adults can tell us facts from the past but it may not be reliable

Y2 – compare 2 versions of the past / compare pictures / know that sources vary in reliability

Historical enquiry

F1 – discuss own experiences

F2 – know answers that answers to questions can be found in photographs

Y1 - know that answers to questions can be found in sources of information/ photos artefacts / know that you can find out about the past from an older person

Y2 – Use sources to answer questions and research the past

Organisation and communication

F2- understand the past through books

Y1 – communicate knowledge through pictures, drama, ICT

Y2 – communicate knowledge through writing, comparisons, discussions

History Knowledge Progression Overview



		Progression of disciplinary knowledge			
Chronology	<p>Know about what they were like when they were a baby</p>	<p>Know about some of the experiences they have had at different points in the school year</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>Know how to sequence events in their life</p> <p>Know how to recognise that some objects belonged to the past and identify main differences of old and new objects</p> <p>Know how to sequence 2/3 artefacts from distinctly different periods of time</p> <p>Know how to use words and phrases like 'old', 'new' and 'a long time ago'</p> <p>Know how to sequence photographs etc. from different periods of their life</p> <p>begin to know how to retell a familiar story/event set in the past</p> <p>know examples of things that are different in own life compared to when grandparents were young</p>	<p>Know how to sequence a set of events in chronological order</p> <p>Know how to Sequence 3/4 or more artefacts from different periods of time, some which are closer together in time</p> <p>Know how to use phrases like 'before', 'after', 'past', 'present', 'then', 'now' in historical learning</p> <p>Retell a familiar story/event set in the past</p>	<p>Know how to place the time studied on a time line</p> <p>Know how to use dates and terms related to the study unit and passing of time</p> <p>Know how to sequence several events or artefact</p> <p>Use mathematical knowledge to work out how long ago events in recent and local history happened</p>
Interpretations of history	<p>I am interested in photographs of myself and familiar people and objects</p> <p>I am curious about people and show interest in stories about myself and my family</p>	<p>Know about similarities and differences between themselves and others.</p> <p>Know about characters from stories, including figures from the past (e.g. Robin Hood/Guy Fawkes).</p> <p>Know when an image represents a familiar situation in the past.</p>	<p>Know that stories with historical content may be fact and may be fiction</p> <p>Know that adults can tell us about their past but that there may not be reliable memories</p>	<p>Know how to compare 2 versions of a past event</p> <p>Know how to compare pictures or photographs of people or events in the past</p> <p>Know that different sources may vary in reliability and discuss reliability of photos/accounts/stories</p>	<p>Know and give reasons for different ways in which the past is represented</p> <p>Know how to compare different sources – compare different versions of the same story</p> <p>Know different ways that a period of time could be represented – museum, cartoons</p>

History Knowledge Progression Overview



<p>Historical enquiry</p>	<p>Know that there are different occupations (Eg: fire fighters/nurse/police officers)</p>	<p>Know that answers to simple questions can be found from photos and pictures and objects –</p>	<p>Know that answers to simple questions about the past can be found from sources of information e.g. artefacts/photos/pictures/letters</p> <p>Know that you can find out about the past by talking to an older person</p>	<p>Know that sources can be used to answer questions about the past on the basis of simple observations</p> <p>Know how to use sources of information e.g. information book, paintings to research the past</p>	<p>Know that historical artefacts can show small details – artefacts, pictures</p> <p>Know how to select and record the right information relevant to the study</p> <p>Know that the library and internet can be used for research can be used for research</p>
<p>Organisation and communication</p>		<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Know how to communicate their knowledge through: drawing, drama, role play, making models, writing, ICT -</p>	<p>Know how to communicate their knowledge through: Discussion, drawing, drama, role play, making models, writing, ICT, comparisons -</p>	<p>Know how to communicate their knowledge through: Discussion, drawing, drama, role play, making models, writing, ICT</p>