# The Sequence of Learning:
# History

At St. Crispin's Infant School, we believe we are laying the foundations for learning and life by providing a curriculum that is purposeful and relevant. It is designed around our belief that each child is unique and can achieve their full potential as lifelong learners. The progressive structure of lessons allows children to explore, embed and develop expertise.

In history, our sequence of lessons are topic linked and investigative. The children are encouraged to look at artefacts and identify history facts and questions through looking at a broad variety of resources. The coverage of recent history enables the children to acquire an understanding of time, events and people in their living memory and their parents' and grandparents'. We cover key events in history nationally and globally. Within our curriculum we learn about lots of significant figures. We use this platform to inspire our children, support them in understanding others lives and respect other cultures and diversity.

| EARLY LEARNING GOAL | YEAR 1 | YEAR 2 |
|---|---|---|
| Understanding the World – Past & Present ELG<br>Talk about the lives of the people around them and their roles in society;<br><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><br>Understand the past through settings, characters and events encountered in books read in class and storytelling | Chronological Awareness:<br><br>To know that a timeline shows the order events in the past happened.<br>To know that we start by looking at 'now' on a timeline then look back.<br>To know that 'the past' is events that have already happened.<br>To know that 'the present' is time happening now.<br>To know that within living memory is 100 years.<br><br>Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).<br>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).<br>Sequencing three or four artefacts/photographs from different periods of time.<br>Matching objects to people from different time periods.<br>Placing events on a simple timeline. | Chronological Awareness:<br><br>To know a decade is ten years.<br>To know that beyond living memory is more than 100 years ago.<br>To know that events in history may last different amounts of time.<br>To know that 'generation' means a group of people that are born in the same period.<br><br>Sequencing six artefacts on a timeline.<br>Sequencing six photographs, focusing on the intervals between events.<br>Placing events on a timeline, building on times studied in Year 1.<br>Beginning to recognise how long each event lasted.<br>Knowing where people/events studied fit into a chronological framework.<br>Understanding generation in a family context. |

# The Sequence of Learning:
# History

| | | |
|---|---|---|
| | Recording on a timeline a sequence of historical stories heard orally.<br><br>**Substantive (abstract) Concepts:**<br><br>To know some inventions that still influence their own lives today (e.g.toys – the invention of the teddy bear, electronic toys etc.)<br>To know some achievements and discoveries of significant individuals (e.g. explorers).<br><br>**Disciplinary Concepts:**<br><br>Beginning to look for similarities and differences over time in their own lives.<br>Describing simple changes and ideas/objects that remain the same.<br>Understanding that some things change while other items remain the same and some are new.<br><br>To know that people change as they grow older.<br>To know that throughout someone's lifetime, some things will change and some things will stay the same. | **Substantive (abstract) Concepts:**<br><br>To know that a monarch is a king, queen, emperor or sultan.<br>To begin to understand that power is exercised in different ways in<br>different culture, times and groups e.g. monarchy.<br>To know that Britain was organised into kingdoms and these were<br>governed by monarchs.<br><br>To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel).<br>To know the legacy and contribution of some inventions (e.g. flight).<br>To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).<br><br>**Disciplinary Concepts:**<br>Identifying similarities and difference between ways of life at different times.<br>Identifying simple reasons for changes.<br>To know that daily life has changed over time but that there are some similarities to life today.<br>Asking questions about why people did things, why events happened and what happened as a result.<br>Recognising why people did things, why events happened and what happened as a result.<br>To know that changes may come about because of improvements in technology. |

# The Sequence of Learning:
# History

| | | |
|---|---|---|
| | To know that everyday objects have changed over time.<br><br>Asking why things happen and beginning to explain why with support.<br>To know that everyday objects have changed as new materials have been invented.<br>Being aware that some things have changed and some have stayed the same in their own lives.<br>To know that there are similarities and differences between their lives today and their lives in the past.<br>To know some similarities and differences between the past and their own lives.<br>To know that people celebrate special events in different ways.<br>To know that everyday objects have similarities and differences with those used for the same purpose in the past.<br>Recalling special events in their own lives.<br>To know that some people and events are considered more 'special' or significant than others.<br>Using artefacts, photographs and visits to museums to answer simple questions about the past.<br>Finding answers to simple questions about the past using sources (e.g. artefacts).<br>Sorting artefacts from then and now.<br>To know that photographs can tell us about the past.<br>To know that we can find out about the past by asking people who were there.<br>To know that artefacts can tell us about the past.<br>To know that we remember some (but not all) of the events that we have lived through.<br>Beginning to identify different ways to represent the past (e.g. photos, stories).<br>Developing their own interpretations from historical artefacts | Knowing some things which have changed / stayed the same as the past.<br>Finding out about people, events and beliefs in society.<br>Making comparisons with their own lives.<br>To know that there are explanations for similarities and differences between children's lives now and in the past.<br>Discussing who was important in a historical event.<br>To know that some events are more significant than others.<br>To know the impact of a historical event on society.<br>To know that 'historically significant' people are those who changed many people's lives<br>Using artefacts, photographs and visits to museums to ask and answer questions about the past.<br>Making simple observations about a source or artefact.<br>Using sources to show an understanding of historical concepts.<br>Identifying a primary source.<br>To know that we can find out about how places have changed by looking at maps.<br>To know that historians use evidence from sources to find out more about the past.<br>Recognising different ways in which the past is represented (including eye-witness accounts).<br>Comparing pictures or photographs of people or events in the past.<br>Developing their own interpretations from photographs and written sources.<br>To know that the past is represented in different ways. |

# The Sequence of Learning:
# History

| | | |
|---|---|---|
| | To know that the past can be represented in photographs<br><br>**Historical Enquiry:**<br>Asking how and why questions based on stories, events and people.<br>Asking questions about sources of evidence (e.g. artefacts).<br>Using sources of information, such as artefacts, to answer questions.<br>Drawing out information from sources.<br>Making simple observations about the past from a source. | **Historical Enquiry:**<br>Asking a range of questions about stories, events and people.<br>Understanding the importance of historically-valid questions.<br>Evaluating how reliable a source is.<br>Understanding how we use books and sources to find out about the past.<br>Using a source to answer questions about the past.<br>Evaluating the usefulness of sources to a historical enquiry.<br>Selecting information from a source to answer a question.<br>Identifying a primary source. |

| **HISTORY KEY VOCABULARY** | |
|---|---|
| **YEAR 1** | **YEAR 2** |
| now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young, old, new, then, same, different, past, present, after, future, museum, historian | chronology, source, local, community, recent, similar, contrast, difference, similarity, artefact, eye-witness, significant, compare, historical, ancient, modern |

| **End of Key Stage One Expectation** |
|---|
| Pupils should be taught about:<br>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life<br>Events beyond living memory that are significant nationally or globally<br>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<br>Significant historical events, people and places in their own local |