




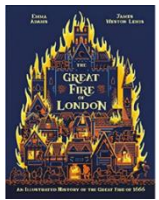
# Witley C of E Infant School


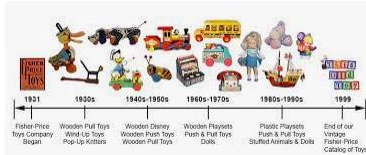
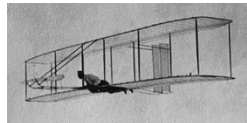



## History Skills, Core Knowledge and Understanding Progression Pathway


Our high-quality history curriculum will help children gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire children's curiosity to know more about the past.

*"Remember your History, your long rich History" Isaiah 46:9*

I know more, I remember more and I can do more at Witley!

no copyright infringement is intended	EYFSPrior Learning As a historian:	Year 1 As a historian:	Year 2 As a historian:
	Key Themes:	<b>My Family History</b> - What was life like when our grandparents were children? <b>The Greatest Explorers</b> - Who were the greatest explorers? <b>Great Inventions</b> – Transport - How did the first flight change the world/Why were the Rainhill trials important?	<b>Bonfire Night and the Great Fire of London</b> Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place? <b>Holidays</b> - How have holidays changed over time? <b>Our Local Heroes</b> -Who are our local heroes?
		Inspiring Historians: David Olusoga – A House through Time	Inspiring Historians: Lucy Worsley
Historical Knowledge – constructing the past	I can talk about the lives of the people around me and their roles in society.	In discussion, I can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways.	I can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London.
	I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.	 By descriptions of the above I can demonstrate some understanding of the characteristic features of the period studied, e.g. technology available.	By descriptions of the above I can demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion. 
		Key Historical Vocabulary	Key Historical Vocabulary
	I can understand the past through settings, characters and events encountered in books read in class and storytelling.	New, old, years ago, modern, characteristic features, after, recent, past, present, similarities and differences	Century, millenium, historical, traditional, significant, earlier, treason, plot, evidence, sources
		Enriching Texts – Book Corner	Enriching Texts – Book Corner
		Grandad's Camper – Harry Woodgate Little People Big Dreams – Amelia Earhart	The Great Fire of London – Emma Adams Guy Fawkes and the Gunpowder Plot – Izzi Howell

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Historical Knowledge – sequencing the past	<p>EYFS Prior Learning As a historian:</p> <p>I can talk about the lives of the people around them and their roles in society.</p> <p>I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.</p>  <p>I understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I can use a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events related to family life in the past in correct order.</p> <p>I am beginning to use a range of common words relating to the passage of time, e.g. related to a discussion of their grandparent’s pupil hood, e.g. now, then, new old, when, before, etc.</p>  <p>I can demonstrate a secure understanding of the words used. I will require little prompting to use these words.</p>	<p>I can sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied, e.g. seaside holidays in the past in the correct order.</p> <p>I can begin to explain why they have placed the items in this sequence.</p> <p>I can use a wider range of terms and phrases, e.g. nowadays, in the past, previously, and depending on the context and opportunities be able to use more complex terms, e.g. last century, decade, and those related to time periods.</p> <p>I can demonstrate secure understanding of the terms used. I can independently use the terms appropriately.</p>		
	Key Historical Vocabulary		Key Historical Vocabulary		
	Timeline, sequence, before, after, past, present		Nowadays, previously, last decade, century		
	Enriching Texts – Book Corner		Enriching Texts – Book Corner		
	Once There Were Giants – Martin Wardell		Seaside Holidays, Then and Now – Clare Hibbert		
no copyright infringement is intended		Year 1 As a historian:		Year 2 As a historian:	
History Concepts: Change and Development/Similarity and Difference	<p>EYFS Prior Learning As a historian:</p> <p>I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.</p> <p>I can understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I can identify independently a range of similarities, differences and changes within a specific time period, e.g. between early and modern trains or aeroplanes.</p>	<p>I can describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics, e.g. between holidays at different times in the past and today.</p> <p>I may begin to demonstrate an understanding of which are the most important differences and why.</p>		
	Key Historical Vocabulary		Key Historical Vocabulary		
	Same, different, identify, change		Time period, similarities, differences, compare		
 		 			

no copyright infringement is intended		EYFS Prior Learning As a historian:	Year 1 As a historian:	Year 2 As a historian:
History Concepts: Cause and Effect		<p>I can talk about the lives of the people around them and their roles in society.</p> <p>I 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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I can identify at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways.</p> <p>Through examples and discussion I can demonstrate an understanding of the term 'significance'.</p> <p>I can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery.</p> <p>I will begin to make connections between significant events or people, e.g. the explorers studied.</p>	<p>I can identify several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot.</p> <p>I will begin to understand that some of the causes and/or effects are of particular importance, e.g. for the Great Fire of London taking place.</p> <p>I can give a broad range of valid reasons why someone or something is significant. Demonstrate a secure understanding of the term significance.</p> <p>I can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant.</p> <p>I can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another.</p>
				
			Key Historical Vocabulary	Key Historical Vocabulary
			Significant, effect of, reasons, connections, explorer	Cause and effect, significance
			Enriching Texts – Book Corner	Enriching Texts – Book Corner
			Hidden Figures: The True Story of Four Black Women and the Space Race - Margot Lee Shetterly & Laura Freeman	The Great Fire of London – Izzi Howell
no copyright infringement is intended		EYFS Prior Learning As a historian:	Year 1 As a historian:	Year 2 As a historian:
Historical enquiry – Planning and carrying out a Historical enquiry		<p>Talk about the lives of the people around them and their roles in society.</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>I can plan a small enquiry by asking relevant questions.</p> <p>I can find relevant information to answer questions using at least one story and another type of source, e.g. 'Which are the most significant explorers?'</p> <p>I can use appropriate historical vocabulary.</p>	<p>I can pose a range of valid questions independently.</p> <p>I can find relevant information from more than one source to confidently answer these questions. e.g. to answer 'Why we should remember a local hero?'</p> <p>I can use a range of appropriate vocabulary in both their questions and answers.</p>
			<p>I can extract some information from more than one type of source to find out about an aspect of the past. e.g. about my grandparent's childhood. These sources could include written, visual, oral sources and artefacts including the environment.</p>	<p>I can select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions, e.g. about a local hero.</p> <p>I can demonstrate an understanding that some sources are more useful than others in providing information to answer a historical question.</p>
Historical enquiry – using sources as evidence		<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		