

Alexandra Park Primary School
History Knowledge, Skills and Progression Grid

History is a valued part of the curriculum at Alexandra Park Primary School as it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the world, helping them to put their own lives and current events in context.

History in EYFS (UW Past and Present)

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.

Nursery & Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4 Year Olds	Super Duper Me	Twinkle, Twinkle, Alex Park	Artic Adventure	Down in the Jungle	In the Garden	Splish, Splash, Splosh!
	<p>Understanding the World Past and Present Chronology <i>Begin to</i> use and understand a now/next board to follow the daily routine...<i>now, next, lunchtime, home time, today</i> <i>Begin to</i> understand that:</p> <ul style="list-style-type: none"> • Their birthdays / key festivals are not celebrated every day • Some days are different from others... / <i>I know that my birthday is not every day / I know how some people celebrate Christmas.</i> <p><i>Begin to</i> predict what might happen next in the day. <i>Begin to</i> show awareness that there is a sequence of events to complete an activity.</p> <ul style="list-style-type: none"> • Understand daytime / night time ...<i>day, night, dark, light...</i> / <i>I know it is light in the day and dark at night / I can use the words day and night.</i> • <i>Begin to</i> recite days of the week ...<i>names of days</i> 		<p>Understanding the World Past and Present Chronology <i>Begin to</i> understand and follow the daily routine with the use of a visual timetable Recite days of the weeks, with support <i>Begin to</i> understand might happen in the morning/ afternoon ...<i>morning, afternoon</i> Continue to show awareness that there is a sequence of events to complete an activity. <i>Begin to</i> understand <i>before, later, next and after.</i> <i>Begin to</i> understand duration e.g. <i>begin to understand that things take a short or long amount of time.</i> <i>Begin to</i> develop an awareness of <i>Winter / Spring.</i></p> <p>Own life story and family history Make sense of their own life story and family history.</p> <ul style="list-style-type: none"> • <i>Continue to</i> develop an awareness of themselves - <i>I know who is in my family ... grandparent, grandma, grandad</i> 		<p>Understanding the World Past and Present Chronology Understand and follow the daily routine with the use of a visual timetable. <i>Begin to</i> understand that different things happen on different days of the week e.g. Friday assembly ... <i>yesterday, tomorrow</i> Understand and begin to predict what might happen in the <i>morning / afternoon.</i> - <i>I know that that I come to school in the morning.</i> - <i>I know that after lunch it is afternoon.</i> Understand that there is a sequence of events to complete an activity e.g. <i>apron on for painting, wash hands before eating snack</i></p> <ul style="list-style-type: none"> • ...use <i>before, later, next and after.</i> - <i>I can follow a simple sequence of events to complete an activity.</i> <p>Understand duration of time e.g. <i>that things take a shorter/ longer amount of time.</i></p>	

- **Begin** to use timers for turn taking.
- **Begin to** develop an awareness of *Autumn*.
- *I know that in autumn, leaves fall from trees.*

Own life story and family history

Begin to make sense of their own life story and family history.

- **Begin to** understand that they were once a baby/ toddler
- *I know that I was once a baby.*
- *I can talk about what I could do as a baby and what I can do now. (with support) baby, new, grow, toddler*
- **Begin to** develop an understanding about who lives in their house ... *live, house*
- **Begin to** develop an awareness about different types of families ...*family, mum, dad, brother, sister*
- **Begin to** imitate everyday actions and events from everyday life, **with support**

Familiar situations from the past

Begin to develop an awareness of a past significant event

- *I can talk about a holiday I have been on.*

Figures / characters, settings and events from the past

Begin to develop an awareness of characters, events and settings from the past (through nursery rhymes e.g. Wee Willie Winkie).

Implementation:

Encourage children to talk about what they see. Plan and introduce new vocabulary. Create books and displays about children's families. Plan in dedicated talk time, listen to what the children say about their family. Share information about our families, give children time to ask questions, share family photographs, share family books. Ask children to bring in baby pictures from home. Compare pictures of the children as babies to now. How have they changed? What can they do now that they could not do as babies? Encourage children to talk about what they see. Use a diverse range of props to encourage children to notice and talk about similarities and differences.

- **Begin to** imitate everyday actions and events from everyday life

Familiar situations from the past

Begin to remember and talk about something that has happened in the past

- *I can talk about the Autumn walk and say what is different on the Spring walk (with support)*

Figures / characters, settings and events from the past

Begin to develop an awareness of characters, events and settings from a long time ago (through nursery rhymes e.g. Jack Be Nimble).

Implementation:

Encourage children to talk about the occupations their parents have, or their grandparents previously had. Share photos of their family at work. Plan and introduce new vocabulary. Opportunities in topic to support children's growing understanding of the past: Use Jungle Animals and their Young Picture Matching Cards as a prompt to support children to use a wide vocabulary when talking about what they see, while matching the cards together and how animals change and grow over time.

Events to share:

Shrove Tuesday - Pancake Day.

Own life story and family history

Make sense of their own life story and family history.

- *I can talk about some people in my extended family (with support) ... aunt, uncle, cousin*

Familiar situations from the past

Develop an awareness of a significant past nursery / school events

- *I can remember and talk about what happened on our school trip.*

Figures / characters, settings and events from the past

Show an awareness of characters, events and settings from a long time ago (through nursery rhymes)

- *I know that dinosaurs lived a long time ago*

Continue to develop an awareness of characters, events and settings from the past (through nursery rhymes e.g. Jack and Jill).

Implementation:

Opportunities in topic to support children's growing understanding of the past: Provide the resources needed to plant seeds and care for growing plants. Also explore the plant life cycle, including decay, by observing an old fruit core over time. Use fairy-tales to discuss the changing role of people over time, e.g. Cinderella. Compare different castles from the past. Look at the similarities and differences between a Disney castle and a real castle.

	<p>Events to share: Black History Month - October Bonfire Night To learn about Guy Fawkes. Remembrance Day - Link to the past.</p>					
Key Vocabulary	<p>Baby, child, adult, names of relations i.e. mum, granddad etc., change, first, then, now, Guy Fawkes, bonfire, King, Remembrance Day, Poppy Day, change, time, a long time ago, now</p>		<p>Job, change, work, retire, change, time, grow, young, old.</p>		<p>Time, change, growth, decay, old, young, past, present</p>	
Reception	All About Me	Light and Dark	Journeys	Explorers	Growth	Under the Sea
	<p>Understanding the World Past and Present Chronology Begin to understand, follow, use and talk about the daily routine using a visual timetable ...<i>morning, afternoon, next, in between.</i></p> <ul style="list-style-type: none"> I can follow and use a visual timetable. I know what comes next. I can recite the days of the week. <p>Begin to be aware of the months of the year.</p> <ul style="list-style-type: none"> I know different things that happen on different days of the week... <i>yesterday, today, tomorrow</i> <p>Begin to understand that their birthday and some key festivals are annual and take place at different times of the year...<i>birthday, celebrate, festival, Christmas, Eid, Hanukah, Diwali, Harvest.</i></p> <p>Begin to understand that there are four seasons across the year ...<i>autumn, winter, spring, summer.</i></p> <ul style="list-style-type: none"> I know that bonfire night takes place in autumn and the nights are longer. <p>Understand, predict and talk about key events to complete an activity, eg. <i>How to prepare to play in water zone and complete a challenge.</i></p> <ul style="list-style-type: none"> I can talk about how to complete a simple activity. <p>Begin to use some sequencing vocabulary... <i>first, last, day, night.</i></p> <p>Begin to talk about duration e.g. <i>quick / short / long</i> story or activity.</p> <p>Begin to understand when things happen... <i>past, present, future.</i></p> <p>Own life story and family history Begin to make sense of their own life-story and family's history.</p> <ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Talk about their immediate family I know my family name / <i>surname.</i> I know who is in my immediate family. 		<p>Understanding the World Past and Present Chronology Continue to use a weekly visual timetable</p> <ul style="list-style-type: none"> I can predict what might happen next within the daily routine with some accuracy and understanding. <p>Continue to use the names of the months.</p> <ul style="list-style-type: none"> I know that there are four seasons across the year. I can use some sequencing vocabulary... <i>before, next, after, early, later.</i> <p>Begin to use comparative language to measure time... <i>shorter, longer, quicker, slower.</i></p> <p>Begin to understand when things happen... (see <i>autumn</i>) e.g. <i>last week, yesterday, today, tomorrow.</i></p> <p>Begin to use words to explain when events have happened / will happen... <i>past, present, future.</i></p> <p>Own life story and family history Continue to talk about past and present events in the context of their home / school life.</p> <ul style="list-style-type: none"> Discuss and share key achievements since starting school. <p>Familiar situations from the past Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <ul style="list-style-type: none"> Know how transport has changed over time. <p>Figures, characters, settings and events from the past Talk about the past settings, characters and events encountered in books, nursery rhymes and storytelling.</p> <ul style="list-style-type: none"> Know that Ernest Shackleton was an explorer. 		<p>Understanding the World Past and Present Chronology Begin to use a monthly calendar. E.g. <i>count how many sleeps / days until ...</i></p> <ul style="list-style-type: none"> I can recite the months of the year. I know that there is a repeated cycle of seasons. I can say the cycle of seasons. I know one fact about each season. I can talk about how trees change through the different seasons. I can use some sequencing vocabulary confidently, linked to stories e.g. <i>The Very Hungry Caterpillar.</i> <p>With support identify the most significant / important events of the reception year.</p> <ul style="list-style-type: none"> Preparation for Year and celebrate key achievements from the past year. Link to the Oscars. <p>Own life story and family history I know that some things were different when my parents / grandparents were children e.g. How have holidays changed over time?</p> <p>Familiar situations from the past Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <ul style="list-style-type: none"> Link to how travel at sea has changed over time. <p>Comment on images of familiar situations in the past.</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society (see <i>Occupations – PC&C</i>). <p>Figures, characters, settings and events from the past Talk about the past through settings, characters and events encountered in books read in class and storytelling.</p>	

Develop an awareness of who is in their extended family... *grandparents, aunts, uncles, cousins.*
 Begin to share key family events and **celebrations**.

- *I can talk about how I have changed since being a baby.*
- *I know that my parents and grandparents were once babies and children.*

Begin to talk about past and present events in their own life and the lives of family members.

- Share family celebrations past and present.

Familiar situations from the past
 Comment on images of familiar situations in the past.
 Begin to know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class ...*same, different, changed, past, history, long ago*
 Linked to family celebrations and events.

Figures, characters, settings and events from the past
 Begin to understand the past through settings, characters and events encountered in books, nursery rhymes and storytelling.

- Polly Put the Kettle On – know why the kettle was put on a fire. Understand that a long time ago people would cook on a fire. Share the story Peepo and make links to the past.
- Significant figure from the past: Tim Peake.
I know that Tim Peake spent time on the ISS.

Implementation:
Children will make links and comment on images of familiar situations in the past e.g. family tree, birthday parties and how they have changed over time. Children will talk about celebrations from the past, comparing and contrasting characters from stories, including figures from the past and comment on images of familiar situations in the past e.g. How did our parents, grandparents, great grandparents and family members celebrate Bonfire Night and Christmas in the past?
To recall some events from the story of Guy Fawkes. To make links about people who have been to space and begin to understand that these events happened before they were born. To know that Neil Armstrong and Buzz Aldrin were the first men on the moon. To know that Tim Peake

Implementation:
Introduce children to different types of transport and talk about how transport has changed over time, share images, and photographs. Listen to a range of stories and put events in chronological order. Children will talk about celebrations from the past, comparing and contrasting characters from stories, including figures from the past and comment on images of familiar situations in the past e.g. Pancake Day.

Events to share:
 Shrove Tuesday - Pancake Day.

- Significant figure from the past: David Attenborough ...*famous, important.*
- *I know who David Attenborough is and why he is important.*

Implementation:
Introduce children to life cycles of caterpillars, frogs, chicks, plants, and humans. Talk about how things change over time - share photographs of the children growing over time. Talk about seaside holidays from the past comparing and contrasting. (Link with parents/carers, grandparents, and great grandparents, family members).

	<p><i>spent time on the international space station.</i></p> <p><i>Events to share:</i> <i>Black History Month.</i> <i>Bonfire Night</i> <i>Remembrance Day</i></p>		
Key Vocabulary	<p>Yesterday, a long time ago, today, present, past, olden days, calendar, week, past, now, old fashioned, year, memory, same, present, change, then, remember, different, <i>Black History Month</i>, <i>Bonfire Night</i>, <i>Remembrance Day</i></p>	<p>Yesterday, a long time ago, today, present, past, olden days, modern, calendar, week, now, old fashioned, year, memory, same, similar, different, present, change, then, remember, Pancake Day</p>	<p>Yesterday, a long time ago, today, present, past, olden days, modern, calendar, week, now, old fashioned, year, memory, same, similar, different, present, change, then, remember</p>
<p>Early Learning Goals By the end of Reception children are expected to:</p>	<p>Understand the World</p> <p>Past and Present</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>Mapping Curriculum Objectives How the early learning goals feed into objectives from the Year 1 National Curriculum.</p>	<p>Year 1 National Curriculum Objective</p> <p>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 some of the ways in which we find out about the past and identify different ways in which it is represented.</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). 		

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| | <ul style="list-style-type: none">• 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, places in their own locality. |
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	Historical Knowledge – Chronology and Concepts		Historical Skills – Enquiry and Interpretation		Historical Communication
	A coherent narrative, knowledge and understanding of Britain’s past and the wider world from the earliest times to the present day, how people’s lives have shaped this nation, how Britain has influenced/ been influenced by the wider world.	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. To understand historical concepts such as reasons and results, continuity & change, similarity, difference and significance and use to make connections, draw contrasts, and analyse trends.	To think critically, weigh evidence, sift arguments, and develop perspective and judgement. To discern how and why contrasting arguments and interpretations of the past have been constructed. To gain historical perspective by placing growing knowledge into different contexts. To understand connections between local, regional, national and international history and between short- and long-term timescales.	To inspire pupils’ curiosity to know more about the past and ask perceptive questions. To frame historically-valid questions. To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.	To use appropriate historical words and phrases and gain a historically grounded understanding of abstract terms using a range of strategies, including: <ul style="list-style-type: none"> • Answering historical questions, both verbally and in writing • Analysis of historical events • Structured debates and use of dilemma-based learning (DBL) • First-person writing in role as a historical figure
Key Stage One Expected by the end Year 2	I know where the people and events I have studied fit on a basic timeline. I can name a few people in the past who have contributed to national and international achievements, and talk about significant events. I can put a few objects/events in chronological order.	I can identify similarities and differences between different times. I can give more than one cause of an event and give a reason why people in the past acted as they did.	I have developed an awareness of the past and can comment on what or how I found things out. I understand the importance of basing my ideas on evidence and raising questions about the past.	I can investigate the past by analysing artefacts and asking some questions. I can choose and use other sources of information to show I know and understand key features of events or people’s lives studied.	
Key Stage Two Expected by the end of Year 4	I understand that the past is divided into differently named periods of time and use some dates to explain local, British and global history. I can place events, people and changes of local, British and global history on a timeline, using appropriate dates and chronological conventions e.g. BCE and AD. I can put artefacts or historical events in chronological order.	I can give a few reasons for and the results of the main events and changes of a time studied. I can make a few connections and contrasts e.g. change, similarity, difference, and significance between and within the periods studied. I am able to reflect on the significance of what I have learnt about the past.	I am beginning to think critically, weigh evidence, sift arguments, and develop some perspective and judgement about historical events. I can describe how the past can be represented or interpreted in a few different ways.	I can answer and sometimes devise historically valid questions, using one or more sources of information.	
Key Stage Two Expected by the end of Year 6	I can demonstrate chronologically secure knowledge and understanding of the local, British and global history I have been taught, using appropriate chronological conventions.	I can demonstrate an understanding of historical concepts including reasons and results, change and continuity, similarity and difference. I can see the relationship between different historical periods I have been taught and talk about their legacy for me and my identity.	I can think critically, weigh evidence, sift arguments, and express perspective and judgement about historical events. I understand that the past can be represented and interpreted in many different ways.	I can answer and devise my own historically valid questions. I can select, organise and evaluate a range of historical sources, making deductions about their reliability.	