

HISTORY

Document 1: Whole School Knowledge Progression

History Intent / Rationale:

We believe our history curriculum will enable pupils to gain a developing knowledge and understanding of historical events and significant people. It will give our children the foundation to understand the impact that history has on the world today. By the end of their Infant school years our children will have been given the opportunity to ask questions, think critically and develop an early understanding of chronology and the passage of time.

Core Principles for the Teaching of History at Robert Miles Infant School:

Pupils at Robert Miles Infant School learn through a History curriculum that will:

- develop their interest in the past and arouse their curiosity to learn more about historical people and events;
- use and apply early enquiry skills and will encourage the asking of questions and the developing of critical thinking skills;
- encourage children to carry out research using a range of primary and secondary sources;
- ensure the accurate use and understanding of historical terms and vocabulary;
- enable them to make links between the past and the present.

Our history curriculum will:

- be carefully planned and structured through schemes of learning that ensure current learning is linked to, and builds on, previous learning;
- be part of a connected curriculum – pupils are encouraged to relate knowledge gained in different topics to make meaningful connections across the curriculum.

EYFS (Reception)		The National Curriculum for History aims to ensure that all pupils:	KS1 (NC subject content):
3 & 4 year olds	<ul style="list-style-type: none"> ▪ Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> ▪ 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. ▪ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind; ▪ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'; ▪ 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 and analyses; ▪ 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 History; ▪ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>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.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>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.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</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.
Reception Development Matters – Understanding the World	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 		
Early Learning Goal Understanding the World – Past and Present	<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. 		

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RMI school-wide threads:

- ❖ **Positive Attitudes for Learning (PAL):** We will develop positive learning behaviours and attitudes, focusing on engagement, motivation and critical thinking.
- ❖ **Equality and Diversity:** We aim to provide an equitable start for our children, where communalities and differences are valued and celebrated. Our pupils will develop cultural awareness through a diverse and inclusive curriculum.
- ❖ **Reading at the heart of everything we do:** We will develop confident readers, instil a love of reading and provide purposeful cross-curricular reading opportunities.
- ❖ **Develop an understanding of how to care for our environment:** We will support children to take an interest and responsibility, as global citizens and custodians of our planet.

Concepts of our History curriculum at RMI:

- ❖ **Impact & Legacy:** We will develop children's understanding of some key events in history and the impact they had on the world we live in today.

We will learn about the lives of some significant individuals and the impact of their actions and/or the legacy they left behind.

Historical Skills	Reception	Year 1	Year 2	Year 3
Chronological Understanding	<ul style="list-style-type: none"> ➤ I can order and sequence familiar events in my own life. ➤ I can talk about some past and present events in my own life. ➤ I can use photos to identify some differences between 'then' and 'now'. 	<ul style="list-style-type: none"> ➤ I can sequence 2-3 events or objects in chronological order. ➤ I know and can use the terminology: old, new, young, days, months, years. ➤ I know and understand words and phrases related to the passing of time, e.g. before/after, then/now, past/present. 	<ul style="list-style-type: none"> ➤ I know and can use words and phrases related to the passing of time, e.g. past, present, future, recently. ➤ I can explain what a timeline is and what chronological order means. ➤ I can use a timeline to recognise the chronological order of key events and people from the past. 	<i>To be added, in liaison with the linked junior school</i>
Knowledge & Understanding of past events, people and changes in the past	<ul style="list-style-type: none"> ➤ I know and can talk about similarities and differences between themselves and others. ➤ I can talk about some past and present events in my own life and in the lives of people in my family. ➤ I know that things change over time and begin to talk about this (e.g. fire vehicles). 	<ul style="list-style-type: none"> ➤ I know and can talk about the difference between past and present in my own life and the lives of others. ➤ I can use stories to talk about things that have happened in the past. ➤ I know that we can use different sources to find out about the past, e.g. stories, computers, artefacts. ➤ I know some of the ways that travel has changed over time. 	<ul style="list-style-type: none"> ➤ I can use information to research things that have happened in the past (e.g. stories, non-fiction texts, artefacts). ➤ I can use information to describe differences between the past and present. ➤ I can recount the main events from a significant event in history. ➤ I recognise and can talk about how the achievements of people from the past have impacted on life now. 	
Historical Interpretation	<ul style="list-style-type: none"> ➤ I can begin to discuss key events in my own life and compare myself and experiences to other people. 	<ul style="list-style-type: none"> ➤ I know that the past can be represented in different ways, e.g. through stories, drawings and photos. ➤ I can begin to make comparisons between the past and present, using artefacts, photos, and books. 	<ul style="list-style-type: none"> ➤ I can make comparisons between the past and present, using artefacts, photos, and online resources. ➤ I know some differences in the ways of life by comparing photographs, pictures and books about people or events in the past. 	
Historical Enquiry	<ul style="list-style-type: none"> ➤ I can answer some how and why questions in response to stories and events. ➤ I can answer some how and why questions in response to stories and events. 	<ul style="list-style-type: none"> ➤ I can identify some differences between artefacts and can sort them into 'then and now'. ➤ I can ask and answer some questions about different sources and objects, e.g. ask 'when' and 'how' questions. 	<ul style="list-style-type: none"> ➤ I can begin to use evidence to and ask and answer questions and explain some reasons why people in the past acted as they did. ➤ I know that we can use different sources to research people and events from the past. ➤ I can ask questions to broaden my understanding. 	

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Historical Knowledge	Reception	Year 1	Year 2	Year 3
Changes within living memory	<ul style="list-style-type: none"> ➤ I know and can talk about some of the ways I have changed since I was born. 	<ul style="list-style-type: none"> ➤ I know how some aspects of life have changed over time from when my parents/grandparents were at school. ➤ I know how to organise some artefacts by age on a timeline. 	<ul style="list-style-type: none"> ➤ I know how to compare and contrast artefacts from the past with those of today, 	<i>To be added, in liaison with the linked junior school</i>
Events beyond living memory	<ul style="list-style-type: none"> ➤ I know why people celebrate / remember Bonfire Night. ➤ I know that someone (Guy Fawkes) tried to blow up important buildings & the King and that this is remembered every year during Bonfire Night. ➤ I know that people wear poppies to remember people who have died at war. 	<ul style="list-style-type: none"> ➤ I know about some events beyond living memory that are significant nationally or globally, including: <ul style="list-style-type: none"> • the Gunpowder Plot; • the significance of Remembrance Sunday; • the moon landing; • the race to the South Pole. 	<ul style="list-style-type: none"> ➤ I know and can talk about some of the ways school-life was different for children around 100 years ago. ➤ I know about the expedition undertaken by Christopher Columbus and can recall some facts. ➤ I know about some other events beyond living memory that are significant nationally or globally, including: <p><i>the Civil Right movement / Apartheid; Suffragette movement; important inventions (first car / waterproof raincoat); Paralympics; human rights and charities in the context of the significant individuals involved (see 'Lives of Significant People').</i></p> 	
Lives of significant people	<ul style="list-style-type: none"> ➤ I know that Julia Donaldson and Eric Carle are famous children's authors, who wrote books such as... (The Gruffalo / Hungry Caterpillar etc). ➤ I can identify some different people in our community and talk about their roles in society. ➤ I know that Florence Nightingale was a nurse a long time ago who helped injured soldiers. 	<ul style="list-style-type: none"> ➤ I know about the lives of significant individuals in the past who have contributed to national and international achievements, including: <ul style="list-style-type: none"> • Guy Fawkes; • Neil Armstrong; • Captain Scott; • David Attenborough and Greta Thunberg. 	<ul style="list-style-type: none"> ➤ I know about the lives of significant individuals in the past who have contributed to national and international achievements, including: <ul style="list-style-type: none"> • Christopher Columbus (impact on travel) • Karl Benz (inventors – DT link); • Charles Macintosh (inventors –Science link); • Rosa Parks (impact on racial equality); • Nelson Mandela (impact on democracy); • Ludwigg Guttman (impact on disability sports); • Emmeline Pankhurst (impact on women's rights); • William Booth (impact on human rights / local history); • Dick-King Smith (Book week/Computing link). <p>Composers of historical significance: Bach, Vivaldi (NB: Music focus)</p> 	

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Historical Knowledge	Reception	Year 1	Year 2	Year 3
Local History	<ul style="list-style-type: none"> ➤ I know and can talk about some of the important people and places in Bingham, e.g. the library. 	<ul style="list-style-type: none"> ➤ I know and can talk about some of the ways that Bingham has changed over time. ➤ I know about the significance of The Buttercross in Bingham market place. ➤ I know who Robert Miles is and why our school is named after him. 	<ul style="list-style-type: none"> ➤ I know about the significance of William Booth and the work of the Salvation Army. ➤ I know and can explain some of the ways that life has changed for the people of Nottingham over time. 	<i>To be added, in liaison with the linked junior school</i>
Historical Vocabulary	<i>Before, after, later, yesterday, today, tomorrow, old, new, used, now, then.</i>	<i>Long ago, in the past, a long time ago, ancient, prehistoric, time line, palaeontologist, research, different, similar, changed, better, worse, discover, explore, experiment, worn, battered, rusty</i>	<i>Contrast, compare, developed, improved, invent/inventive, modern, antique, researcher, historian, historic, historically, archaeologist, archaeological. Enquire, investigate, prove/proof</i>	