



Amberley CE Primary School



St. James' CE Primary School,  
Coldwaltham



## Enabling every child to thrive and succeed

**At Arun Villages Federation, we care for EVERYONE. We embrace challenges and all opportunities to learn, recognising the value of education and persevering even when it feels difficult. We are uncompromising in our aspirations, proud of our – and each other's - achievements and look forward to embracing the experiences the wider world offers.**

**Respect, Kindness, Honesty, Positivity and Teamwork**

## History

History progression document KS1

Cycle A	EYFS	Year 1	Year 2
<p><b>Key Substantive Knowledge</b></p>	<p><b><u>All about me</u></b></p> <p>I know the sequence of the days of the week and the months of the year.</p> <p>I can talk about my family members.</p> <p>I know how old I am.</p> <p>I can talk about my family's Christmas traditions.</p> <p><b><u>Nursery Rhymes and traditional tales.</u></b></p> <p>I can use the words 'then' and 'now' and 'a long time ago.'</p> <p>I can use the words 'past' and 'present.'</p> <p>I know that the past is different to the present.</p> <p>I know that nursery rhymes tell us about the past.</p> <p>I can explain some old words for objects and compare to modern ones e.g. nightgown, candlestick, kettle, well, pail.</p>	<p><b><u>Toys</u></b></p> <p>I know some of the differences between toys from the past and toys today.</p> <p>I can identify old toys and new toys.</p> <p>I can talk about materials toys are made from and know how they are powered.</p> <p>I can use the words 'same' and 'different.'</p> <p>I can talk about how toys change as children get older.</p> <p>I can talk about toys my grandparents may have played with.</p> <p>I can talk about who may have played with a certain toy.</p> <p>I know that Tim Berners-Lee was the inventor of the Internet.</p>	<p><b><u>Washday</u></b></p> <p>I know that tasks like washing have changed over time.</p> <p>I can explain some reasons why washing has changed over time.</p> <p>I can sequence the stages of Washday in the past.</p> <p>I can explain how washing has changed to the present day.</p> <p><b><u>Castles</u></b></p> <p>I know that William the Conqueror landed in Britain in 1066.</p> <p>I know what a Motte and Bailey is.</p> <p>I know that Hillforts came before castles.</p> <p>I know that castles were built on a hill.</p> <p>I can give reasons why castles were built and what they were for.</p> <p>I can name some features of a castle e.g. keep</p>

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	<p>I can spot aspects of the past in a picture.</p> <p>I can talk about the nursery rhymes: Wee Willie Winkie, Polly put the kettle on, Jack and Jill and Queen of Hearts.</p>		<p>I know the castle was part of a community.</p> <p>I know that castles were strong defensive buildings.</p> <p>I know that castles still exist today but have a different function.</p> <p>I know that castles have not been used as castles for hundreds of years.</p> <p>I know that knights wore armour and used a range of weapons.</p>
Vocabulary	Past, present, then, now, nursery rhyme, tradition	Same, different, old, new, material	Mangle, dolly-stick/posser, lather Motte, Bailey, keep, defence, ruin, portcullis, crenellation
Assessment	Discussions with children and collection of pupil voice.	Children choose an object, draw and label it e.g. it is old because it is rusty.	Discussions with children over how washday has changed over time. Castle activity – would you attack this castle?
Local connection	Amberley Village, Family members	Brighton Toy museum	Amberley museum, Amberley Castle, Arundel Castle
Cycle B	EYFS	Year 1	Year 2
Key Substantive Knowledge	<p><b><u>Ticket to ride</u></b></p> <p>I can talk about how transport has changed over time e.g. bicycles, buses.</p> <p>I know that people have invented ways to travel.</p>	<p><b><u>Moon Landing/Wright Brothers</u></b></p> <p>I know that Neil Armstrong was the first person to land on the moon in 1969.</p> <p>I know that the Moon Landing was a significant event in history.</p>	<p><b><u>Great fire of London</u></b></p> <p>I know that the Great Fire of London was in 1666 and lasted for about 5 days.</p> <p>I know that fire started in a baker's shop in Pudding Lane.</p>

History progression document KS1

	<p>I can give reasons why we have transport.</p> <p>I can compare transport from the past to transport to today.</p> <p>I can talk about how different types of transport are powered. I can explain how powering of transport has changed from the past to now.</p> <p>I know that motorcars steadily overtook trains as the most popular way to travel.</p> <p><b><u>Seaside</u></b></p> <p>I know that people have been going on seaside holidays for over 200 years.</p> <p>I know that seaside holidays became popular in the Victorian times.</p> <p>I know that the Victorian times was in the past.</p> <p>I know that trains made it possible for seaside holidays.</p> <p>I can name some changes in seaside holidays now and in the past.</p> <p>I know why people like to go to seaside on holiday.</p>	<p>I know the famous words, 'That's one small step for man, one giant leap for mankind.'</p> <p>I know that American won the race to be first to land on the moon.</p> <p>I know that the Moon Landing changed the world forever.</p> <p>I know that Moon rock samples were collected.</p> <p>I know that nobody has returned to the Moon since 1969.</p> <p>I know that the first powered flight was by the Wright brothers in 1903.</p> <p>I know that the Wright brothers solved a problem of how man could fly.</p> <p>I know the Wright brothers dedicated their whole lives to the endeavour and never gave up.</p> <p>I know their invention changed the world.</p> <p>I know that parts of their first plane were taken to the Moon in 1969.</p>	<p>I can give reasons why the fire spread so quickly e.g. the buildings were too close, materials the buildings were made from, the weather.</p> <p>I can explain ways the fire was attempted to be controlled. I know that the fire changed the appearance of London forever.</p> <p>I know the fire led to improved houses, street layout and a better fire service.</p> <p>I know that Samuel Pepys wrote about the Great fire of London.</p> <p>I know that King Charles II was king at the time.</p> <p>I know that the Duke of York helped to give orders to stop the fire spreading.</p> <p><b><u>Gunpowder Plot</u></b></p> <p>I know why we have Bonfire Night.</p> <p>I can explain the aim of the plot and why we remember it today.</p> <p>I can explain what went wrong with the plot and how we know.</p>
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History progression document KS1

	<p>I know that life was different 100 years ago.</p> <p>I know that this was a time the first photographs were taken.</p> <p>I know that photographs can tell us about the past.</p> <p>I know that people wore different clothes for swimming than we do today.</p>		<p>I know that Guy Fawkes was the leader of the group.</p> <p>I know that Guy Fawkes's real name was Guido Fawkes.</p> <p>I can explain what 'treason' means.</p> <p>I know that James I was King at the time.</p> <p>I know that the plot was in 1605.</p>
Key Vocabulary	<p>Transport, Motorcar, bicycle, penny farthing, power, past, present, then, now.</p> <p>Bathing machine, holiday, penny lick, pier, promenade, Punch and Judy, shore, stroll</p>	<p>Moon, satellite, orbit, astronaut, command module, gravity, lunar, module.</p> <p>Air balloon, glider, Atlantic Ocean, helicopter, inventor, pilot, Jumbo jet, pioneer, solo</p>	<p>Evidence, pitch/tar, thatch, diary.</p> <p>Plot, parliament, Catholic, Protestant, treason.</p>
Assessment	<p>Identify features from a picture that tell them the image is not from today. 'What does this image tell us about seaside holidays 100 years ago?' 'What else happened at the seaside 100 years that is not in the picture?'</p>	<p>Image task – How can we tell that these are pictures of man's First Moon Landing?</p>	<p>Unseen image task – Why did the Great Fire burn down so many buildings? Children to respond to image and question.</p>
Local connection	<p>Amberley Museum, Littlehampton, local train stations</p>	<p>Chichester Planetarium, Sir Patrick Moore, Tangmere Aviation museum</p>	

## History progression document KS1

Disciplinary Knowledge	EYFS	Year 1	Year 2
<b>Cause and consequence</b>	To talk about the lives of the people around them and their roles in society.	To recognise some causes to historical events. To identify consequences to historical events.	To understand that there are reasons why people in the past acted as they did. To identify causes and consequences from the past.
<b>Range of historical knowledge</b>	To understand the past through settings, characters and events encountered in books read in class and storytelling.	To recognise why certain individuals e.g. the Wright Brothers are significant in history (achievements and impact)	To identify why certain people/events are significant in the wider context of history e.g. Guy Fawkes and the Gunpowder Plot, Rosa Parkes etc
<b>Range of sources</b>	Comment on images of familiar situations in the past	To look at simple artefacts and pictures to ask questions about the past.	To look at a source (such as photographs) to find answers to questions about the past. To choose and select evidence (from a selection provided) and say how it can be used to find out about the past.
<b>Historical enquiry</b>	To use stories or accounts to distinguish between fact and fiction. To look at more than two versions of the same event or story in history and identify differences.	To start to compare two versions of a past event. To explain that there are different types of sources that can be used to help represent the past.	To look at more than two versions of the same event or story in history and identify differences.
<b>Change and continuity</b>		To recognise some similarities and differences between the past and the present.	To identify similarities and differences between ways of life in different periods.

### EYFS

In EYFS, historical learning begins in 'Understanding the World' where children begin to make sense of their local surroundings, community and the wider world. By engaging with a broad selection of fiction and non-fiction texts, rhymes and poems children learn and understand concepts such as past and present and talk about similarities and differences between people around them and their role in society. In each of the overarching half termly themes, children explore ideas relating to history and the passing of time. For example:

**All About Me:** children begin to make sense of their own life-story and family history by looking at photos and sharing family stories.

The stories and language frames used in EYFS allow modelling and repetition of phrases that help children understand the concepts of past and present and develop their vocabulary. By manipulating (playing with) artefacts and looking at pictures, children have their first introduction to historical sources. All areas of learning and development at the Foundation Stage are inter-connected. Through engaging in activities linked to history and historical enquiry, children not only learn about the world around them but develop disciplinary skills in all areas.

### **Characteristics of Effective Learning**

The ways in which a child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

### **'Understanding the World'**

This is a specific area of the Early Years Curriculum that includes essential skills and knowledge about the world and provides firm foundations on which children can build their historical understanding. Early Years children will be actively involved in play and exploration and be encouraged to be creative. They will be supported to think critically and ask questions, which will help them to make sense of their world through well-planned play opportunities.

### **ELGs:**

- Past and Present - Children at the expected level of development will:
- Talk about the lives of the 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.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.

### **End points:**

**By the end of EYFS, children will:** Know the meaning of new and old. They will begin to compare past and present events in their own lives, those of their families and other people they know. They will also be able to sequence events using language relating to time.

## History progression document KS1

**By the end of KS1:** Previous learning will be built upon further as children develop an awareness of the past and know where the people and events they study fit within a chronological framework. They will be able to make comparisons by identifying similarities and differences between life in different historical periods and recall some significant people from events beyond living memory.