Chronological knowledge and understanding	
Communication using historical terms	
Concepts	
Enquiry and interpretation – Using evidence and sources of information	

History Curriculum at St. James' C of E Infant School

There are 4 history driven topics which are taught in Key Stage 1.

Each topic is started with a big question which the children are invited to answer at the beginning of the topic and then again at the end.

Could you travel back in time?	Great Fire of London Florence Nightingale Samuel Pepys
Could you live in the Stone Age?	Stone Age
Who has made the world a better place?	Samuel Pepys Florence Nightingale
What does it mean to be brave?	Castles Normans

Year 1

Changes within Living Memory

Chronological knowledge and understanding |

CORE

Can sequence 2 events or objects - Drawing pictures and using language (e.g. before/after, today/yesterday, first/next, morning/afternoon)

Use pictures of different aged homes and houses and model organising these from the oldest to the newest.

Recognise and use language relating to dates, including days of the week, months and years

Explain how the date is represented now and link back to the children's own time line

Can explain how they have changed since birth

Make a simple zigzag timeline containing their birth date, ages 1, 2, 3, 4, and now

Using pictures, make a simple timeline showing the order in which family members were born

WORKING DEEPER

Maths link - Compare and describe lengths and heights (e.g. longer/shorter), mass/weight (e.g. heavier/lighter), and time (e.g. quicker, slower, earlier, later)
Maths link - Recognise and use language relating to dates, including days of the week, months and years
Maths link - Sequence events in chronological order
Science link - Seasonal changes

Communication using historical terms

CORE

Can describe similarities and differences in life for them/ their parents/older family members - orally, in drawings, etc.

Talk about events from own history using words that show the passing of time – past nursery or past teacher

Recognise that some things / times were a very long time ago – the Stone Age was many hundreds of years ago / you were born only a few years ago

WORKING DEEPER
Can explain orally how a change affected life, e.g. equipment/toys made of wood/metal before plastic, no refrigerators in great-grandparents' childhood, etc.

Concepts

CORE
Can talk about changes and list causes and consequences, drawing on what they already know from their family, or on background information provided by the teacher

Start to develop an awareness of the past and know that some things happened in the past

Show the changes made as a result of the Great Fire of London – new buildings

WORKING DEEPER
Can explain change in national life, showing understanding of concepts such as change, cause and consequence, similarity and difference

Enquiry and interpretation- Using evidence and sources of information

CORE
Begin to understand that personal accounts may differ (e.g. 1 grandparent may have a different story to another)

Identify one way we can find out about history, e.g. interviews, pictures, objects or museums

Recognise that some people in the past eg Samuel Pepys kept diaries which help us

Start to ask and answer questions, using parts of stories and other sources to show that they know and understand key features of events (in own or family's life)

Start to ask own questions to find out about the past, e.g. ask parents/ grandparents what life was like when they were 5 years old

WORKING DEEPER
Ask deeper questions which lead to finding out about changes in detail
Can answer questions, using parts of stories and other sources, to show that they know and understand key events or changes

Significant Historical Events, People and Places in the Locality

Chronological knowledge and understanding

CORE
Can put a few significant local historical events, people and places in order on a timeline

Ordering a range of buildings from old to new – recognising the newest buildings local to us (Nightingale Quarter)

WORKING DEEPER
Maths link: Know where the people and events they study fit within a chronological framework

Communication using historical terms

CORE
Design an information plaque/statue for the most significant event/person/ place in local area to inform others

Visit the local statue of Florence Nightingale

Write a guide book of significant people, events and places in own locality, using a wide vocabulary of everyday historical terms

WORKING DEEPER
Write structured reports on places they know, using a range of historical terms

Concepts

CORE
Can explain, use and understand the term “significance”

Decide what is a significant event or place in the area from a list

Begin to know that the work of Florence Nightingale as significant

WORKING DEEPER
Can suggest own choices of significant local events, people or places
Show understanding of historical concepts when writing, for example significance, continuity and change, cause and consequence, similarity and difference

Enquiry and interpretation - Using evidence and sources of information

CORE

Can interview visitors/museum staff, asking perceptive questions about famous people, events and places in the area

Consider the opinions of others

Explore local museums/sites/old maps to extend the range of sources used to find out about the locality in the past

Identify “old” places and buildings around them on a local walk

WORKING DEEPER

Understand personal accounts may vary, if presented from a different point of view

OUR LEARNING LADDER	Vocabulary
Can you find similarities/differences between now and the past? Can you talk about an important person from the past? Can you talk about an event from the past?	similarities differences events present day earliest/latest changes

Year 2

Events beyond Living Memory

Chronological knowledge and understanding

CORE

Add notes/ pictures on timeline to show what life was like at different times

Can put several objects/ events from over 100 years ago in order on a simple timeline

Can recognise examples of equipment used by Florence Nightingale and the differences between it and modern medical equipment

WORKING DEEPER

Understand importance of events and why dates are remembered. Maths link: Solve problems in context using place value, e.g. timelines and duration of events

Communication using historical terms

CORE

Record the sequence of events in pictures/words

Using historical terms and vocabulary, write a report on a sequence of events and draw conclusions using the discovered information

Use drama/role-play to show events and order ideas

Visit Derby Museum to take part in the Florence Nightingale experience

WORKING DEEPER

Geography link: Link significant people and events to the places of the UK
English link: Discuss sequence of events and how items of information are related
Can write about real events and the experiences of others (real and fictional)
Can record cause and effect in both narrative and non-fiction (What has prompted a character's behaviour?)

Concepts

CORE
Identify similarities and differences between ways of life in different periods

Recognise how homes, materials and environments have changed

Construct caves or castles as appropriate

WORKING DEEPER
Can begin to identify cause and effect

Enquiry and interpretation - Using evidence and sources of information

CORE
Begin to ask perceptive questions as they want to find out more about an event

Choose and use parts of stories and other sources to show they know and understand key features of events

Give more than one cause of an event and reasons why people acted as they did

Know the story of events can be explored through pictures, maps, museum visits, artefacts and firsthand accounts (diaries)

WORKING DEEPER
Begin to understand methods of historical enquiry, e.g. how evidence is used or how and why contrasting arguments and interpretations of the past have been constructed (e.g. why stories may show different viewpoints)
Make own judgements, e.g. "Who was to blame?" or "Who were the heroes?"
Make selective choices from sources of information to find evidence

Lives of Significant Individuals

Chronological knowledge and understanding

CORE
Know where the people/events fit within a chronological framework

Know when Florence Nightingale / Samuel Pepys were born

Make a timeline showing different people

Study different people at different times to find out how they lived and travelled

Use information gained from information sources (stories, maps, films, pictures/ photographs, personal accounts, etc.) to annotate and illustrate the timeline

WORKING DEEPER
Maths Link: Maths problems in context involving place value – timelines, duration of events, etc.

Communication using historical terms

CORE
Make fact files on how life was different for 2 people, e.g. travel, food, clothes, homes

Write a diary as one person, using a range of information

Concepts

CORE
Identify similarities and differences between ways of life in different periods

WORKING DEEPER
Make a judgement on the significance of each person studied

Enquiry and interpretation – Using evidence and sources of information

CORE
Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of their lives and events

Sort/match pictures of significant people with clothes, food, transport of the time

WORKING DEEPER
Explain some of the ways we find out about the past - may contain different viewpoints and representations
Understand how to interpret different sources

OUR LEARNING LADDER	Vocabulary
Can you find out about a significant person/event from the past? Can you explain the significance of an event/person from the past? Can you place five events on a timeline? Can you compare two different times in History? Can you explain how a person/event from the past has contributed to our way of life today? Can you place a series of events in chronological order? Can you find out how a past event is commemorated?	periods century timeline decade anniversary historical evidence significant event chronological, sources commemorated enquiry