

HISTORY IMPLEMENTATION AND CURRICULUM PROGRESSION



History Implementation and Progression at Black Horse Hill Infant School



Vocabulary and Reading Development	Inclusion	Assessment
<p>Spoken language is promoted in all lessons for all children including strategies such as: no hands up , explicit teaching of vocabulary, modelled thinking and use of vocabulary by the teacher, think, pair, share, my turn-your turn, Talk Partners, Sentence Stems</p> <p>Reading is promoted wherever possible and wider texts are used to deepen knowledge across all subject areas.</p>	<p>All children will be given the same task because we believe in teaching a mastery approach across all subject areas and equal access for all.</p> <p>Quality first teaching for all children</p> <p>Teacher modelling and scaffolded practice for all children.</p> <p>Focus groups with adult support for children needed further support</p> <p>Pre-teach sessions</p> <p>Talk partners to build confidence</p> <p>Now and next boards to support completion of tasks</p> <p>Intervention</p> <p>External advice sought to support inclusion</p>	<p>Prior knowledge/retrieval opportunities are included at the beginning of units of work so that planning can be adapted/amended to support gaps or misconceptions.</p> <p>Clear sequence of lessons which identify the key knowledge that children need to know at the end of a lesson/unit of work.</p> <p>Children’s books</p> <p>Knowledge Quizzes</p> <p>Assessment tick sheets to identify cohort, group and individual gaps</p>
Retrieval practice (Knowing more and remembering more)	Cultural Capital opportunities	British values and SMSC
<p>Expectations for classroom working walls.</p> <p>Revisit sessions</p> <p>Retrieval/fluency sessions</p> <p>Knowledge organisers published versions and class knowledge organisers</p>	<p>Trips- Port Sunlight Village, Beeston castle</p> <p>Visitors</p> <p>School assemblies: Remembrance, Gun Powder plot</p> <p>Significant figures</p> <p>Experiences- ,</p>	<p>Teaching students to respect and value diversity is encouraged in the day-to-day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups. We approach the teaching of history with an awareness to children’s different faiths and beliefs.</p> <p>We consider how life has changed for people over time and how rules and laws have changed.</p> <p>Children engage in debates, allowing for freedom of speech and different views to be heard and expressed</p> <p>By looking at the achievements of significant people across the world children develop an awareness of how they have influenced and shaped the country and world in which we live.</p>




Black Horse Hill Infant School History Curriculum Progression Map

Early Years Foundation Stage

Foundation 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project for the half term	Once upon a Time Kings and Queens from the past Children's birthdays When I was a baby-own time line	Sparkle and shine Customs and Celebrations. Include children's birthdays Remembrance Day Gunpowder Plot Christmas Story	Dinosaurs That Lived a Long Time Ago Dinosaurs that lived a long time ago. Animals that are related to dinosaurs which are alive now.	Puddles and Rainbows Seasons and Weather Let's Explore – environments that they share with others, school, home and places in the community	Creep, crawl and Wiggle Animals and Safari	Splash! On the Beach – explore seaside holidays in the past
Link to Development Matters	Begin to make sense of their own life-story and family's history	Begin to make sense of their own life-story and family's history	Begin to make sense of their own life-story and family's history	Begin to make sense of their own life-story and family's history	Begin to make sense of their own life-story and family's history	Begin to make sense of their own life-story and family's history
Key Knowledge, key questions and people	Talk about special times or events that are important to them Story books can help us to find out how people lived in the past. Talk about the actions of kings and queens in stories.	Talk about special times or events that are important to them Talk about special times or events that are important to them Story books can help us to find out how people lived in the past.	Talk about special times or events that are important to them Talk about special times or events that are important to them Story books can help us to find out how people lived in the past.	Talk about special times or events that are important to them Talk about special times or events that are important to them Story books can help us to find out how people lived in the past. (Peepo)	Talk about special times or events that are important to them Talk about special times or events that are important to them Story books can help us to find out how people lived in the past.	Talk about special times or events that are important to them Talk about special times or events that are important to them Story books can help us to find out how people lived in the past.
Key Vocabulary	Long ago, yesterday, today, tomorrow, old, new, past	Celebration, festival, traditions, long ago, old, new, past	Extinct, many years ago, millions of years ago, palaeontologist, fossil	House, playground, school, past, old, new, long ago		Past, many years ago, seaside,
Historical Interpretations <i>Understanding ways in which we find out about the past and identify different ways in which it is</i>	Children to talk about the past in terms of their own lives. When I was a baby I..... Yesterday in F1 we A long time ago I went to the Observe and use pictures, photographs and artefacts to find out about the past; Spend time with children talking about photos and memories					


<p><i>represented using a range of sources.</i></p>	
<p>Historical representations <i>Asking and answering questions, using other sources to show knowledge and understand key features of events. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</i></p>	<p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences Show images of familiar situations in the past, such as homes, schools, and transport Look at representations of different settings and characters in stories for example in Peepo and Each Peach Pear Plum.</p>
<p>Chronological understanding <i>Identifying similarities and differences between ways of life in different period</i></p>	<p>Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family Use floor books to help children remember the sequence of events in their own year in F1. Use vocabulary linked to the passing of time.</p>
<p>Knowledge and understanding of events and people in the past <i>Choosing and using parts of stories and other sources to show that they know and understand key features of events.</i></p>	<p>Encourage children to retell what their parents told them about their life-story and family</p>

<p>Presenting, organising and communicating <i>Using a wide vocabulary of everyday historical terms and develop the appropriate use of historical terms</i></p>	<ul style="list-style-type: none"> - compare and order photographs on a simple time line youngest o oldest. - describe memories and changes that have happened in their own lives; - use words and phrases such as: past, now, then
<p>Wider Texts</p>	

Foundation 2

Foundation 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic for the half term</p>	<p>Me and My Community 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.</p>	<p>Exploring Autumn Remembrance day Gunpowder Plot Divali Christmas</p>	<p>Winter Wonderland Comment on images of familiar situations in the past (moon landing) Compare and contrast characters from stories, including figures from the past. (Buzz Aldrin and Neil Armstrong) The author/illustrator Beatrix Potter as a famous author from the past. How we have grown and changed since being babies</p>	<p>Starry Night Famous astronauts past and present</p>	<p>Sunshine and Sunflowers</p>	<p>Big Wide World Climate change and pollution</p>

			and how life in the past is different from today			
Link to Development Matters	Comment on images of familiar situations in the past.		Compare and contrast characters from stories, including figures from the past.	Famous astronauts Understand the past through settings, characters and events encountered in books read in class and storytelling		
Key Knowledge, key questions and people	Children talk about the past and present in their own lives. Talk about the lives of the people around them and their roles in society.	Children talk about the past and present in their own lives. To know that we can understand the past through settings, characters and events encountered in books read in class and storytelling. To know that a different times of the year we wear different clothes.	The past is made of events that have already happened. Memories are things we remember from the past. Historians and archaeologists are people who find out about life long ago. People change as they grow and have changed since they were babies, both in their appearance and what they are able to do	Children talk about the past and present in their own lives. To know that we can understand the past through settings, characters and events encountered in books read in class and storytelling. People have visited the Moon. People travel into space in space shuttles	Children talk about the past and present in their own lives. To know that we can understand the past through settings, characters and events encountered in books read in class and storytelling. Children recognise that plants grow and change in time and that when the seed was planted it was in the past.	Children talk about the past and present in their own lives. To know that we can understand the past through settings, characters and events encountered in books read in class and storytelling.
Key Vocabulary	Long ago, yesterday, today, tomorrow, old, new, past adult, baby, change, family, grow, tradition, week, year, yesterday long ago, memories	Past, adult, baby, change, family, grow, tradition, week, year, yesterday long ago, memories, celebration	Past, adult, baby, change, family, grow, tradition, week, year, yesterday long ago, memories, moon landing, author, illustrator, Cumbria, Lake District, cottage, conservationist, National Trust,	Moon, space travel, Past, present, important/significant, Buzz Aldrin, Neil Armstrong, shuttle	Grow, change, day, week, month	
Historical Interpretations <i>Understanding ways in which we find out about the past and identify different ways in which it is represented using a range of sources.</i>	Use stories and rhymes to promote an understanding that things have not always been the same as they are now. London Bridge is falling down, Oranges and Lemons, Polly put the Kettle on Look at representations of characters in stories and similarities and differences.					
Historical representations <i>Asking and answering questions, using other sources to show knowledge</i>	Talk about how the children have changed since they were a baby. Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences Show images of familiar situations in the past, such as homes, schools, and transport Look at representations of different settings and characters in stories for example in Peter rabbit and compare clothing and houses in the past.					


<p><i>and understand key features of events. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</i></p>	
<p>Chronological understanding</p>	<p>Floor books develop children’s understanding of their own time line and events that have taken place in their year group for example in the past the fire fighters came to visit. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>
<p>Knowledge and understanding of events and people in the past <i>Choosing and using parts of stories and other sources to show that they know and understand key features of events. Choosing and using parts of stories and other sources to show that they know and understand key features of events.</i></p>	<p>Include a focus on the lives of both women and men.</p>
<p>Presenting, organising and communicating</p>	<ul style="list-style-type: none"> -role play events from the past -talk, write and draw about things from the past; - use historical vocabulary to retell simple stories about the past; - use drama/role play to communicate their knowledge about the past
<p>Wider Texts</p>	

KS1

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project for the half term	<p><u>Childhood</u> This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.</p> <p><i>Includes a visit from someone in the 1950s</i></p>	Paws, Claws and Whiskers	<p>Bright Lights, Big City Taxi</p> <p><u>Great Fire of London</u></p>	<p><u>School Days</u> This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today. The children also find out about significant events in the history of BHHIS.-like the roof blowing off!</p>	The Enchanted Woodland Are all leaves the same?	<p><u>Moon Zoom</u> Children learn about events beyond living memory that are significant nationally or globally.</p> <p>What keeps us dry?</p>
Link to the National Curriculum	<p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally.</p> <p>Year 1 Learn about 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.</p> <p>Significant Individuals: Queen Elizabeth</p>		<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Learn about 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.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Learn about 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.</p> <p>Learn about significant historical events, people and places in their own locality. Significant Individuals: Samuel Wilderspin</p>		<p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Understand the term significant and explain why a significant individual is important.</p> <p>Changes within living memory</p>
Key Knowledge, key questions and people	To develop an awareness of the past.		To develop an awareness of the past.	To use words and phrases, such as here, now, then, yesterday, last week, last		To know that Neil Armstrong and Buzz Aldrin

	<p>To recognise the stages of human life.</p> <p>To know that an artefact is an object from the past.</p> <p>To know that childhood in the 1950's was different from today.</p> <p>To know the significance of the Queen (Why is she significant) and the significance of her coronation.</p> <p>To recognise similarities and differences in different periods of time.</p>		<p>To use words and phrases linked to the passage of time.</p> <p>To know that the Great Fire of London was a significant event from the past. (Event beyond living memory)</p> <p>To understand that how we know what happened in history by using photos, artefacts and recounts.</p> <p>To recognise how the Great fire of London changed national life.</p>	<p>year, years ago and a long time ago, to describe the passing of time.</p> <p>To learn about significant historical events, people and places in their own school.</p> <p>To know that there have been other monarchs in history: Queen Victoria.</p> <p>To understand that school life has not always been the same and be able to describe similarities and differences.</p> <p>To know that Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used</p> <p>To recognise why Samuel Wilderspin was a significant person and the impact he had on National life.</p> <p>To understand how timelines are used to plot events.</p> <p>To recognise similarities and differences in different periods of time.</p>		<p>were the first people to land on the moon.</p> <p>To know that Yuri Gagarin (the first person to travel into space)</p> <p>To know that some significant people contributes to national and international achievements.</p> <p>To use sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p>To be able to order information on a time line</p>
Key Vocabulary	<p>Monarch, king, queen, reign, artefact, childhood, housewife, museum. past, present, today, decade, timeline, significant, then and now</p>		<p>Past, present, timeline, chronological, century bakery, London, city, River Thames, diary, eyewitness, fire-break, evidence, source, Samuel Pepys, Christopher Wren.</p>	<p>Monarch, king, queen, reign Artefact, century, source</p>		<p>Past, present timeline, chronological, first, next, after that, finally, decade, century, significant, event</p>
Historical Interpretations <i>Understanding ways in which we find out</i>	<p>start to compare two versions of a past event;</p> <ul style="list-style-type: none"> - observe and use pictures, photographs and artefacts to find out about the past; - start to use stories or accounts to distinguish between fact and fiction;- 					


<p><i>about the past and identify different ways in which it is represented using a range of sources.</i></p>	
<p>Historical representations <i>Asking and answering questions, using other sources to show knowledge and understand key features of events. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</i></p>	<ul style="list-style-type: none"> - observe or handle evidence such as photos, artefacts or stories to ask simple questions about the past; - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations
<p>Chronological understanding <i>Develop an awareness of the past using common words and phrases linked to the passing of time understanding where the people and events they study fit within a chronological framework Have secure knowledge and understanding of</i></p>	<ul style="list-style-type: none"> - to know what a timeline is -order dates from earliest to latest on simple timelines - describe memories and changes that have happened in their own lives; - use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time -Sequence events and recount changes in living memory

<p><i>British, local and world history, establishing clear narratives within and across the periods studied</i></p>						
<p>Knowledge and understanding of events and people in the past <i>Choosing and using parts of stories and other sources to show that they know and understand key features of events.</i></p>	<ul style="list-style-type: none"> -recognise some similarities and differences between the past and the present in their own lives and the lives of others - know and recount episodes from stories and significant events in history; - understand that there are reasons why people in the past acted as they did; 					
<p>Presenting, organising and communicating <i>Using a wide vocabulary of everyday historical terms and develop the appropriate use of historical terms</i></p>	<ul style="list-style-type: none"> -talk, write and draw about things from the past; -use timelines to order events or objects - use historical vocabulary to retell simple stories about the past; - use drama/role play to communicate their knowledge about the past. 					
<p>Wider Texts</p>						
<p>Cross Curricular links</p>	<p>Science –Humans and stages of life Maths- time</p>		<p>Geography- UK capital city</p>	<p>Geography- Where is my school</p>		<p>Science and DT</p>

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project for the half term	Wriggle and Crawl	<p><u>Movers and Shakers</u> This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.</p> <p>Children visit Port Sunlight and learn about the village and significance.</p>	Let's Explore the World	The Scented Garden	<p><u>Magnificent Monarchs</u> This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.</p>	Coastline
Link to the National Curriculum		<p>Learn about 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</p> <p>Significant historical events, people and places in their own locality.- William Hesketh Lever and William Morris</p>			<p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Year 2 Learn about 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.</p>	

		Significant Individuals: Christopher Columbus Rosa Parks, Emmeline Pankhurst, Joseph Lister, Vincent Van Gogh				
Key Knowledge, key questions and people		To learn about significant people from history and why they are significant. To know that significant people can be categorised into groups by what they did. That we can use historical models (Dawson) to make judgements about significance. To know about the life of William Lever and his role in shaping the Wirral. To understand that a timeline can be used to put important dates and events in chronological order. The numbers are dates that tell you when an event happened.			To know that there are significant monarchs from history and that there actions changed the lives of people. To learn the vocabulary related to the monarchy. To know that there have been over 60 monarchs since Alfred the Great in AD 871. The Queen, Elizabeth II, is the longest reigning British monarch. To recognise that portraits are an historical source and they represent the monarch how they wished to be seen.	
Key Vocabulary		Significant, discover, event, monument, plaque, protest, year, decade, century, activist, explore, scientist, artist, monarch, period, era, chronology, timeline			Absolute power, empire, civilisation, peasant, rule, monarch, reign, AD – anno Domini, hierarchy, feudal system, sovereign, government, parliament, head of state, invade, Spanish Armada, source, portrait, timeline, chronology.	
Historical Interpretations <i>Understanding ways in which we find out about the past and identify different ways in which it is</i>	<ul style="list-style-type: none"> - start to compare two versions of a past event; - observe and use pictures/portraits, photographs and artefacts to find out about the past; - start to use stories or accounts to distinguish between fact and fiction; - explain that there are different types of evidence and sources that can be used to help represent the past. 					

<p><i>represented using a range of sources.</i></p>	
<p>Historical representations <i>Asking and answering questions, using other sources to show knowledge and understand key features of events. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</i></p>	<ul style="list-style-type: none"> - observe or handle evidence to ask simple questions about the past; - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;
<p>Chronological understanding <i>Develop an awareness of the past using common words and phrases linked to the passing of time understanding where the people and events they study fit within a chronological framework Have secure knowledge and understanding of British, local and world history, establishing clear</i></p>	<ul style="list-style-type: none"> sequence artefacts and events that are close together in time; - order dates from earliest to latest on simple timelines; - sequence pictures from different periods; - describe memories and changes that have happened in their own lives; - use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time

<p><i>narratives within and across the periods studied</i></p>						
<p>Knowledge and understanding of events and people in the past <i>Choosing and using parts of stories and other sources to show that they know and understand key features of events.</i></p>	<p>recognise some similarities and differences between the past and the present;</p> <ul style="list-style-type: none"> - identify similarities and differences between ways of life in different periods; - know and recount episodes from stories and significant events in history; - understand that there are reasons why people in the past acted as they did; - describe significant individuals from the past 					
<p>Presenting, organising and communicating <i>Using a wide vocabulary of everyday historical terms and develop the appropriate use of historical terms</i></p>	<p>talk, write and draw about things from the past;</p> <ul style="list-style-type: none"> - use historical vocabulary to retell simple stories about the past; - use drama/role play to communicate their knowledge about the past. 					
<p>Wider Texts</p>						
<p>Cross Curricular links</p>		<p>Science- medicines Art-paintings in the style of Vincent Van Gogh Geography- which continents did Christopher Columbus visit</p>			<p>Geography- Where are the palaces located in the UK?</p>	<p>-</p>

History Lesson Structure

Long Term Memory (Retrieval)

Review and revisit previous knowledge-make links to knowledge from previous lesson, unit, term, year.

Amend future planning to incorporate and gaps in knowledge.

Introduce new knowledge

Teacher introduces vocabulary and new knowledge in small steps to the children making links to prior learning.

Teachers will provide modelling, explanations and practice to the children.

Developing the Knowledge

Teachers will ask questions and use strategies to check for pupil understanding and to identify the next steps in the lesson.

Applying the Knowledge

New knowledge is sometimes deepened by applying knowledge to complete practice tasks. Tasks are carefully planned to ensure that they are purposeful and support the application of new knowledge.

Review-has learning been successful?

Teachers and children will review the learning that has taken place. Misconceptions addressed and feedback given.