

# St Faith's Church of England Infant and Nursery School



## HISTORY KNOWLEDGE AND PROGRESSION OF SKILLS

	Early Years		Key Stage One	
	Nursery	Reception	Y1	Y2
<b>The lives of significant individuals (who've contributed to National and International achievements)</b>	<p><b>Understanding the World: Past and Present</b> To talk about my family.</p> <p><b>CHARACTERISTICS OF EFFECTIVE LEARNING FOR NURSERY AND RECEPTION:</b></p> <p><b>Playing and Exploring:</b> *Make independent choices *Respond to new experiences that are brought to their attention *Bring their own interests and fascinations into their learning</p> <p><b>Active Learning:</b> *Keep on trying when things get difficult</p> <p><b>Creating and Thinking Critically:</b> *Know more, so feel confident about coming up with their own ideas. *Make more links between those ideas.</p>	<p><b>Understanding the World: Past and Present</b> To talk about what they can see in pictures of famous people from the past (eg Mary Anning)</p> <p>To talk about characters from the past did (eg Florence Nightingale or Neil Armstrong) from stories or pictures.</p> <p><b>ELG:</b> 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.</p>	<p>Identify and talk about important people from the past, eg <b>Neil Armstrong</b> <b>Tim Peake</b> <b>Florence Nightingale</b> <b>Mary Anning</b> <b>Rosa Parkes</b></p> <p>Name a significant person from history.</p> <p>Understand why this person is important and say what this person is famous for.</p> <p>Talk about what difference they have made to our lives and how they have made life better.</p> <p><b>KS1 Topics:</b> <b>OUT OF THIS WORLD</b> <b>SUPERHEROES</b></p>	<p>Explain why we remember certain people from the past and their impact on us.</p> <p>Can I find out more about a famous person from the past and carry out some research on them?</p> <p><b>Neil Armstrong, Buzz Aldrin, Michael Collins</b> <b>Tim Peake</b> <b>Florence Nightingale</b> <b>Samuel Pepys</b> <b>Mary Anning</b> <b>Mary Seacole</b> <b>Rosa Parkes</b> <b>David Attenborough</b></p>

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Possible activities and everyday History	<p>Talk about their family at home - those that live in the home and extended family.</p> <p>Identify the significant people in our St Faith's family.</p> <p>Bring photos in and talk about family and other significant adults e.g. child minder, close friends.</p> <p>Talk about Florence Nightingale and if we know any nurses in our family?</p> <p>Talk about Florence Nightingale - how are the pictures of her hospital similar to the picture of hospitals today? Compare the uniform.</p> <p>Talk about if we've been in a hospital - how different are they from Florence Nightingale's hospital? Do the children know any nurses?</p> <p>Ask questions about each other's photos.</p> <p>Share family traditions and celebrations.</p>	<p>Discover more about key people listed above</p> <p>Make comparisons between them: e.g. Neil Armstrong, Tim Peake, Christopher Columbus, David Attenborough, Florence Nightingale and our nurses today. Look at them on a timeline and compare with each other and ourselves.</p> <p>How do we know what they did? What records or resources can we use to find out more?</p> <p>What impact have they had on the world today - has anything in their field changed because of the impact of their lives? (e.g. nursing)</p>

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	Early Years		Key Stage One	
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<b>Changes within living memory</b>	<p><b>Understanding the World: Past and Present</b> To talk about how they have changed since they were a baby.</p> <p><b>CHARACTERISTICS OF EFFECTIVE LEARNING FOR NURSERY AND RECEPTION:</b></p> <p><b>Playing and Exploring:</b> *Make independent choices *Respond to new experiences that are brought to their attention *Bring their own interests and fascinations into their learning</p> <p><b>Active Learning:</b> *Keep on trying when things get difficult</p> <p><b>Creating and Thinking Critically:</b> *Know more, so feel confident about coming up with their own ideas.</p>	<p><b>Understanding the World: Past and Present</b> To identify simple differences between objects that have changed (eg old toys and modern toys, or telephones)</p> <p>To talk about how people used to do things (eg how people used to communicate before mobile phones, or how people used to go on holiday)</p> <p><b>ELG:</b> 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.</p>	<p>Sequence events and objects in their own life, e.g. toys played with, key events in their own lives</p> <p>Recognise the difference between past and present in their own and others' lives</p> <p>Can I answer questions about the past by using artefacts and photographs?</p> <p>Can I identify different objects from the past and present (e.g. toys)?</p> <p>Describe an artefact from the past - its use, its impact, its source (eg Victorian bathing machines)</p> <p><b>KS1 Topics:</b> <b>INCREDIBLE INVENTORS</b> <b>A SEASIDE HOLIDAY</b></p>	<p>Sequence photos and objects from different periods in their life to create a timeline, and describe their memories of key events.</p> <p>Recognise the differences and similarities between the past and present in their own and others' lives - and be.g.in to explain why.</p> <p>Can I find out something about the past by talking to an older person?</p> <p>Can I answer questions by using a specific source (e.g. Google, an information book) about an artefact from the past?</p>

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<p>Possible activities and everyday History</p>	<p>Simple recounts of a day out or a significant event in school, using the appropriate language.</p> <p>Look at baby pictures and describe how we have changed. How has what we play with changed as we get older?</p> <p>Observe and describe how things change over time - in nature? Can we identify changes as we watch them or do we have to wait a long time? Discuss lengths of time that things take and compare.</p> <p>Compare toys from the past with toys that we play with today. How are they different? How are they the same - purpose, materials etc.</p> <p>Do the same with holidays at the seaside - look at and talk about pictures of Victorian bathing machines.</p>	<p>Children create a timeline of their own lives.</p> <p>Compare how things have changed over time e.g. when the teacher or grandparents were little with now e.g. the telephone, toys, music listening etc.</p> <p>Research how things have changed, e.g. seaside holidays, talk about the changes and what historical resources we have used to find out about these changes.</p> <p>Children create a timeline with relevant events on, linked to significant events in our own lives and the locality e.g. toys that grandparents/parents/children played with, Lincoln Castle, the school being built etc.</p> <p>Research an area of change, e.g. exploration (Neil Armstrong to David Attenborough), toys (Victorian toys to present), and seaside holidays (Victorian to present) through a variety of historical resources.</p>
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	Early Years		Key Stage One	
	Nursery	Reception	Y1	Y2
<b>Events beyond living memory</b> (that are significant nationally or globally, for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)	<b>Understanding the World: Past and Present</b> To talk about changes that have happened in my family (eg new babies, starting school, moving house)  <b>CHARACTERISTICS OF EFFECTIVE LEARNING FOR NURSERY AND RECEPTION:</b>  <b>Playing and Exploring:</b> *Make independent choices *Respond to new experiences that are brought to their attention *Bring their own interests and fascinations into their learning  <b>Active Learning:</b> *Keep on trying when things get difficult  <b>Creating and Thinking Critically:</b> *Know more, so feel confident about coming up with their own ideas. *Make more links between those ideas.	<b>Understanding the World: Past and Present</b> To talk in simple terms about why we celebrate Guy Fawkes' night, and how we celebrate it.  To talk about the first Moon Landing using real footage and pictures.  <b>ELG:</b> 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.	Know and recount episodes from stories and events from the past  Identify and talk about important events beyond living memory (Great Fire of London, Guy Fawkes, the Moon Landings, the Great Fire of London)  Talk about where the information has come from, the historical resources used.  Can I recognise that we celebrate certain events because of something that happened hundreds of years ago?  Can I recount some basic facts from a historical event, e.g. who was the first man to land on the moon?  Can I recognise the importance Mary Anning played in discovering more about dinosaurs and relate it to the	Compare 2 versions of a past event, e.g. Guy Fawkes. Can I distinguish between basic fact and fiction in an account or story about an event from the past?  Describe and ask questions about an event and be.g.in to formulate answers  Explain why we remember certain events from beyond living memory and their impact on us.  Can I research about a famous event that happens in Britain, and why it has been happening for some time?  Can I recount some interesting facts from a historical event, e.g. where did the Great Fire of London start? What was the date the first man landed on the moon?

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			<p>plesiosaur found under our school?</p> <p><b>KS1 Topics:</b>  <b>CASTLES, KINGS AND QUEENS</b>  <b>EMERGENCY!</b></p>	
<p>Possible activities and everyday History</p>	<p>Fireworks Night - how do we celebrate it? Listen to a story about Guy Fawkes.</p> <p>Listen to the story of The Fire of London - how did the people put the fire out? Discuss firefighters today.</p> <p>Listen to a story of the moon landings, or watch a video. How was the 1969 rocket different to rockets today?</p>		<p>Remembrance Day - what and why do we remember?</p> <p>Investigate why we celebrate Guy Fawkes Night- impact of Guy Fawkes' actions</p> <p>The Great Fire of London</p> <p>The Sinking of the Titanic</p> <p>The Moon Landings</p> <p>The Gunpowder Plot</p> <p>The Queen's official birthday</p>	

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	Nursery	Reception	Y1	Y2
<b>Significant historical events: people and places in their own locality</b>	<p><b>Understanding the World: Past and Present</b> To talk about their families and how family members fit together (eg Nanny is Mummy's mummy)</p> <p><b>CHARACTERISTICS OF EFFECTIVE LEARNING FOR NURSERY AND RECEPTION:</b></p> <p><b>Playing and Exploring:</b> *Make independent choices *Respond to new experiences that are brought to their attention *Bring their own interests and fascinations into their learning</p> <p><b>Active Learning:</b> *Keep on trying when things get difficult</p> <p><b>Creating and Thinking Critically:</b> *Know more, so feel confident about coming up with their own ideas.</p>	<p><b>Understanding the World: Past and Present</b> To identify some of the different people in their local school community (and beyond) and the roles they play.</p> <p>To identify some famous local landmarks (eg Lincoln Castle, Lincoln Cathedral) and talk about them.</p> <p><b>ELG:</b> 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.</p>	<p>Describe a local historical person, event or place. <b>Margaret Thatcher</b> <b>Isaac Newton</b> <b>Matthew Flinders</b> <b>Joseph Banks</b></p> <p><b>Finding of the plesiosaur under our school</b></p> <p><b>Lincoln Cathedral</b> <b>Lincoln Castle</b></p> <p>Distinguish between fact and fiction</p> <p>Can I describe how my local area was different in the past?</p> <p>Can I research a local historical landmark using different sources?</p> <p><b>KS1 Topics:</b> <b>SQUEAK, MEOW, ROAR</b> <b>SUPERHEROES</b></p>	<p>Describe the impact upon our local community and its significance upon us of a local landmark or significant person. <b>Margaret Thatcher</b> <b>Isaac Newton</b> <b>Colin McFarlane (still alive!)</b> <b>Matthew Flinders</b> <b>Joseph Banks</b></p> <p>Discuss reliability of photos, artefacts, accounts and stories of events</p> <p>Can I research the life of someone who lived in the local area using different sources?</p> <p>Can I research a local historical landmark using different sources?</p>



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	*Make more links between those ideas.			
Possible activities and everyday History	<p>Look at the houses we live in - are there any clues that tell us they are old or new? Look at our local area and how it has changed - in the West End, the Grandstand, the shops and housing. Look at old photographs - do they look the same?</p> <p>Plesiosaur Day - celebrating the plesiosaur excavated from under the school with a visit to the Collection to see it, and dinosaur/excavation activities.</p> <p>The Lincoln Imp in Lincoln Cathedral Lincoln Cathedral</p>			<p>Plesiosaur Day - celebrating the plesiosaur excavated from under the school with a visit to the Collection to see it, and dinosaur/excavation activities</p> <p>Battle of Hastings and the impact locally for Lincoln Castle.</p> <p>Lincoln Cathedral - investigate the artefacts inside (e.g. Lincoln Imp - its impact on Lincolnshire)</p> <p>Investigate the impact upon the UK and the world of: Margaret Thatcher, Joseph Banks, Matthew Flinders, Isaac Newton, Lord Tennyson. Who were they? What did they do? Why are they famous?</p> <p>History walk around the local area - the Grandstand, the local shops and houses, comparing old photographs and other evidence (e.g. brickwork, old signs) to the area today. Explore a little further afield to Newport Arch, the Castle and Cathedral - why are they such famous landmarks?</p>



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Cross curricular application	Literacy Communication and Language Expressive Arts and Design (Creating with Materials)		Geography English ICT RE Art PSHE	
General knowledge			See Knowledge Organisers!  Online quizzes for each History topic: <a href="https://www.educationquizzes.com/ks1/history/">https://www.educationquizzes.com/ks1/history/</a>  <a href="https://www.bbc.co.uk/cbbc/curations/horrible-histories-quizzes">https://www.bbc.co.uk/cbbc/curations/horrible-histories-quizzes</a>	
	Early Years		Key Stage One	
	Nursery	Reception	Y1	Y2
Key Vocab	new old long ago old fashioned before after	new old long ago old fashioned before after future years ago memories change young old past	timeline past present long ago memory invention clues evidence similar/same different chronological order change	invention modern recent artefact evidence timeline decade century living memory calendar chronological order ancestor historical