

Historical Knowledge Progression Overview

Our Intent:

At Manor Park Infant and Nursery School, we strive to inspire our children to become young historians who are curious about their local heritage, Britain and the wider world's rich and exciting past. Our high quality history curriculum is shaped by the that drivers we feel are pertinent to our children's and families' backgrounds, beliefs and values and reflect out locality. We intend for pupils to relate previous learning to their current studies in order for their knowledge of the past to be strong and meaningful. Knowledge is generative, it enables future learning. As such, our curriculum planning allows pupils to gain a progressively deeper understanding and competency as they develop upon their historical knowledge and skills.

Our pupils are encouraged to comment and describe how some things were similar and different in the past at specific periods of times to today. Additionally, we want our children to remember important knowledge about a selection of significant individuals and events from the past and understand where they fit in within a chronological framework and the context around them. Above all, we encourage our pupils to be curious, inquisitive and ask historical questions about the topics and themes taught, whilst also enjoying opportunities for incidental learning.

Aims:

To ensure high standards of teaching and learning in history, we aim to provide a curriculum that is progressive throughout the whole school which enables all children to gain real-life historical experiences, skills and understanding. Planning in school is structured systematically and has been tailored to the needs of our children and to reflect our locality (see further details below). Whilst we plan specific units of work, we teach history at every opportunity as this takes account of seasonal events and celebrations e.g Coronation celebrations, Bonfire Night.

Teachers know their children's prior learning, and are mindful of their own end points in relation to the expectations contained in subsequent years. A coherently planned and sequenced set of lessons are taught using our progression of knowledge and skills document which consistently builds on previous understanding to embed key concepts in the long-term memory (please refer to long term and medium term planning).

Teachers have high expectations of children to use discussion to further learning. Children are increasingly expected to give precise explanations, using technical and historical terminology appropriately. Teachers model this practice, using the correct language within all learning (see medium term planning for key vocabulary for each unit of work).

Substantive knowledge:

Rationale for content choice:

Changes within living memory:

The Nursery children are introduced to the past by knowing and finding out about their own life story, and then they begin to explore their family's history. This knowledge is built upon F2 when the children learn about how they have changed since they were born and learn about events in the lives of their family members (parent and grandparents). In doing this, we intend to help the children begin to

understand that not only do they have a past but so do the people around them. Linked to this, the children in F2 also look at home artefacts and compare them to the equivalent ones used today. In Years 1 and 2, the children learn about food, clothing and homes when their parents and grandparents were young and compare to those of today and either of the time of the Great Fire of London (Year A) or those of the Victorian period (Year B). This also links to our local heritage, where the children visit Newstead Abbey and learn local inventors and producers (see below).

Beyond living memory:

In Nursery, the children begin to learn that some things happened before they were born and before their families were born (parents, grandparents). They find out about people in their community then use exploratory play, music, stories, role play and art to begin to learn about a nurse from the past (Florence Nightingale). This links to and builds upon their previous learning on 'People Who Help Us', where the children met a nurse from today.

Building on Nursery learning, in F2, the children also learn about Florence Nightingale. Building on their exploratory play in F1, the children in F2 use sources of evidence (photographs, artefacts) to ask and answer simple questions and learn that some things from the past were used before they were born e.g lamp/lantern. They compare artefacts and photographs from the past to the modern equivalents in order to find similarities and differences.

In Year A, in Year 1 and Year 2, the children find out about the Great Fire of London as this builds upon the work done in Foundation Stage on people who help us (fire service) and links to Geography content (map skills, British Isles), science learning about materials and art learning about Sir Christopher Wren. Chronologically, they learn where the Great Fire sits in relation to Florence Nightingale and the modern fire service. They also link this to significant individuals (see below) when they learn about Samuel Pepys.

In Year B, in Year 1 and 2, the children find out about the Victorians and the Industrial revolution. They explore Victorian artefacts, visit a Victorian property (Newstead Abbey) and compare to modern equivalents. This is linked directly to their geography learning (land use) when they find out about the industrial revolution (farms, fields, mills, factories) and how this has impacted our lives today.

Lives of significant people:

In F1, children learn about the significance of their own life, who is significant in their family and their place within their immediate family. In addition, they will learn about the people who are familiar to them. They will also meet significant individuals in their community- a vet, bin lorry driver or recycling centre worker, police officer and dog, nurse, dentist, fire fighter and RNLI member- when finding out about people who help them. They use stories, music, rhymes, photographs, role play, small world and art to explore Florence Nightingale (linked to people who help us and nurses) and Neil Armstrong (linked to our world, space and how we travel). This begins our thread of 'exploring' and 'being a trail blazer', which continues through school (see below).

In F2 as children will find out about people who are in their community and describe their roles including firefighters. As previously mentioned, they will also learn about Florence Nightingale and Neil Armstrong and how they are important people from the past who have made our lives better today.

The significant individuals learnt about in year 1 and 2 are Scott of the Antarctic (year A) and Christopher Columbus (year B). Both figures were chosen as they both explorers and trail blazers (continuing our theme from Foundation Stage) who undertook challenging and fascinating expeditions and were the first to do something. This provides ample opportunity for the children to explore how both individuals have positively impacted our lives today and links directly to our Manor Park values of high expectations and persevering. It also recaps previous learning on transport in F2 (how can we travel around the world?) and Neil Armstrong's journey to space. Linked to their learning about the Victorians and the Industrial Revolution, the Year 1 and Year 2 children also learn about how two eminent Victorians have influenced our lives today: Isambard Kingdom Brunel and George Stevenson. Again, these figures were chosen as they are both trail blazers who allow the children to reflect on how our lives have improved because of their innovations and how they can display similar values (persevering, having high expectations, concentrating).

Local history:

In F1, children know about significant events that have happened from their own experiences and, linked to their geography learning, talk about their immediate area (school grounds). This is recapped and built upon in F2 as the children meet local grandparents to find out about changes within living memory. This also links directly to their Geography learning on their local area. Whilst finding out about how we travel around the world, the children also discover Nottingham's local transport link- the Raleigh factory.

In Year 1 and 2, whilst studying the Victorians, the children visit a local property (Newstead Abbey) to find out about changes beyond living memory. Whilst looking at Victorian clothes, the children look at locally made Nottingham lace. This also links directly to their Geography learning about Calverton and Nottingham. Linked to this, whilst exploring the work of George Stevenson- the children also learn about a local bike brand-Raleigh and how traffic lights were invented in Nottingham.

In Year 1 and 2, whilst learning about the Great Fire of London, the children explore seventeenth century food, Victorian food and food we eat now. This includes looking at food invented locally such as HP sauce.

Coverage and Progression	F1	F2	Yr 1	Yr 2	Yr 2 Exceeding
Chronology	<p>Know I have a birthday.</p> <p>Know about the passing of time within the school day.</p>	<p>Know when my birthday is.</p> <p>Know and name the days of the week.</p> <p>Know and name the months of the year.</p> <p>Know what year it is.</p>	<p>Know and have a developing an awareness of the past and present.</p> <p>Know how to fit people/events (4) into a chronological framework.</p>	<p>Know and understand and use the words past and present when telling others about an event.</p> <p>Know and use a range of vocabulary</p>	<p>Know and use a growing range of historical terms.</p> <p>Know how to place the time studied on a timeline.</p>

	<p>Know the order of my day.</p> <p>Know how to fit 2 events on a chronological framework.</p> <p>Know how to use some vocabulary linked to the passing of time e.g yesterday.</p>	<p>Know how to fit people/events (3) onto a chronological framework.</p> <p>Know how to use and understand simple language that relates to the passing of time.</p>	<p>Know and identify similarities and differences between ways of life at different times.</p> <p>Know, understand and use common words and phrases related to the passing of time.</p>	<p>of everyday historical terms. Know how to fit people/events (6) into a chronological framework.</p>	<p>Know how to use dates and terms related to the study unit and passing time.</p> <p>Know how to sequence several events or artefacts.</p>
Vocabulary	<p>today, yesterday, baby, day, old.</p>	<p>today, yesterday, tomorrow then, now, before I was born, a long time ago, old, new, day, month, remember.</p>	<p>a short time ago, last week, when I was younger, when your parents/ grandparents etc were younger, yesterday, tomorrow past, present, future, then, now, after, before, new, next, old, older.</p>	<p>century, decade, during, historical, modern, recently, chronological order.</p>	<p>lifetime, ancient.</p>
Changes within living memory	<p>Know who is in and talk about my own immediate family.</p> <p>Know how to ask and understand 'how' and 'why' questions.</p> <p>Know how to use artefact, photographs or pictures in my play.</p> <p>Know that some objects are new and some objects are old.</p>	<p>Know and talk about my own family and know how they are similar/different to others.</p> <p>know how they have changed since they were born.</p> <p>Know and talk about how the lives of my parents/grandparents were different than today.</p> <p>know some facts about events or people from the past that they recall from stories they have read/heard.</p>	<p>Know some similarities/differences between ways of life at different times. E.g. changes in clothes between my grandparents and today.</p> <p>Know how to sort events/objects/people into groups e.g. then and now.</p> <p>Know some ways we find out about the past.</p> <p>Know how to ask and answer questions about the past. E.g. which things are old and which are new?</p>	<p>Know similarities and differences between ways of life at different times and understand why changes have been made.</p> <p>Know how to use a wide range of sources of evidence to find out about the past.</p> <p>Know how to ask and answer questions using sources of evidence.</p> <p>Know that we celebrate certain events such as Bonfire Night, Remembrance Day because of what</p>	<p>Know that there are different accounts of history.</p> <p>Know how to use a range of sources to make observations.</p> <p>Know how to select and record information relevant to an enquiry.</p> <p>Know how to decide if a source is reliable or not.</p>

	<p>Know how to discuss my family's history- using photographs, stories and role play.</p> <p>Know similarities and differences between my own family and others.</p>	<p>Know how to answer 'how' and 'why' questions.</p> <p>Know how to ask and understand simple questions.</p> <p>Know things happened before I was born.</p> <p>know that some things are from the past and were used before I was born e.g. lamp/lantern.</p> <p>Know and understand that things were different in the past.</p>	<p>Know that we celebrate certain events such as Bonfire Night, Remembrance Day.</p>	<p>happened many years ago.</p>	
Vocabulary	<p>Nursery, school, Calverton, map</p>	<p>Calverton, Nottingham, grand parent, how, why.</p>	<p>Remembrance Day, Bonfire Night, similar, different, Victorian, lace, where, when.</p>		<p>Evidence, source, reliable, opinion.</p>
Coverage and Progression	F1	F2	Yr 1	Yr 2	Yr 2 Exceeding
Changes beyond living memory	<p>Know about significant events in my own life e.g my birthday.</p> <p>Know that some objects are new and some objects are old.</p> <p>Know how to use artefact, photographs or pictures in my play.</p>	<p>Know some similarities and differences between the past and now e.g birthday.</p> <p>Know that events of the past have impacted celebrations and events today e.g. Christmas.</p> <p>Know some ways in which the past is represented through artefacts, photographs and stories.</p> <p>Know and identify some similarities/differences between ways of life</p>	<p>Know how to use given sources to learn about the past.</p> <p>Know how to use books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Know about different types of people, events and beliefs within society.</p> <p>Know and recall some facts about people/events before living memory.</p>	<p>Know how to ask and answer questions about the past and explain my answer. E.g. I think these people are from the past because they are wearing different clothes to what we wear today.</p> <p>Know that we use different ways we find out about the past.</p> <p>Know how to use a range of sources to learn about the past (eye witness</p>	<p>Know and make comparisons with our life today.</p> <p>Know why and identify reasons for and results of people's actions.</p> <p>Know how to use a range of sources to make observations.</p> <p>Know how to select and record information</p>

		at different times. E.g. changes in nursing.	Know why people did things, why events happened, and what happened as a result.	accounts, diary entries, letters, books, photographs). Know similarities/differences between ways of life at different times and understand why changes have happened. E.g. I know why houses today are made from brick. Know why people did things, why events happened, and what happened as a result.	relevant to an enquiry.
Vocabulary	Life, birthday, family, photograph.	How, why, lamp, lantern, same, different.	London, Fire of London, Great, Samuel Pepys, spread, timber, bakery Victorian, Newstead Abbey, Queen Victoria, words linked to Victorian artefacts	Pudding Lane, timber framed, John Evelyn, River Thames, St Paul's Cathedral, Sir Christopher Wren Mill, factory, Industrial revolution, words linked to Victorian artefacts	
Coverage and Progression	F1	F2	Yr 1	Yr 2	Yr 2 Exceeding
Lives of significant people	Know about some people who help me. Know how to ask questions about my own immediate community and environment to extend my knowledge.	Know who Florence Nightingale is. Know some ways the Florence Nightingale made our lives better today. Know who Neil Armstrong is. Know some ways the Neil Armstrong made our lives better today.	Know who Scott of the Antarctic is. Know some ways the Florence Nightingale made our lives better today. Know and appreciate that some famous people have made our lives better today.	Know about significant individuals and how they have impacted our lives today. Use eye witness accounts to talk about who was important and why. Know why significant individuals chose to do things.	Know the reasons for and the consequences of people's actions. Know why people may have wanted to do something.

		<p>Know some ways in which the past is represented through artefacts, photographs and stories.</p> <p>Know and identify some similarities/differences between ways of life at different times. E.g. changes in nursing.</p>	<p>Know and talk about who was important e.g. oral account.</p> <p>Know why people did things, why events happened, and what happened as a result.</p> <p>Know and talk about why people may have acted in the way they did.</p>		
Vocabulary	Words associated with people who help us in the local community- vet, police officer, dentist, fire fighter, bin lorry driver.	Florence Nightingale, Neil Armstrong.	Christopher Columbus, Scott of the Antarctic, George Stevenson, Isambard Kingdom Brunel, Samuel Pepys.	Christopher Columbus, Scott of the Antarctic, George Stevenson, Isambard Kingdom Brunel, Samuel Pepys.	
Coverage and Progression	F1	F2	Yr 1	Yr 2	Yr 2 Exceeding
Local history	Know about my immediate environment.	<p>Know about my local area.</p> <p>Know what life was like for my parents and grandparents when they were children.</p> <p>Know about a local transport brand- Raleigh.</p>	<p>Know about Victorian life in my local area.</p> <p>Know about some Nottingham inventions (Nottingham lace, HP sauce, traffic lights).</p>	Know how the local area was different in the past (Victorians- Newstead Abbey).	know about a significant historical person and place in my own locality.
Vocabulary	Nursery, school, Calverton	Calverton, Nottingham, Raleigh	Newstead Abbey, lace, traffic light, HP sauce	Newstead Abbey, lace, traffic light, HP sauce	Newstead Abbey, lace, traffic light, HP sauce
Vocabulary associated with historical sources and types	picture, story, photograph, object	picture, story, photograph, artefact, timeline	Timeline, chronological, opinion, evidence, similar, important	artefact, chronological, diary, event, evidence, sequence, source, timeline.	account. historian, eyewitness, expert memorial, the

of evidence.					older generation
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