

Town Lane Infant School - Progression of Disciplinary and Substantive Knowledge in History 2023- 24

| | Chronological understanding | Historical knowledge and interpretation | Historical enquiry | Organisation and communication | Vocabulary |
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| Little Acorns | *I know the order of events in my school day. | *I know how to make connections between the features of my family and others. *I know that there are differences between people. | *I know that actions have an effect. | Learning Journeys, Tapestry | now, next, before, after, today, time, new, same, different, change |
| F1 Nursery | *I know how to talk about events that I have experienced e.g. now and then. *I know how to talk about the differences between now and when I was a baby. *I know how to sort objects into then and now about my life. | *I am beginning to know how to use the past and future tense. *I know how to retell stories about myself and my family. *I know how to recognise that objects can grow and change. | *I know how to find out the answers to simple questions e.g. how they are different. *I know how to ask simple questions. | Floor book, Remarkable Moments, Tapestry, Jigsaw book | now, before, after, first, today, old, time, years, new, same, different, change, 'a long time ago', when you were a baby, past, now, next |
| F2 Reception | *I know how to talk about events that I have experienced e.g last weekend, last year *I know how to sort into two categories e.g. old and new. *I know how to sequence events using pictures. | *I know how to talk about myself and events in my life using the correct tense. *I know how to recognise how things have changed over time. *I know how to recognise special days and talk about what might happen. | *I know how to answer questions about things I have experienced. *I am beginning to ask questions to others. | Floor book, Remarkable Moments, Tapestry, Jigsaw book | now, before, after, first, today, old, new, yesterday, tomorrow, time, years, new, weeks, same, different, change, 'a long time ago', future, present, past |

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| <p>Year 1</p> | <p>*I know how to talk about the events of the past using the class timeline. *I know how to describe the differences between old and new and use this to order objects from oldest to youngest.</p> | <p>*I know how to talk about experiences of my parents and grandparents– toys *I know how to describe the events of the Gunpowder Plot. *I know how to describe the life of significant individual and their contributions – David Attenborough. *I know how to describe the events in the race to space.</p> | <p>*I know how to use photographs and artefacts to answer simple questions. *I know how to ask a relative questions to find out about their past – toys *I know how to use information to find out about a significant individual – David Attenborough, Tim Peake</p> | <p>Topic books, drama, role play, writing, ICT, CL groups, discussion</p> | <p>old, new, long time ago, past, present, before, after, first, last, today, tomorrow, yesterday, time, years, weeks, months, same, different, change, order, people, events, lived, living, future</p> |
| <p>Year 2</p> | <p>*I know how to sequence past events e.g. the events of the Great Fire of London. *I know how to describe the similarities and differences between school life now and during WW1.</p> | <p>*I know how to investigate life during WW1 in the trenches and on the home front. *I know how to research the life of a significant individual from my locality – Wilfred Owen *I know how to research the life of a significant individual and describe their contributions – Roald Dahl, Edith Cavell *I know how to explain where the Great Fire of London started and why.</p> | <p>*I know how to use artefacts, diaries, art and photographs to answer specific questions. *I know how to interview family members about their past experiences. *I know how to independently research a historical figure - Edith Cavell, Wilfred Owen.</p> | <p>Drama, role play, writing, ICT, CL groups, discussion, collages, CL research, topic books</p> | <p>past, present, old, new, now, before, after, first, last, today, tomorrow, yesterday, time, a long time ago, years, weeks, months, recent, memories, same, different, similarities, difference, compare, change, order, sequence, events, places, people, famous, important, lived, living, facts, sources, describe, explain, investigate, future</p> |

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| <p>Year 3</p> <p>Higher Bebington Junior School</p> | <p>*Place events, artefacts and historical figures on a time line using dates. *Understand the concept of change over time, representing this, along with evidence, on a time line. *Use dates and terms to describe events.</p> | <p>*Understanding the daily life of people during the Stone Age *Gain a broad overview of life during the Stone Age and Iron Age. *Understand the roles of men and women in society during the Stone Age. *Make comparisons between the Stone Age and the Iron Age. * Explaining why the Roman army was so powerful and successful. * Understand how the Romans invaded Britain. *Understanding the impact the Romans had on life in Britain- both at the time and in modern day (e.g. roads, laws, heating, cleanliness, names of places etc).</p> | <p>*Use evidence to ask questions and find answers to questions about the past. *Suggest suitable sources of evidence for historical enquiries. *Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. *Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. *Suggest causes and consequences of some of the main events and changes in history.</p> | | <p>Pre-history, hunter-gatherer, Palaeolithic, Mesolithic, Neolithic, tribe, celt, bronze, roundhouse, hillfort, druid, wattle and daub, Empire, toga, aqueduct, coliseum, centurion, emperor, amphitheatre, gladiator, centurion, mosaic,</p> <p>Artefact, reliable evidence, unreliable evidence</p> |
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