

Town Lane Infant School - Progression of Disciplinary and Substantive Knowledge in History 2024-25

	<b>Chronological understanding</b>	<b>Historical knowledge and interpretation</b>	<b>Historical enquiry</b>	<b>Organisation and communication</b>	<b>Vocabulary</b>
<b>Little Acorns</b>	*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
<b>F1 Nursery</b>	*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
<b>F2 Reception</b>	*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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<b>Year 1</b>	<p>*I know how to talk about the events of the past using the class timeline.</p> <p>*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</p> <p>*I know how to describe the events of the Gunpowder Plot.</p> <p>*I know how to describe the life of significant individual and their contributions – David Attenborough.</p> <p>*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.</p> <p>*I know how to ask a relative questions to find out about their past – toys</p> <p>*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>
<b>Year 2</b>	<p>*I know how to sequence past events e.g. the events of the Great Fire of London.</p> <p>*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.</p> <p>*I know how to research the life of a significant individual from my locality – Wilfred Owen</p> <p>*I know how to research the life of a significant individual and describe their contributions – Roald Dahl, Edith Cavell</p> <p>*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.</p> <p>*I know how to interview family members about their past experiences.</p> <p>*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><b>Year 3</b></p> <p><b>Higher Bebington Junior School</b></p>	<p>*Place events, artefacts and historical figures on a time line using dates.</p> <p>*Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>*Use dates and terms to describe events.</p>	<p>*Understanding the daily life of people during the Stone Age</p> <p>*Gain a broad overview of life during the Stone Age and Iron Age.</p> <p>*Understand the roles of men and women in society during the Stone Age.</p> <p>*Make comparisons between the Stone Age and the Iron Age.</p> <p>* Explaining why the Roman army was so powerful and successful.</p> <p>* Understand how the Romans invaded Britain.</p> <p>*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.</p> <p>*Suggest suitable sources of evidence for historical enquiries.</p> <p>*Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>*Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>*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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