



Burbage C of E Infant School History Progression Ladder

Statement of Intent

Our intent is to ignite children's curiosity about the past of Britain and the wider world and inspire them to become young historians. Our aim is to allow the children the opportunity to investigate the past and develop a wide knowledge, chronological understanding of historical events and an awareness of changes over time. We aim to deliver a broad and balanced History Curriculum that progressively covers the skills in the National Curriculum that will enable the children to acquire an understanding of time, events and people in their own living memory and beyond. The History curriculum has been designed to give all children, including children with SEND, the knowledge, understanding and skills they will need to succeed in their future education. We aim to engage children in local history so that they have an understanding of where Hinckley and Burbage fits into history. We encourage the children to ask and answer questions and use historical terms and subject specific vocabulary. Their knowledge and skills will lay the foundations for further study as they progress through Key Stages 2 and 3.

Development Matters - Children in Reception (non-statutory curriculum guidance for EYFS)	KS1 National Curriculum Subject Content
<p>Understanding the World</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Begin to make sense of their own life-story and family's history. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ▪ events beyond living memory that are significant nationally or globally ▪ 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 ▪ significant historical events, people and places in their own locality.



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Chronological Understanding		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> Children can tell someone about things that happened when they were little. Children can put up to three objects in chronological order. Children can remember and talk about significant events in their own experience. 	<ul style="list-style-type: none"> Children can sequence events and objects in the correct time order. Children can recognise the differences between ways of life in the past and present. 	<ul style="list-style-type: none"> Children can sequence events, people and objects in the correct time order. Children can identify similarities and differences between periods.
Substantive Knowledge		
<ul style="list-style-type: none"> Children know similarities and differences between themselves and others, and among families, communities and traditions. Children know and use words and phrases such as: now, yesterday, last week. Children know and talk about past and present events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> Children know changes that have happened in their own lives. Children know about how some things have changed within living memory, including aspects of change in national life. 	<ul style="list-style-type: none"> Children know common words and phrases relating to the passing of time. Children know where people and events studied fit into a chronological framework.
Vocabulary		
Old, new First, next Same, different Now, yesterday, today, tomorrow Order	Sequence, order Past, present Living memory Difference Change	Chronological order Sequencing Event Time period Decade, century Cause, consequence, reason



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Events, People and Changes in the Past		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> Children can explain how they have changed since they were born. Children can remember and talk about significant events in their own experience. Children can recognise and describe special times or events for themselves, family or friends, eg. birthdays. Children can identify similarities and differences in relation to themselves, family or friends. Children can talk about past and present events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> Children can recognise some similarities and differences between the past and present. Children can recount parts of stories to talk about things that have happened in the past. 	<ul style="list-style-type: none"> Children can identify similarities and differences between ways of life at different times. Children can use a range of sources to find out about the characteristic features of the past. Children can compare aspects of life in different periods (linked to people, eg. Elizabeth 1 & Queen Victoria). Children can understand how the achievements of famous people and significant events from the past have influenced our lives.
Substantive Knowledge		
<ul style="list-style-type: none"> Children know some similarities and differences between things in the past and now. 	<ul style="list-style-type: none"> Children know about events that have happened in the past by using a variety of resources including stories. Children know about the lives of significant individuals in the past. 	<ul style="list-style-type: none"> Children know about events beyond living memory that are significant nationally or globally (WW1 & Remembrance, Great Fire of London?). Children know about some significant historical events, people and places in their own locality. Children know about the lives of significant individuals in the past who have contributed to national and international achievements.
Vocabulary		
A long time ago Same, different, Change People, lives, lifetime Old, new Order Parent, grandparent, great-grandparent	Similarities, differences Past, present Significant Event Belief Artefacts	Compare Sources Features Influence significant Local, national, international Monarch, Reign, Coronation, Parliament, Government, War, Memorial Inventor



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Historical Interpretation		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none">• Children can look at and talk about photos or objects.• Children can directly compare two objects/photos.	<ul style="list-style-type: none">• Children can observe and use pictures, photographs and artefacts to find out about the past.• Children can ask questions about the past.	<ul style="list-style-type: none">• Children can use a variety of sources to find out about the past.• Children can ask and answer questions about the past.
Substantive Knowledge		
	<ul style="list-style-type: none">• Children know some ways in which we can find out about the past.	<ul style="list-style-type: none">• Children know that there are different types of evidence and sources that can be used to help represent the past.• Children know answers to simple questions about the past by using stories and other sources.• Children know ways to find out about their own local history.
Vocabulary		
Same, different Old, new	Who, what, when why, how	Version Opinion Event Evidence Sources Represent



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Historical Enquiry		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> Children can look at pictures and ask questions, eg. "What were the people doing?" Children can directly compare two pictures and artefacts. 	<ul style="list-style-type: none"> Children can sort artefacts into 'then' and 'now'. Children can use as wide a range of sources. Children can ask and answer questions related to different sources and objects. 	<ul style="list-style-type: none"> Children can use why, what, who, how and where to ask questions and find out the answers. Children can use timelines. Children can discuss the effectiveness of the sources used. Children can choose and select evidence and say how it can be used to find out about the past.
Substantive Knowledge		
	<ul style="list-style-type: none"> Children know answers to simple questions about the past by making observations and handling evidence. 	<ul style="list-style-type: none"> Children know some ways we find out about the past.
Vocabulary		
Touch, see, smell, hear Objects	Then, now Artefacts Observe Handle	Timeline Sources Evidence Research Compare, contrast



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Organisation and Communication		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> Children can sort events or objects into groups (ie. then and now). 	<ul style="list-style-type: none"> Children can talk, write and draw about things from the past. Children can use drama/ role play to communicate their knowledge about the past. 	<ul style="list-style-type: none"> Children can identify different ways the past is represented.
Substantive Knowledge		
	<ul style="list-style-type: none"> Children know and use historical vocabulary to retell simple stories about the past. 	<ul style="list-style-type: none"> Children know a wide vocabulary of every day historical terms.
Vocabulary		
Sort, group Old, new Same, different	Then, now Past, present Modern	Timeline Represent Connections Conclusions