

Linton Infants History Progression Document |

Chronological Awareness II

Pupils learn:

EYFS Beginning to sequence events when describing them
Some stories are set a long time ago.

Significant dates for them (birthday). Common words and phrases for the passage of time. Recounting activities that happened in their past using photos as a prompt.

Year 1 Sequencing events in their own life – birthday, starting school etc

Words/ phrases for passing of time
Recording on timeline historical stories
Year 2 Sequencing photographic events
More advanced timelines.
Recognition of event duration
Chronological frameworks

Historical Enquiry

Pupils learn:

Posing historical questions:

EYFS: To ask questions about past differences in photos/ images

Y1 To ask questions based on stories/ events/ people and evidence sources

Y2 To ask a range of questions about stories, events and people.

Understanding what a historically valid question is.

Gathering, organising and evaluating evidence

EYFS: Simple observations about the past from photographs/ images

Y1: Using information sources to answer questions

Y2 Using books and sources to find out about the past. Evaluating the usefulness of sources to a historical enquiry. Identifying a primary source.

Interpreting findings, analysing and making connections

EYFS Simple observations from the past

Y1 Drawing simple conclusions to answer a question.

Y2 Making simple conclusions about a question using evidence to support.

Communicating findings

EYFS Communicating findings by pointing to images and using simple language to explain their thoughts

Y1 Discussions about timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event.

Y2 Answering in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing.

Chronological Awareness I

Pupils learn:

EYFS That someone's age is the time since they were born. How they have grown since babyhood. That some people are older than others – parents/ grandparents.

Time language: already happened, even if used inaccurately. (before, yesterday, last week, last year).

Year 1 That a timeline orders past events and how to read them.

Within living memory is 100 years.

Year 2 That events in history may last different amounts of time. To know a decade is ten years.

Disciplinary Concepts

Pupils learn:

Historical significance:

EYFS Recalling significant people in their own lives

Y1 Recalling special events in their own lives & why these are significant

Y2 Discussing who was important in a historical event. The significance and impact of events

Sources of evidence

EYFS Using photographs, stories and non-fiction books to compare the past with the present day

EYFS & Y1 Using artefacts, photographs and visits to museums/ artefacts to answer simple questions about the past.

Extracting information about the past from photographs and people
Y2 Using artefacts, photographs and visits to museums for historical information. Identifying a primary source

To know that we can find out about how places have changed by looking at maps.

Historical Interpretations

EYFS Recognising that different members of the class may notice different things in photographs from the past.

Y1 Developing their own interpretations from historical artefacts.

Y2 Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past.

Substantive Concepts

Pupils learn:

EYFS That in fairytales kings/queens are usually important, powerful people who rule over others

Year 2 That a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that Britain was organised into kingdoms and these were governed by monarchs.

Disciplinary Concepts

Pupils learn

Change and Continuity:

EYFS Being aware of changes that happen throughout the year (e.g. seasons, nature).

Y1 Some things change others stay the same. Describing simple changes in objects/ ideas/ people

Y2 Recognising some things which have changed / stayed the same as the past. Identifying simple reasons for changes.

Cause and Consequence

EYFS Experiencing cause and effect in play - achieve through continuous provision.

Y1 Explaining why things happen – with support

Y2 Asking why events happened in the past.

To know why changes happened – with improvements in technology – flight (Wright brothers)

Similarities and Differences

EYFS Using photographs and stories Beginning to recognise similarities and differences between the past and today.

Y1 Beginning to look for similarities and differences over time in their own lives. Differences in celebration of special events

Y2 Identifying similarities and difference between ways of life at different times. Finding out about people, events and beliefs in society. Differences in chn's lives now and in the past