



History - Progression of Knowledge, Skills and Understanding

Provision at Allowell School starts from 2 years. Early Learning Goals taken from the Statutory Framework for the Early Years Foundation Stage (2021), linked to the seven areas of learning and development have been selected to provide end of phase outcomes for Reception children. These have been selected to fit alongside the History National Curriculum. The Development Matters Guidance (2021) has then been used to show progression, across the age-range, from birth to 3, 3&4-year olds and Reception children.

Area of Learning	Early Learning Goal (ELG)	Children at the <i>expected level of development</i> will:
Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding.
	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles within society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

	People, Culture and Communities	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -when appropriate - maps.
Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs.

	Birth to 3	3&4-year olds	Reception
Communication and Language	<ul style="list-style-type: none"> • Start to develop conversation, often jumping from topic to topic. • Listen to simple stories and understand what is happening, with the help of the pictures. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. • Understand 'why' questions, like "Why do you think the caterpillar got so fat?" • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things happen and why they might happen. • Engage in storytimes.

			<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Literacy	<ul style="list-style-type: none"> • Enjoy sharing a book with an adult. • Pay attention and respond to the pictures or words. • Repeat words and phrases from familiar stories. • Ask questions about the book. Make comments and share their own ideas. 	<ul style="list-style-type: none"> • Engage in extended conversation about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Understanding the World	<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk 	<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.

		about the differences they have experienced or seen in photos.	<ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries.
Expressive Arts and Design	<ul style="list-style-type: none"> • Show attention to sounds and music. • Join in with songs and rhymes, making some sounds. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 	<ul style="list-style-type: none"> • Remember and sing entire songs. 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses.

The History National Curriculum embeds knowledge, skills and understanding within its aims and subject content. The aims taken from the National Curriculum (2013) have been used to show an end of Primary expectation for all pupils. The subject content, also taken from the National Curriculum (2013) has been used to show progression from Key Stage One (KS1) to Key Stage Two (KS2).

<p>The National Curriculum for History aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
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- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

	Key Stage One (KS1)	Key Stage Two (KS2)
Subject content	<ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time. • 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. • Use a wide vocabulary of everyday historical terms. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources.

Areas of study

- 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
 - 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davidson, Mary Seacole and/or Florence Nightingale and Edith Cavell].
 - Significant historical events, people and places in their own locality.
- Changes in Britain from the Stone Age to the Iron Age.
 - The Roman Empire and its impact on Britain.
 - Britain's settlement by Anglo-Saxons and Scots.
 - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
 - A local history study.
 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
 - The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
 - Ancient Greece - a study of Greek life and achievements and their influence on the western world.
 - A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.