













West Bridgford Infant School 'History' Sequence of Learning

Reception Early Learning Goal ■	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> • To talk about significant events from their own experiences. • To use the environment to sequence the day's structure. • To show interest in the lives of those who are familiar to them. • To talk about their family and community. • To know their birthday celebrates the day they were born. • To take an interest in unknown objects. • To talk about things, they have found and seen. • To observe and talk about changes they have seen. 	<ul style="list-style-type: none"> • To recognise and describe special times or events for family and friends. • To understand the vocabulary today, tomorrow and yesterday correctly. • To understand that some events were before them, parents and grandparents. • To learn about the past and present by comparing and contrasting characters from stories. • To talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> • To know some similarities and differences between things in the past and now drawing on their experiences and what they have been read in class. • To understand the past through settings, characters and events through books read in class and storytelling. • To comment on images of familiar situations from the past. 

West Bridgford Infant School 'History' Sequence of Learning

Year 1 - National Curriculum Content WBIS Context	Autumn Term	Spring Term	Summer Term
<p>Chronological knowledge</p> <ul style="list-style-type: none"> Children 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. <p>Historical Concepts</p> <ul style="list-style-type: none"> Children should identify similarities and differences between ways of life in different periods. (To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and analyse trends) National Curriculum aim <p>Interpretations and Enquiry</p> <ul style="list-style-type: none"> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children 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. <p>Organisation and Communication</p> <ul style="list-style-type: none"> Children should choose and use parts of stories and other sources to show that they know and understand key features of events. 	   	<p>To know about changes within living memory and aspects of change in national life.</p> <p>To know and learn about houses and homes; and how they have changed overtime.</p> <p>Place known events and/or objects in chronological order.</p> <p>Understand the difference between the present and the past.</p> <p>Know and understand key features of some events within living memory.</p> <p>Identify some similarities and differences between: ways of life in different periods artefacts made at different times in their lives and those of people in the past.</p> <p>Begin to understand that evidence and artefacts can tell us a story.</p> <p>Begin to ask and answer relevant questions about the past and artefacts.</p> <p>Begin to understand what a primary source of evidence is.</p> <p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Begin to describe artefacts.</p> <p>To know about significant historical places in their own locality.</p> <p>To know and learn about Nottingham Castle</p> <p>Sequence events from different periods of their lifetime.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Begin to use a source to ask questions and to find out answers.</p> <p>Begin to use stories and other historical sources to show their understanding.</p>	<p>To know about changes within living memory and aspects of change in national life.</p> <p>To know and learn how seaside holidays have changed overtime.</p> <p>Sequence events within living memory.</p> <p>Recount some events and changes within living memory.</p> <p>Begin to recognise why they and others act as they do.</p> <p>Experience primary sources of evidence.</p> <p>Begin to suggest what information we can get from sources.</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Talk, draw or write about aspects of the past</p> <p>Know and understand key features of some events within living memory.</p> 

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Year 2 - National Curriculum Content WBIS context	Autumn Term	Spring Term	Summer Term
<p>Chronological knowledge</p> <ul style="list-style-type: none"> Children 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. Children should use a wide vocabulary of everyday historical terms. <p>Historical Concepts</p> <ul style="list-style-type: none"> Children should identify similarities and differences between ways of life in different periods. (To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and analyse trends) National Curriculum aim <p>Interpretations and Enquiry</p> <ul style="list-style-type: none"> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children 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. <p>Organisation and Communication</p> <ul style="list-style-type: none"> Children should choose and use parts of stories and other sources to show that they know and understand key features of events. 	<p>To know about events beyond living memory that are significant nationally.</p> <p>To know and learn about the Great Fire of London and the Gunpowder Plot</p> <p>Sequence events and/or objects in chronological order. Know when some famous historical events (beyond living memory) happened. Know and understand some aspects of the past, e.g., significant events and people, beyond living memory. Begin to describe changes within living memory which lead to changes in the UK. Find out about the past using a variety of types of evidence and different sources e.g., photographs, visitor, audio files, primary and secondary sources etc. Discuss reliability of photos/accounts/stories. Begin to make deductions and inferences from sources. Understand what a primary source of evidence is. Find answers to questions about the past from sources of information e.g., artefacts.</p> <p>To know about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To know and learn about Samuel Pepys and Guy Fawkes</p> <p>Sequence events related to the life of a significant individual chronologically. Distinguish between events in the recent and more distant past. Identify similarities and differences between: ways of life in different periods artefacts made at different times their lives and those of people in the past. Begin to show an understanding of the lives of some important historical figures. Recount some events, individuals and changes within living memory. Begin to ask and answer relevant questions about the past and artefacts.</p>	  	<p>To know about significant historical events and people in their own locality. Some should be used to compare aspects of life in different periods.</p> <p>To know and learn about Sir Jesse Boot</p> <p>Sequence events related to the life of a significant individual and local historical event chronologically. Begin to describe the reasons why people in the past acted as they did. Know how to find out about aspects of the past e.g., oral source, museum, written source. Know how personal memories can be used to find out about the past. Use a source to ask questions and to find out answers. Show an awareness and understanding of the past in a variety of ways, such as: written, talking, using images. Use stories and other historical sources to show their understanding.</p> 