

# GALLEY COMMON INFANT SCHOOL PROGRESSION OF SKILLS : HISTORY

## Aims and objectives

The aim of history teaching at Galley Common School is to stimulate the children's interest and understanding about the life of people who lived in the past and significant events that have affected society. We teach children a sense of chronology, and through this they begin to develop a sense of identity and cultural understanding. By considering how people lived in the past, they are better able to make their own life choices today. In our school history contributes to citizenship education by teaching about influential historical figures. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to begin to develop the skills of enquiry, interpretation and communication.

Within **Foundation Stage** we aim to ensure that all children:

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- ELG- Understanding the world/past and present:
  - Talk about the lives of people around them and their roles in society.
  - Know the similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.
  - Understand the past through settings, characters and events encountered in stories in books read in class and storytelling.

The **Key Stage 1** National Curriculum for History aims to ensure that all children:

- 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.

## Teaching and learning style

History teaching focuses on enabling children to think as historians. We aim to increase the children's awareness of history in their local environment. The children learn about Galley Common in the past including coal mining, the ribbon factory and the school itself. We encourage visitors to come into the school and talk about their experiences of events in the past. We examine historical artefacts, primary and secondary sources.

We also aim to give children the opportunity to visit sites of historical significance. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We plan speaking and listening activities into history units where appropriate, such as drama activities and role-play, for example, acting out scenes about Edith Cavell setting up and using role-play areas for homes in the past. Through such a variety of approaches we aim to stimulate interest and cater for the range of learning styles. We help children to understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?' about information they are given.

We aim to ensure that learning opportunities are suitable for all children to access, this may include setting open-ended tasks, grouping children in different ways, providing a variety of resources and using adult support.

Strand	1. Constructing the past	2. Sequencing the past		3. Change and development	4. Cause and effect	5. Significance and interpretations	6. Planning and carrying out a historical enquiry	7. Using sources as evidence	Key Vocabulary/ Phrases
<b>Progression statement</b>	Know where people and events fit within a chronological frame work. Pupils study historical periods, some of which they will study fully later.	Know where people and events fit within a chronological framework.	. Develop awareness of the past, using common words and phrases relating to the passing of time.	Identify similarities and differences between ways of life in different periods. Study changes within living memory.)	Choose and use parts of stories and other sources to show that they know and understand Key features of events. Study the lives of significant individuals who contributed to national and international achievements.	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key Features of events. Use a wide vocabulary of everyday historical	Understand some of the ways in which they find out about the past and identify different ways in which it is represented	
<b>R</b>	Talk about and share experiences of the past and present modelling and encouraging appropriate tenses Talk about and describe artefacts from the past and present. Record memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing	Use simple everyday terms to describe the passing of time, e.g. new and old, now and then, etc. Talk about own life and those of people around them and their roles in society. Sequence objects and every day events within experience, in time order e.g. school day Make sense of their own life story e.g. birthdays and the passage of time: growing-babies, toddlers, starting school, moving on. Reminding of and revisiting past learning/events in their school life		Talk about and describe my home and the way I live. E.g. day to day life, things I do, my house, my family, etc and say some things that are the same and different	Talk about important people in my life and those of people around them in society and their role. Introduce people/creatures beyond living memory through stories e.g. knights, dinosaurs, pre-historic animals/people Compare and contrast characters from stories, including figures from the past.		Know some similarities and differences between things in the past and now, drawing on own experiences and what has been read in class. Talk about events in my life and the lives of people I know-spoken and written recount of experiences. Ask and answer questions to find out more How and why?		<b>Time, old and new, long ago, now and then, yesterday, last week, at the weekend, this morning, last night, the past, now</b>
<b>1</b>	The child can identify relevant features of particular historical <b>themes, events</b> and people from <b>family, local, national</b> and <b>global history</b> . E.g. Recall some events and people associated with the Gunpowder Plot.	The child can depict on a timeline the sequence of a few objects and/or pieces of information. E.g. Put the main features of cooking in chronological order on a timeline.	The child can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. E.g. Use some common words and phrases relating to the passage of time, such as 'now',	The child can identify a few similarities, differences and changes occurring within a particular topic. E.g. Identify difference and similarities between early and modern aeroplanes.	The child can identify at least one relevant <b>cause for, and effect</b> of, several <b>events</b> covered. E.g. Identify an effect of the Gunpowder Plot.	The child can consider one reason why an <b>event</b> or person might be significant. E.g. Explain why we remember a particular explorer.	The child can ask and answer a few <b>valid historical questions</b> . E.g. Ask a few questions about explorers, locate relevant information and communicate the answers as sentences.	The child can extract information from several different types of source including written, visual and oral sources and artefacts. E.g. Extract some relevant information about the life of a local hero or heroine,	<b>Past/today, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young, in the .....times, modern, , artefact</b>

			'then', 'new', 'old', 'when' and 'before'.					e.g. from pictures, artefacts or a story.	
<b>2</b>	The child can briefly describe features of particular <b>themes, events</b> and people from <b>family, local, national</b> and <b>global history</b> . E.g. Retell the story of the Gunpowder Plot.	The child can sequence <b>independently</b> on an <b>annotated timeline</b> a number of objects or events related to particular themes, events, periods, societies and people. E.g. Select a range of cooking methods and foods to place on a timeline.	The child can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' 'previously'.	The child can identify <b>independently</b> a range of similarities, differences and changes within a specific <b>time period</b> . E.g. Recognise differences in aeroplanes from different decades.	The child can identify a few relevant <b>causes and effects</b> for some of the main <b>events</b> covered. E.g. Identify several causes, motives and effects of the Gunpowder Plot.	The child can identify a range of significant aspects of a <b>theme</b> , society, period or person and offer some <b>comments</b> on why they have selected these aspects. E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer.	The child can plan questions and produce answers to a few <b>historical enquiries</b> using historical terminology. E.g. Plan and find information needed to write a paragraph about which explorer was most successful.	The child can select information <b>independently</b> from several different types of source including written, visual and oral sources and artefacts to answer historical questions. E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine.	<b>Past, present, future, recently, when my parents/carers were children, decade, century, chronological order, era/ period, famous, significant, modern, ancient, artefact, old fashioned, long term, short term, timeline, time scale, 'beyond living memory</b>
<b>Greater Depth</b>	The child can explain a range of features covering <b>family, local, national</b> and <b>global history</b> and draw a range of conclusions. E.g. Recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it.	The child can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised. E.g. Select independently a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence.	The child can use more complex time terms, Such as 'BCE'/'AD' and period labels and terms. E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.	The child can describe <b>independently</b> and accurately similarities, differences and changes both within and across <b>time periods</b> and topics. Eg. Identify and describe several changes, similarities and differences that have occurred in aviation over a century.	The child can <b>comment</b> on a few valid <b>causes and effects</b> relating to the <b>events</b> covered. E.g. Make a few valid judgements about the causes, motives and effects of the Gunpowder Plot (e.g. this was a particularly important reason it took place).	The child can provide some valid reasons for Selecting an <b>event</b> , development or person as significant. E.g. Explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion.	The child can pose <b>independently</b> a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently. E.g. Plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response.	The child can critically evaluate the usefulness of sources and parts of sources to answer historical questions. E.g. Choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine.	