

Bude Primary Academy – Infant School Progression Map - Knowledge and Skills






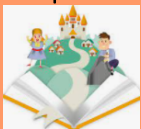
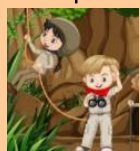

Our History curriculum will engage and inspire curiosity, while encouraging children to think critically and ask questions. Through our history curriculum we teach children the importance of enquiry, research, and analysis; and teach an understanding of the complexity of people's lives and the process of change.

We believe that high-quality History lessons inspire children to want to know more about the past and to think and act as historians.

We aim to develop children with the following essential characteristics to help them become historians and during their time at Bude Primary Academy Infants our children will develop




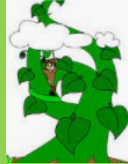


- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods, including significant events in Britain's past.
- The ability to think critically about history and communicate ideas confidently to a range of audiences.
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry.
- A respect for historical evidence and the ability to make critical use of it to support their learning.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

Our history curriculum seeks to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in local, national and world history

| History Autumn Term | | | | | | |
|---------------------|--|--|--|---|--|---|
| | EYFS (Past and Present) | | Year 1 | | Year 2 | |
| Topic | Who am I?  | Where are we going?  | Marvellous Me  | Once upon a time  | Wild Explorers  | Fire and Ice  |
| Knowledge | How have we changed? Children will know that they have changed over time and will continue to do so Children will know that the adults in their lives were also babies and that | Armistice Day Children will know about why we wear Poppies in November | My own personal history Children will learn vocabulary related to the past Children will learn about events in their own past both for themselves and significant others. | Significant events in History Children will learn about the significant historical event through learning about the moon landings | History of transport and machines Children will know about the invention of the steam engine and the invention of the car Children will know the impact this had on our lives | Significant individuals in History Children will know about the achievements of both Historical and contemporary polar explorers – (to include Shackleton, Henson, Fiennes) |

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| | <p>they have changed over time</p> <p>Children will know some simple significant events in their own personal history and place them on a timeline</p> | | <p>Children will learn what a timeline is</p> <p>Children will know about the achievements of Florence Nightingale and Mary Seacole</p> | | <p>Children will know how to use a timeline to find out when these events happened In relation to each other</p> | <p>Children will know the similarities and differences between their experiences</p> |
| Skills | <p>Children will be able to talk a out how both themselves and other significant individuals in their lives have changed over time</p> <p>Children will be able to describe and sequence some significant events in their lives and put them on a simple timeline</p> | <p>Children will be able to give a simple explanation as to why we commemorate Armistice Day.</p> | <p>Children will use words such as first, next, then, before, after</p> <p>Understand how to place events onto a simple timeline.</p> <p>To create their own personal timeline</p> <p>Children will be able to describe the achievements of Mart Seacole and Florene Nightingale and give a simple explanation of the impact the had</p> | <p>Comparing time periods in their own lives.</p> <p>Understand how things were different in the past and will be different in the future.</p> <p>Children will ask and answer question about the moon landings using parts of stories and other sources to show that they know and understand the key features of events</p> | <p>Children will be able to talk about how the invention of the steam train and the car changed the world we live in. They will be able to talk about what it was like before and how are lives now are affected by these events</p> <p>Children will be able to create and use timelines to understand the chronology of these events and how they relate to other parts of History that they have already studied in Year 1 .</p> | <p>Children will be able to talk about the key events in the stories of significant polar explorers</p> <p>Children will be able to add these events to a timeline to see how they relate to other parts of History that they have already studies.</p> <p>In the case of Henson children will be able to give simple reasons as to why he is less famous and given less credit than other explorers .</p> |

<https://www.history.org.uk/primary/resource/9676/historical-anniversaries-calendar>







| | EYFS (Past and Present) | | Year 1 | | Year 2 | |
|-----------|--|--|---|---|---|--|
| Topic | What's in the egg?  | What's growing in the garden?  | Home sweet home  | Up in the sky  | Islands  | Castles  |
| Knowledge | <p>To begin to understand Historical language such a past and present</p> <p>Using their knowledge of growth to understand how they have changed over time</p> | <p>To talk about weather in present and past context (today and yesterday's weather etc).</p> | <p>Children will know how houses have changed over time</p> <p>Children will know similarities and differences between the things we have in our houses now and in the past</p> <p>Children will know some of the different ways we can find out about the past using a range of sources including photographs and artefacts.</p> | <p>Children will know about the achievement of the Wright Brothers and how the invention of the aeroplane changed the world</p> <p>Children know where this t is placed on a timeline and understand where is fits in chronologically with other Historical events that they have studied (The Moon landing)</p> <p>Children know how planes have changed over time though visiting Newquay aircraft museum</p> | <p>To understand that humans impact changes landscapes over time and that these effect the lives of the people who live there</p> | <p>Children will know what a king or queen was and their roles both in the past and now. They will relate it to the learning about our current queen that they did in Year 1</p> <p>Children know what a castle is, why they were built. the purposes of their various features and geographical locations. They know about the roles and lives of the people who lived within them and similarities and differences between their lives and ours</p> <p>Children will have experienced a visit to Tintagel Castle and Launceston Castles</p> <p>Children will have taken a virtual tour of Windsor Castle</p> |
| Skills | <p>Children will be able to describe how something had changed over time through first-hand observations.</p> <p>Children will use some simple historical terms appropriately such as now, then before</p> | <p>– To describe what the weather was like over the past week by looking at our weather</p> | <p>Children will be able to identify and compare old and new houses in our local environment and give simple explanations as to why they think they are old or new.</p> <p>Children will be able to compare our home lives now to those in the past and identify similarities and differences. They will be able</p> | <p>Children will be able to explain how the invention of the aeroplane changed the world and how we live today</p> <p>Children will be able to explain how aeroplanes have changed over time and the consequences of these changes for the world</p> | <p>Children describe how the local landscape has changed over time. They can give some reasons why and the impact this</p> | <p>Children will be able to talk about the different features of castles and their purpose in an historical context. They will use this knowledge to both ask questions and draw conclusions about life in the past.</p> <p>Children will be able to talk about the different roles and lives of the people who lived within them and the similarities and differences between then and now</p> |

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| | | chart. | to ask questions and give simple explanations Children will know how to use historical artefacts and sources to find out about the past. Children will have used historical sources to ask questions about the past | | has had on the local population | Children will be able to sequence some significant castles on a timeline |
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Bude Primary Academy – Infant School Progression Map - Knowledge and Skills



Subject – History - Summer

| | EYFS (Understanding of the World) | | Year 1 | | Year 2 | |
|-----------|--|---|--|---|---|--|
| Topic | What's that munching?  | What's in the sea?  | Fearsome creatures  | Coasts and Kingdoms  | Oh I do like to be beside the seaside!  | Plants and food  |
| Knowledge | <p>Children will understand change overtime through their studying of lifecycles</p> <p>Children know simple vocabulary related to the passing of time Now , then , next, after, before, tomorrow, yesterday</p> | <p>Children will know that humans have had an impact on our oceans and beaches and the change this had caused over time</p> | <p>Children will know about Charles Darwin</p> | <p>Children will know about the Great Fire of London</p> <p>Children will now how we use primary sources (Samuel Pepys's Diary) to find out about the past</p> <p>Children will know how the lives of people in 17th C are both different and similar to ours</p> <p>Children will compare present day and 17thC London</p> | <p>Children will know how seaside holidays in Bude have changed over the time and how the town has changed over time.</p> <p>Children will know similarities and differences between contemporary and Victorian Bude</p> <p>Children will know that you they can use a timeline to chronologically order changes is Bude over time. Children will relate this to other people and historical events that they have studied in terms of chronology.</p> <p>Children use a range of artefacts and primary sources including interviewing residents to find out about the History of Bude.</p> <p>Children will begin to know about different viewpoints</p> <p>Children will know the history of the RNLI both Bude and beyond</p> <p>Children will know the history of Bude SLS club</p> | <p>Children will know about the similarities and differences in farming and food production over time</p> <p>Children will use their previous knowledge of developments in transportation to understand changes in food production and availability of and production of different foods over time</p> |

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| Skills | <p>Children will make simple observations of how things change overtime though first-hand observations of life cycles</p> <p>Children will use simple vocabulary related to the passing of time,</p> | <p>Children can give some simple descriptions of how the beaches and the sea in Bude has changed over time due to human influence.</p> | <p>Children will be able to give a simple explanation as to the significance of Charles Darwen. They will be able to place him on a timeline and compare him chronologically to other people and events that they have learnt about</p> | <p>Children will be able to talk about some of the key events of the Great Fire of London.</p> <p>Say why the Great Fire of London spread and eventually stopped.</p> <p>Explain that we know about the Great Fire because of Samuel Pepys' diary</p> | <p>Children will be able to present a non-chronological report about seaside holidays in Bude and compare Victorian and Cotemporary holidays in Bude.</p> <p>Children will be able to identify similarities and differences in the human Geography of Victorian and contemporary Bude</p> <p>Children will be able to use a range of artefacts and primary sources to identify changes in Bude over time. This will include fieldtrips, and visits to local museums.</p> <p>Children will be able to explain simple differences in viewpoints</p> <p>Children will be able to talk about the history of the RNLI and SLS clubs in the UK and specifically Bude.</p> | <p>Children will be able to describe similarities and differences in food production and farming over time and relate it to previous learning about developments in transportation</p> |
| IMPACT -End Points | | | | | | |
| Impact | <p>At the end of EYFS A Reception child can talk about the similarities and differences in past and present. Make observations about how they have changed and show awareness of what they could do when younger compared to what they can do now</p> | <p>At the end of Year 1 children should be able to understand that the world has changed through time and compare their life now to lives of people in the past. They should recognise why things have changed.</p> | <p>At the end of Year 2 children can understand that past events can be placed in order on a timeline. They understand that life was very different in the past to how it is now. They use sources of information about to help them understand how it was different.</p> | | | |