



## St James C of E Infant and Nursery School –

The history curriculum is taught around a set of key concepts and second order concepts.

Key concepts: A range of these concepts, (our golden threads) are explored through each historical unit and provide lenses through which to consider different aspects of history.

The concepts are revisited through different historical periods as children move through the school to deepen their understanding.

- **invention and innovation** (idea, discovery, progress, tools, technology)
- **society and legacy** (local, nation, community, government, class, rich, poor, inspiration, bravery, prejudice, discrimination, equality, activist)
- **trade and exploration** (discovery, navigation, country, empire, equality, slavery)

Second order concepts:

These are concepts that are taught and applied through each unit of history. These build progressively as pupils move through the school. Pupils will all explore some of these concepts through other curriculum subjects.

- Chronology
- Similarity and difference
- Cause and consequence
- Continuity and change
- Significance
- Historical enquiry (source material, artefacts, fact and opinion)
- Written and oral expression: (Using historical terminology, presenting findings in variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)



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## History Progression Map for Second Order Concepts of History: Chronological Understanding

**Key Questions:** When did it happen? How long did it take? Which period of history did this come after? Which period(s) of history came before?

	EYFS	Key Stage 1
<b>Chronological Understanding</b>	<p>To place events (pictures or text) in order.</p> <p>To place numbers in order.</p> <p>To use words that indicate past.</p> <p>To identify how they have changed.</p> <p>To identify things that are from the past/old</p> <p>Start to use words and phrases such as before, after, past, present, then and now.</p>	<p>Use words and phrases relevant to the past; old, oldest, new, newest a long time ago, within living memory, beyond living memory.</p> <p>Recognise that some objects belong in the past. Begin to understand where people and events fit on a timeline.</p> <p>Recount changes within living memory.</p> <p>Use words and phrases such as before, after, past, present, then and now.</p> <p>Understand where people and events fit within a chronological timeline.</p> <p>Sequence photographs and objects on a timeline.</p>
<b>Possible Questions</b>	<p>What came before/after?</p> <p>How have you changed?</p>	<p>When did it happen?</p> <p>How long did it take?</p> <p>How do we know?</p> <p>How can we tell an object is from the past?</p>



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## History Progression Map for Second Order Concepts of History: Cause and Consequence

Key Questions: Why did that happen? What was the result of that happening?

	EYFS	Key Stage 1
Cause and Consequence	Question why things happen and give explanations. Begin to identify what made something happen.	Begin to recognise that significant events happened because of a cause. Begin to understand that aspects of life changed following an event
Possible Questions	What happened? Why?	Why did people do things? Why did an event happen? What happened as a result?



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## History Progression Map for Second Order Concepts of History: Continuity and Change

**Key Questions:** What key things changed in this period of history? Is this the same as it was in a different period of history? Is this different to how it was in a different period of history?

	EYFS	Key Stage 1
<b>Continuity and Change</b>	Can talk about: Changes that have happened to themselves. Changes that have happened in different seasons and when plants grow.	Can begin to identify: Old and new things in a picture. What was different and what was the same when their parents and grandparents were children. Things that have changed or stayed the same.
<b>Possible Questions</b>	What has stayed the same? What is different?	What has stayed the same? Why? What has changed? Give an example (tell me how)? Is it still like that today?



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History Progression Map for Second Order Concepts of History: Historical Significance

Key Questions: What changed as a result of this? Why was this person important/significant? Why was this event important/significant?

	EYFS	Key Stage 1
Historical Significance	<p>Recognise and describe a special object.</p> <p>Recognise and describe a special time or event in their life (self, family or friends).</p>	<p>Talk about who or what was important (eg in simple historical account).</p> <p>Talk about why they (who or what) were important and what changed/happened.</p>
Possible Questions	<p>Can you tell me why that is special?</p> <p>Can you tell me what happened?</p>	<p>Who was an important person?</p> <p>What did this person do?</p> <p>What important thing happened?</p> <p>What changed after this?</p>



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History Progression Primary Progression Map for Second Order Concepts of History: Similarities and differences

Key Questions: Was it the same for everyone? Who was it different for?

	EYFS	Key Stage 1
Similarities and differences	<p>Know about similarities and differences between:</p> <p>Themselves and others</p> <p>Families</p> <p>Communities</p> <p>Traditions</p>	<p>Start to understand life was different for different people in the past:</p> <p>Rich and poor</p> <p>Male and female</p> <p>Start to understand that this may have been different in different places at the same time.</p>
Possible Questions	<p>What is the same?</p> <p>What is different?</p>	<p>Was this the same for everyone?</p> <p>How would life of a _____ person have been different?</p> <p>Who would this have been different for?</p>



## St James C of E Infant and Nursery School –

### History Progression Map for Second Order Concepts of History: Historical Interpretations and Historical Evidence

**Key Questions:** What is the evidence? How do people know this? What can this source tell me? Which is the best source to use?

	EYFS	Key Stage 1
<b>Historical Interpretations</b>	<p>Understand people have had different experiences.</p> <p>Understand people have different things.</p> <p>Understand people might like different things.</p>	<p>Identify different ways in which the past is represented.</p> <p>Identify that two people could explain something differently or retell a story in a different way.</p>

	EYFS	Key Stage 1
<b>Historical Evidence</b>	<p>Sort some objects into new and old.</p> <p>Find out about things that have happened in my life by asking questions and looking at pictures.</p>	<p>Begin to identify different ways we can find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects)</p> <p>Describe similarities and differences between artefacts.</p> <p>Sort some objects/artefacts between then and now</p> <p>Look at pictures and photos to identify things from the past.</p>



	EYFS	Key Stage 1
<b>End points</b>	<p>By the end of EYFS, pupils will be able to:</p> <p>Recognise and describe a special time or event.</p> <p>Talk about why things happen and give explanations about simple cause and effect.</p> <p>Identify and describe some similarities and differences.</p> <p>Observe and describe how things have changed or stayed the same in their lives.</p> <p>Sequence a few events using language relating to time.</p>	<p>By the end of Key Stage 1, pupils will be able to:</p> <p>Develop an awareness of the past and know where the people and events they study fit within a chronological framework.</p> <p>Make comparisons by identifying similarities and differences between life in different historical periods.</p> <p>Show an understanding of how we know about the past.</p> <p>Describe changes in living memory using historical vocabulary.</p> <p>Recall some significant people from history and events beyond living memory.</p>