



History Curriculum: Year N/R – Progression of Skills

What are the aims and intentions of this curriculum?

That children:

- Will become increasingly critical and analytical thinkers.
- Will possess a secure understanding of the chronology of the British Isles and other important periods of History.
- Will discover links and connections to the History they learn and the wider community and locality.
- Will further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs.
- Differentiate between source types and explain how interpretations in History may differ.
- Draw on similarities and differences within given time frames and across previously taught History.
- Enquire historically-themed questions and form their own opinions and interpretation of the past.

Term	Topic	Knowledge	History Skills – Chronology, Vocabulary, Enquiry, Interpretation, Continuity and Change, Causes and Consequences, Similarities and Differences, and Significance.	Assessment
Ongoing	Understanding the world <i>People and Communities</i>	Taught using enhancements in the environment and specified group time activities. These are differentiated to age and ability, progressing throughout the year.	<ul style="list-style-type: none"> •Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. •Learns that they have similarities and differences that connect them to, and distinguish them from, others. <p>(22-36)</p> <ul style="list-style-type: none"> •Shows interest in the lives of people who are familiar to them. •Remembers and talks about significant events in their own experience. •Recognises and describes special times or events for family or friends. •Shows interest in different occupations and ways of life. •Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family <p>(30-50)</p> <ul style="list-style-type: none"> •Enjoys joining in with family customs and routines. <p>(40-60)</p>	
Ongoing	Understanding the world <i>The World</i>	Taught using enhancements in the environment and specified group time activities. These are differentiated to age and ability, progressing throughout the year.	<ul style="list-style-type: none"> •Enjoys playing with small-world models such as a farm, a garage, or a train track. •Notices detailed features of objects in their environment <p>(22-36)</p> <ul style="list-style-type: none"> •Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	



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			<ul style="list-style-type: none">•Can talk about some of the things they have observed such as plants, animals, natural and found objects.•Talks about why things happen and how things work.•Developing an understanding of growth, decay and changes over time.•Shows care and concern for living things and the environment. <p>(30-50)</p> <ul style="list-style-type: none">•Looks closely at similarities, differences, patterns and change. <p>(40-60)</p>	
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