



**St Anne Line Catholic Infant School  
History Curriculum  
Progression of Knowledge, Skills and Vocabulary**



## School Mission, Vision and Context

### Mission Statement

With Jesus, We Love, We Learn, We Pray.  
Together, we grow Our School each day.

### Our Vision and Ethos

We aim to instil a love of learning, with Christ at the centre of all we do. Guided by the principle of 'En Magna Constantia'—In Great Constancy—we lay the foundation for a lifelong journey of discovery. We inspire resilience and independence in our learners, encouraging them to remain steadfast and always strive to reach their full potential, no matter the challenges they face.

### Context of our school

Our school serves a rich and diverse school community where families come from many different cultures and speak a wide variety of languages. Our mission is to serve the families of Basildon who would like their children to receive a Catholic education.

### This means in History

- Many children have well below average starting points.
- We have a unique and diverse school community where pupils celebrate our similarities and differences.
- We celebrate many different cultures and languages throughout the school. Through inclusive projects and collaborative learning, children are encouraged to share ideas, listen to one another, and draw inspiration from the rich cultural and historical backgrounds represented in our school.
- Language development is integral in every subject and teachers support all children including SEND children well in their learning journey.
- Faith-Inspired Learning: Guided by the love of Jesus, children explore history learning about key events and people in shaping history.
- Building Resilience: History lessons encourage children to persevere, asking questions, and exploring new ideas. Children are encouraged to learn from mistakes and reflect on historical stories of resilience and perseverance.
- Joyful Discovery: Rooted in love and learning, history is taught in a fun and interactive way, helping children develop a love for learning while laying the foundation for future historical studies.



## National Curriculum:

Pupils 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** and identify **similarities and differences between ways of life in different periods**. They should use a wide vocabulary of everyday historical terms. They 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. They should understand some of the ways in which we **find out about the past and identify different ways in which it is represented**.

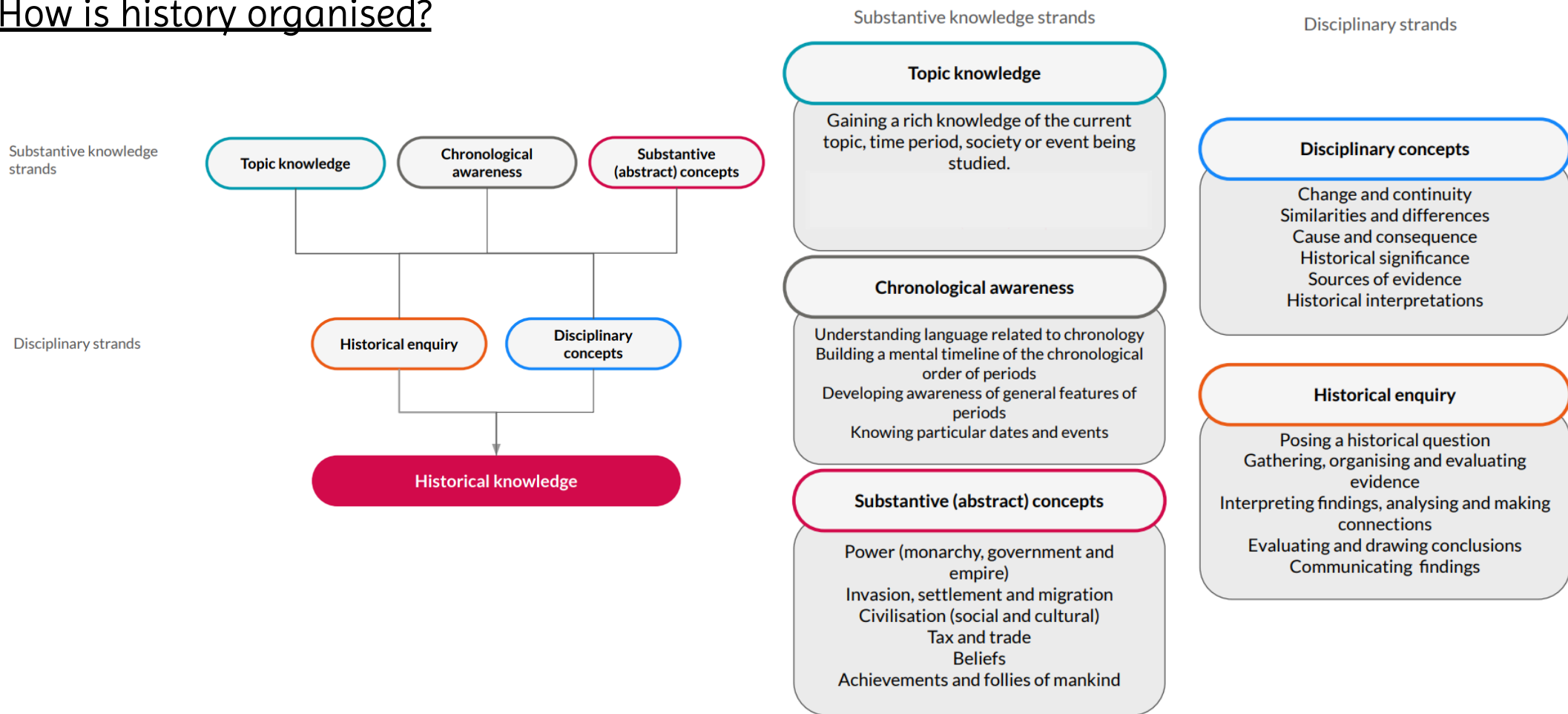
In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life: [Toys, Schools in the Past](#)
- events beyond living memory that are significant nationally or globally: [The Great Fire of London, the first aeroplane flight & Titanic](#)
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods: [The Wright Brothers, Bessie Coleman, Amelia Earhart and Neil Armstrong, William conqueror and King Charles III](#)
- significant historical events, people and places in their own locality: [Our school \(Schools in the Past\) and Hadleigh Castle \(Kings and Castles\)](#)



# How is history organised?



‘Knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.’  
(Ofsted research review series: History, 2021)



**Nursery**  
**Understanding the World - Past and Present**

**2-3 years**

**3-4 years**

Across the year, children develop awareness of themselves, others, and the world around them. They explore their family, celebrations and link personal experiences to play. They enjoy small world play, and imitate everyday events.

Across the year, children develop an understanding of themselves, their family, and important people in their lives. They learn about key events, celebrations, and traditions, and begin to understand the passage of time, including their own growth and upcoming transition to school.

**Reception**  
**Understanding the World - Past and Present**

Children will be able to:

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

**Autumn 1**

**Autumn 2**

**Spring 1**

**Spring 2**

**Summer 1**

**Summer 2**

**Past and Present**

Children will know how they have changed from being a baby to being 4/5.

**Past and Present**

Children will know the Christmas story is in the past and how we celebrate now.

Children will know that Remembrance Day is to remember people who have helped us.

**Past and Present**

Children will explore real life heroes and can talk about what made them heroic.

**Past and Present**

Children will know that the present is now.

Children can talk through our day using the visual timetable.

**Past and Present**

Children will know that the past is anything before the current day.

Children can confidently talk about tomorrow.

**Past and Present**

Children will know that they have been at school for a year and after each year they move to a new class.

Children can reflect on their reception year.



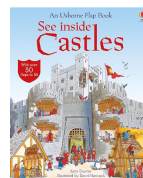
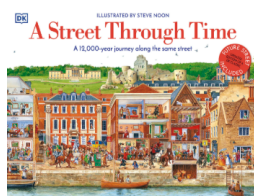
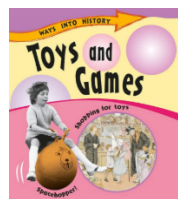
From the Ofsted History Review:

Disciplinary enquiry questions give meaning to historical content and support pupils to engage with that content with disciplinary rigour. Enquiry questions usually focus on a particular area of disciplinary knowledge. They are likely to be most effective when applied across a series of lessons. This allows pupils to develop the depth and breadth of knowledge they need to think and argue about the question. Pupils are then able to adapt and develop their judgements as their understanding deepens across a series of lessons.

## History Long Term Plan

Year Group	Year 1			Year 2		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Changes within living memory	Are all toys the same now as in the past?			Are schools the same now as in the past?		
Events beyond living memory		How do we know about the Great Fire of London?			Why did the Titanic sink, and how did it change how we travel on ships today?	
The lives of significant individuals	Mary Seacole (Black History Month)		Would I have liked to have been a monarch 1000 years ago?	Rosa Parks (Black History Month)		Why were the Wright brothers significant?
Local History		Fire of London - changes to our nearby capital city from 1666 to now	Mountfitchet Castle Hadleigh Castle Tower of London	Are schools the same now as in the past? (Our School)		

Book Links





## Vocabulary Progression

Nursery			Reception					
			Autumn	Spring	Summer			
Children use early time vocabulary such as <i>past, now, before, after, old, new, family, baby, grown up.</i>			baby change now present remember celebration Remembrance brave	grow before past long ago story Christmas poppy	hero kind community now after next routine	help brave today before first then timetable	yesterday tomorrow present before year grow learn next year	today past future after change remember move
Year 1			Year 2					
specific year (2025, 1989) compare living memory beyond living memory decade future past artefact	escape source of evidence Samuel Pepys King Charles II cause spread consequence diary plague	king battle conquer crown Motte and Bailey, keep, moat, palisade, drawbridge, Doomsday Book, fire, wattle and daub, monarch rule reign castle Parliament past / present	beyond living memory date decade different evidence important living memory modern past preferred present similar source timeline	beyond living memory Titanic disaster iceberg Southampton New York collison sink unsinkable Atlantic aboard 1st class, 2nd class, 3rd class passengers living memory source timeline evidence	beyond living memory memory decade evidence eyewitness flight historic historically significant inventor living memory past present primary source source			



## Substantive Knowledge

Substantive Knowledge	Year 1	Year 2
<p><b>Topic Knowledge</b></p> <p>Topic knowledge (or 'fingertip knowledge' as it is referred to in the Ofsted research review series: history) does have an important role in history learning as it enables pupils to develop their Chronological awareness and understanding of Substantive concepts in different contexts. Topic knowledge is covered in each of our units, helping pupils to understand the period being studied, however this knowledge is not necessarily progressive and the need to memorise this knowledge may not extend beyond the topic in question.</p>	<p><b>Toys</b></p> <p>A timeline shows the order of events.</p> <p>'The past' is events that have already happened.</p> <p>'The present' is time happening now.</p> <p>Throughout life, some things change and some things stay the same.</p> <p>We can find out about the past by asking people who were there.</p> <p>Everyday objects have changed over time as new materials have been invented.</p>	<p><b>Schools in the Past</b></p> <p>A decade is ten years.</p> <p>Boys and girls were treated differently in school</p> <p>The types of lessons were different to now</p> <p>Discipline and punishment was strict in the past</p> <p>Resources in classrooms were different to now</p>
	<p><b>Great Fire of London</b></p> <p>The Great Fire of London occurred in 1666</p> <p>The fire lasted 5 days</p> <p>Many houses in London at the time were built from wood and straw</p> <p>Houses were built very close together</p> <p>There was no fire service, no taps to get water from easily</p> <p>Samuel Pepys kept a diary of events</p> <p>They used gunpowder to blow up houses to create a fire break to stop the spread</p>	<p><b>Titanic Disaster</b></p> <p>The Titanic sank in 1912 after hitting an iceberg.</p> <p>It was heading for New York and sank in the Atlantic Ocean</p> <p>1500 people died</p> <p>The number of lifeboats on board was reduced to not clutter the first class decks.</p> <p>Women and children were put into lifeboats first</p> <p>There were 3 classes on board.</p>
	<p><b>Kings &amp; Castles</b></p> <p>William the conqueror was king of England in 1066</p> <p>Main features of Motte and Bailey castles are: motte, bailey, keep, moat, drawbridge, palisade</p> <p>Our monarch is King Charles III</p> <p>William the Conqueror became King of England by winning the Battle of Hastings.</p> <p>People lived within the castle Bailey or close to castles for</p>	<p><b>Flight</b></p> <p>The Wright brothers were the first people to build and fly an airplane in 1903.</p> <p>Bessie Coleman was the first African American woman to become a pilot.</p> <p>Amelia Earhart was the first woman to fly solo across the Atlantic Ocean.</p> <p>Neil Armstrong became the first person to walk on the</p>



	protection.	Moon in 1969.
	<p><b>Local History</b>            William the Conqueror built The Tower of London.            The Domesday Book shows what life was like in England after the Norman conquest and Basildon was mentioned several times.            Hadleigh Castle is a local castle built 200 years after Mountfitchett from stone.            Hadleigh Castle was a royal castle which meant the monarch would visit and stay here. (Henry III and Edward III)</p>	<p><b>Local History</b>            Our school was built in 1964.             Father Byles, an Essex Catholic priest, refused several offers to board a lifeboat and instead helped others to lifeboats, took confessions, offered absolution and prayed with those still on board as the ship went down.</p>
<p>Chronology            NC aims develop an awareness of the past            Where events fit within a chronological framework</p>	<p>To know that a timeline shows the order of events in the past happened.            To know that we start by looking at 'now' on a timeline then look back.            To know that 'the past' is events that have already happened.            To know that 'the present' is time happening now.            To know that within living memory is 100 years.            To know that beyond living memory is more than 100 years ago            To know a decade is ten years.            Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).            Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).            Sequencing three or four artefacts/photographs from different periods of time.            Placing events on a simple timeline.            Recording on a timeline a sequence of historical stories</p>	<p>To know that events in history may last different amounts of time.            To know a decade is ten years.            To know a century is one hundred years.            Sequencing photographs, focusing on the intervals between events.            Placing events on a timeline, building on times studied in Year 1.            Beginning to recognise how long each event lasted.            Knowing where people/events studied fit into a chronological framework.</p>



		heard orally.	
Substantive (abstract) concepts	Power (monarchy, government, empire)	To know that a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different cultures, times and groups e.g. monarchy.	n/a
	Civilisation (social & cultural) NC aims: Understand ways of life in different periods	Feudalism & peasantry - Castles	Class systems and segregation Sexism (Amelia Earhart, first woman achievement)
	Achievements and follies of humankind	To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) To know Leo Baekeland invented plastic (Science - materials) To know Ada Lovelace is recognised as writing the first computer code. (Computing - Technology)	To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel). To know the legacy and contribution of some inventions (e.g. flight). To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).

### Disciplinary Concepts

Disciplinary Concepts	KS1 National Curriculum aim:	Year 1	Year 2
Change and continuity (How historians look at how fast things changed, what kind of changes happened, and how much things changed over time)	Identify changes within living memory, revealing aspects of change in national life.	Being aware that some things have changed and some have stayed the same in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new.	Recognising some things which have changed / stayed the same as the past. Identifying simple reasons for changes. To know that daily life has changed over time but that there are some similarities to life today.



		<p>To know that people change as they grow older.</p> <p>To know that throughout someone's lifetime, some things will change and some things will stay the same.</p> <p>To know that everyday objects have changed over time.</p>	
<p><b>Cause and consequence</b> (How historians make judgements about why an event occurred, or the consequences of an event)</p>	<p>Identify different ways history is represented.</p>	<p>Pupils identify at least one relevant cause for and effect of a historical event.</p> <p>Asking why things happen and beginning to explain why with support.</p> <p>To know that everyday objects have changed as new materials have been invented.</p>	<p>Pupils confidently identify several relevant causes and effects for some of the events covered.</p> <p>Asking questions about why people did things, why events happened and what happened as a result.</p> <p>Recognising why people did things, why events happened and what happened as a result.</p> <p>To know that changes may come about because of improvements in technology or from learning after a disaster.</p>
<p><b>Similarities and differences</b> (How historians make judgements about the extent of similarity and difference within or between groups, places or societies in the same time period and the nature or pace of change across time)</p>	<p>Identify similarities and differences between ways of life in different periods</p>	<p>Pupils identify a few similarities, differences and changes occurring within a particular unit of study.</p> <p>Beginning to look for similarities and differences over time in their own lives.</p> <p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know some similarities and differences between the past and their own lives.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p>	<p>Pupils accurately identify and describe a range of similarities, differences within a specific time period.</p> <p>Identifying similarities and differences between ways of life at different times.</p> <p>Finding out about people, events and beliefs in society.</p> <p>Making comparisons with their own lives.</p> <p>To know that there are explanations for similarities and differences between children's lives now and in the past.</p>
<p><b>Historical significance</b></p>	<p>To know about significant historical</p>	<p>Recalling special events in their own lives.</p> <p>To know that some people and events are</p>	<p>Discussing who was important in a historical event.</p> <p>To know that some events are more significant than</p>



<p>(Why historians ascribe significance to historical people)</p>	<p>events, people and places in their own locality or events that are significant nationally or globally.</p>	<p>considered more 'special' or significant than others.</p> <p>Black History mini topic</p>	<p>others.</p> <p>To know the impact of a historical event on society.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p> <p>Black History mini topic</p>
<p>Sources of evidence (How historians use sources to make claims about the past)</p>	<p>Choosing and using parts of stories and other sources to show what you know and understand about the past.</p> <p>Understand some of the ways in which we find out about the past.</p>	<p>Using artefacts, photographs and visits to museums to answer simple questions about the past.</p> <p>Finding answers to simple questions about the past using sources (e.g. artefacts).</p> <p>Sorting artefacts from then and now.</p> <p>To know that we can find out about the past by asking people who were there.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p>	<p>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts (see above).</p> <p>Identifying a primary source.</p>
<p>Historical interpretations (How and why historical interpretations are different)</p>	<p>Ask and answer questions</p>	<p>Beginning to identify different ways to represent the past (e.g. photos, stories).</p> <p>Developing their own interpretations from historical artefacts.</p> <p>To know that the past can be represented in photographs.</p>	<p>Recognising different ways in which the past is represented (including eye-witness accounts).</p> <p>Comparing pictures or photographs of people or events in the past.</p> <p>Developing their own interpretations from photographs and written sources.</p> <p>To know that the past is represented in different ways.</p>



## Historical Enquiry

Historical Enquiry	Year 1	Year 2
Posing historical questions	<ul style="list-style-type: none"> <li>Asking how and why questions based on stories, events and people.</li> <li>Asking questions about sources of evidence (e.g. artefacts).</li> </ul>	<ul style="list-style-type: none"> <li>Asking a range of questions about stories, events and people.</li> <li>Understanding the importance of historically-valid questions.</li> </ul>
Gathering, organising and evaluating evidence	<ul style="list-style-type: none"> <li>Using sources of information, such as artefacts, to answer questions.</li> <li>Drawing out information from sources.</li> <li>Making simple observations about the past from a source.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how we use books and sources to find out about the past.</li> <li>Using a source to answer questions about the past.</li> <li>Evaluating the usefulness of sources to a historical enquiry.</li> <li>Selecting information from a source to answer a question.</li> <li>Identifying a primary source.</li> </ul>
Interpreting findings, analysing and making connections	<ul style="list-style-type: none"> <li>Interpreting evidence by making simple deductions .</li> <li>Making simple inferences and deductions from sources of evidence.</li> <li>Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).</li> </ul>	<ul style="list-style-type: none"> <li>Making links and connections across a unit of study.</li> <li>Selecting and using sections of sources to illustrate and support answers.</li> </ul>
Evaluating and drawing conclusions	<ul style="list-style-type: none"> <li>Drawing simple conclusions to answer a question.</li> </ul>	<ul style="list-style-type: none"> <li>Making simple conclusions about a question using evidence to support.</li> </ul>
Communicating findings	<ul style="list-style-type: none"> <li>Communicating findings through discussion and timelines with physical objects/ pictures.</li> <li>Using vocabulary such as - old, new, long ago.</li> <li>Discussing and writing about past events or stories in narrative or dramatic forms.</li> <li>Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)</li> </ul>	<ul style="list-style-type: none"> <li>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</li> <li>Using relevant vocabulary in answers.</li> <li>Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing.</li> </ul>



From the Ofsted Review of History:

“These disciplinary concepts are highly abstract. Therefore, teaching is likely to be most effective when pupils have repeated encounters with these ideas through meaningful examples in specific contexts.”

Coverage of Disciplinary Knowledge								
	Topic/Event	Chronology	Sources of Evidence	Historical Interpretations	Continuity and Change	Cause and Consequence	Similarities and Differences	Historical Significance; Knowledge and Understanding of Events and People
Year 1	<u>Unit 1</u> Toys	✓	✓		✓		✓	Leo Baekeland
	<u>Unit 2</u> Great Fire of London		✓	✓		✓		Samuel Pepys
	<u>Unit 3</u> Kings and Castles	✓	✓	✓	✓		✓	King Charles III William the Conqueror
Year 2	<u>Unit 1</u> Schools in the Past		✓	✓	✓		✓	Queen Victoria
	<u>Unit 2</u> Titanic	✓	✓			✓		Captain Smith
	<u>Unit 3</u> Flight	✓	✓		✓		✓	Wright Brothers Amelia Earhart Bessie Coleman Neil Armstrong



### History: Cross Curricular Connections

Term	Year 1	Year 2
Autumn 1st		
Autumn 2nd	RE: Chronology: The Story of Jesus Birth	RE: Chronology: The Story of Jesus Birth
Spring 1st	Computing: Significant Individual: Ada Lovelace Chronology: Timeline of technology	Computing: Significant Individual: Tim Berners-Lee DT: Bridge Structures
Spring 2nd	RE: Chronology: The Story of Easter Power/Monarchy: The religious leaders/Pontius Pilot Achievements & Follies of mankind: Crucifixion of Christ	RE: Chronology: The Story of Easter Power/Monarchy: The religious leaders/Pontius Pilot Achievements & Follies of mankind: Crucifixion of Christ
Summer 1st	English: Power/Monarchy: Fairy Tales DT: Puppets	Art: Sculpture - flight/space
Summer 2nd		