

## Knowledge Progression Document for KS1 History -

### Procedural Knowledge (knowing how) :

#### 1. Chronological Understanding:

- Understanding the concept of time and sequencing events in chronological order.
- Developing skills to use timelines to place historical events and figures in the correct order.
- Recognizing key terms such as past, present, and future in the context of history.

#### 2. Historical Inquiry:

- Developing skills to ask and answer historical questions.
- Learning to use historical sources (e.g., photographs, artifacts) to gather information about the past.
- Exploring the importance of evidence in understanding historical events.

#### 3. Historical Vocabulary and Skills:

- Introducing basic historical vocabulary (e.g., king, queen, castle, war).
- Developing skills to describe and compare historical events and figures.
- Understanding the use of historical terms such as change, continuity, and significance.

### Declarative Knowledge (knowing that):

#### 1. Significant Historical Events and Figures:

- Recognizing and understanding significant events such as The Great Fire of London or The Gunpowder Plot.
- Identifying key historical figures (e.g., Queen Elizabeth I, Florence Nightingale) and their contributions.
- Understanding the historical context and impact of these events and figures.

#### 2. Local and National History:

- Exploring local history and understanding the significance of local landmarks or historical sites.
- Developing knowledge of national history, including key events and figures from different periods (e.g., kings and queens, wars, significant inventions).

#### 3. Changes Over Time:

- Recognizing and understanding changes that have occurred over time (e.g., changes in transportation, technology, or clothing).
- Comparing and contrasting different time periods to identify similarities and differences.

#### 4. Historical Stories and Legends:

- Exploring historical stories and legends (e.g., Robin Hood, King Arthur) and understanding their place in English history.
- Differentiating between historical facts and fictional elements within these stories.

By the end of Key Stage 1, pupils will be able to sequence events chronologically, ask historical questions, and explore the significance of historical events and figures. This knowledge progression document serves as a guide, and teachers may adapt it to align with their curriculum, resources, and student abilities. Regular reinforcement of both procedural and declarative knowledge through engaging historical activities, discussions, and the use of primary and secondary sources will help students develop a well-rounded understanding of history.

## What skills and knowledge do our EYFS children take into the y1 curriculum?

In EYFS, children develop foundational skills and knowledge that lay the groundwork for their history learning in Year 1. They begin to understand concepts of time and change through stories and discussions about the past, exploring personal and family history. They develop basic historical vocabulary and begin to sequence events. They learn to ask questions and use simple sources of information. These early skills and knowledge build a solid foundation for their transition to Year 1, where they will delve deeper into historical topics and develop a broader understanding of the past.

## Implementation

**Our history scheme is centered on delivering an engaging and comprehensive curriculum that fosters a love for history. We will ensure that our teaching practices are inclusive, providing adaptive instruction to meet the needs of all learners. Through a combination of interactive lessons, hands-on activities, and educational resources, we will encourage students to develop critical thinking skills, historical inquiry, and the ability to interpret primary and secondary sources. Through assessment for learning strategies we will provide feedback to pupils to support their growth and understanding of historical concepts and events.**

# Learning to be an historian at East Tilbury Primary

## Intent



At East Tilbury Primary School, we are committed to delivering a creative and exciting history curriculum that ignites a passion for learning about the past. Our intent is to provide our pupils with a rich and diverse understanding of history, following the national curriculum guidelines. We believe that history offers valuable insights into the world, fostering critical thinking, empathy, and a sense of identity. Through engaging lessons and hands-on activities, we aim to develop our students' historical knowledge, skills, and understanding. We strive to make history come alive by incorporating artifacts, visits to historical sites, and interactive projects, enabling our pupils to explore and appreciate the fascinating stories and events that have shaped our world.



