

# History Progression of Skills



## OUR VISION FOR TREWIRGIE INFANTS'SCHOOL

'We care, we help, we succeed'

### OUR MISSION:

- To inspire children to engage in learning, and be valued members of a caring, supportive, and successful school.
- For all our children to develop life- long learning skills; to be independent and creative thinkers and to be socially confident.
- To enable children to be successful through a curriculum that captures their interests, stimulates their ideas, encourages inquisitiveness and critical thinking and meets their needs.

**At Trewirgie Infants' & Nursery School, history lessons are taught creatively to engage our children's interest. We inspire them to know more about the past and the people who are significant in our lives today both locally, nationally and globally. This gives them coherent knowledge and understanding of Britain's past and that of the wider world.**

**We listen to the questions our children have and equip them with the skills to follow their own lines of historical enquiry themselves. This enables them to be independent, critical thinkers, weighing up evidence and develop their own opinions in a safe environment.**



**Trewirgie Infants' & Nursery School is based in Redruth, a town rich in mining & fishing heritage that has shaped Cornwall as they know it today.**

Curriculum statement

<b>INTENT</b> (curriculum design, coverage and appropriateness)	<b>IMPLEMENTATION</b> (curriculum delivery, teaching and assessment)	<b>IMPACT</b> (attainment and progress)
<p>Our aim of the History curriculum is to inspire our children to be curious about Cornwall and Britain's past and of the rest of the world. We will support our children to think and act as historians using an enquiry-based approach where the children are expected to think critically and be able to ask and answer questions. The children are equipped with the vocabulary that they need to become historians and to talk about the past and the passing of time. Lessons provide opportunities for children to support, evaluate and challenge their own and others' views using a range of primary and secondary sources. We want children to gain knowledge and skills through experiences in the classroom but also with use of fieldwork and educational visits.</p>	<p>To ensure that high quality history is taking place throughout the whole school we implement a curriculum which is progressive from EYFS through to Year 2. History lessons are planned and linked through our termly topics with a focus on knowledge and skills. All lessons have a strong focus on vocabulary which ensures that all children can talk about history using the appropriate language. The subject leader ensures that knowledge and skills within history lessons are progressive through the school through monitoring and evaluating.</p>	<p>Children will know more, remember more and understand more about Cornish and British history. Children will be able to think critically about the past and be able to ask and answer questions. They will be able to talk about history using historical language which will be built upon each year. Children will understand and use the key skills: chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry and organisation and communication</p>

## Chronological Understanding

### National Curriculum aim:

*For children to develop an awareness of the past, using common words, phrases and historical vocabulary relating to the passing of time. To know where the people and events they study fit within a chronological framework (timeline) and identify similarities and differences between ways of life in different periods.*

EYFS	YEAR 1	YEAR 2( CORNISH STUDY)
<p>*I can remember and talk about special times or events for my family and friends.</p> <p>*I can remember and talk about significant events in my own life</p> <p>*I can order and sequence familiar events.</p> <p><b>*I am beginning to use everyday language related to time.</b></p>	<p>*I can describe the difference between past and present (within the context of their lives).</p> <p>*I can order and sequence some familiar events and objects.</p> <p>*I can identify some similarities and differences between ways of life at different times (<b>Victorian Child</b>)</p> <p>*I can sequence events and record changes within living memory</p> <p><b>(I can use some everyday terms about the passing of time such as 'a long time ago' and 'before'.)</b></p>	<p>* I can order and sequence key events and when they happened on a timeline.</p> <p>*I can recognise artefacts/objects from history and sequence them on a timeline.</p> <p>*I can recognise that our lives are similar and/or different from the lives of people in the past.</p> <p><b>(I can use common words and phrases associated with the passing of time.)</b></p>
<p><b>Intent:</b> Children will have regular opportunities to talk about themselves and their families in small groups as part of our Who Am I transition topic. Families are encouraged to upload photos of family events throughout the year to Tapestry so that children can talk about these to others. Children will use photos to sequence events and talk about these using language related to time. Children will use their 'Who am I?' books to talk to others about themselves and their families.</p> <p><b>Implementation:</b> Circle time groups, chatty bag time, time to share Who Am I</p>	<p><b>Lesson 1: Q. Where would you go in a time machine?</b></p> <p><b>Builds on:</b> EYFS - I can remember and talk about significant events in my own life</p> <p><b>Intent:</b> L.O. To describe the difference between things in my past and the present.</p> <p><b>Implementation:</b> Think about their journey so far as Trewirgie Infant school (past) can they remember anything special about what they learnt, activities or adults? What is different now in the present and what are they looking forward to in year 1.</p> <p><b>Future learning:</b> Y2</p>	<p><b>Lesson 1: Q: How is history recorded?</b></p> <p><b>Builds on:</b> EYFS &amp; Yr1 -I can order and sequence events.</p> <p><b>Intent:</b> L.O: To order and sequence key changes in Cornish history on a timeline.</p> <p><b>Implementation:</b> Looking at a timeline with time eras on it and discover through teacher input and resources what key events happened in Cornwall during those times. Children to create their own Cornish history timeline.</p> <p><b>Future learning:</b> Y2, lesson 3-changes in local history</p>

books during adult led groups and continuous provision time. Linking story times to special family events, exploring celebrations throughout the year and discussing what individuals do, finding similarities and differences.

**Future learning:**

**Lesson 2: Q. Who were the Victorians and what did they do?**

**Builds on:** EYFS -

**Intent:** L.O. To compare being a child in Victorian Times to now.

**Implementation:** Children to experience an afternoon of being in a Victorian classroom.

**Future learning:**

**Yr2-Industrial Revolution and mining**

**Lesson 3 &4: Q. How do you travel to school?**

**Builds on:**

**Intent:** L.O. To understand how transport has changed through the ages.

**Implementation:** Children to look at images of different types of transport through history and try to sort them on a line from old to modern (new) Discuss differences and similarities and why they think some modes of transport are no longer used. Link to tram road trails in Cornwall and why they are no longer used.

**Future learning:**

Walk around the great flat lode and look at mining trails.

Y2 -Richard Trevithick and steam locomotive

**Lesson 2: Q. Why is Cornwall so special?**

**Builds on:** Yr1- Identifying some similarities and differences between ways of life at different times.

**Intent:** L.O. To understand the importance of mining in Cornish history.

**Implementation:** Field trip to Geever Tin Mine.

Children to produce own choice outcome to demonstrate their knowledge and understanding of what they have learnt about mining in Cornwall.

**Future learning:** YR2 Historical events in our locality and nationally. Yr. 6 Mining

**Lesson 3: Q. How can we learn more about our Cornish heritage?**

**Builds on:** EYS & Yr1-order and sequence some familiar events and objects

**Intent:** L.O. To recognise artefacts/objects from history and sequence them on a timeline.

**Implementation:** Recap on previous learning and discuss what we found out about Cornwall in different eras. Talk about clues and objects from the past that help us to remember and link events to specific times in history. Children to look at and explore a range of Cornish artefacts and link them to a time in Cornish history using our timelines.

**Future learning:** Yr3 - I can place some historical periods in a chronological framework.

**Lesson 4: Q. How have people's lives changed over time in Cornwall and why?**

**Builds on:** Yr1- Identifying some similarities and differences between ways of life at different times.

**Intent:** L.O. To compare & contrast lives now and then in Cornwall.

**Implementation:** Field trip to Helston Cornish History Museum. Practical. Discuss Cornwall history and things that have changed, stayed the same or evolved to now. Discuss Cornwall during the war. Children to produce a video of what they've learnt to demonstrate their knowledge and understanding.

**Future learning:** YR2 Historical events in our locality and nationally. Yr. 3-Looking at life in Tudor times.

## Knowledge, Understanding and Interpretation of Historical events, people and changes in the past

### National Curriculum aim:

*Encouraging children to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand and identify some of the ways in which past events have and continue to impact on our daily lives. To understand significant people, places and events linked to our locality.*

EYFS	YEAR 1	YEAR 2
<ul style="list-style-type: none"> <li>I can talk about my families and who's in it.</li> <li>I can show interest in different occupations and ways of life.</li> <li>I recognise and understand that families look different.</li> <li>I understand that people don't always agree and like/dislike different things.</li> <li>I know about a significant Cornish person (St Piran-parade) <b>Optional</b></li> </ul>	<p>*I can understand key some events and facts from before my living memory which are significant nationally or globally (Industrial Revolution)</p> <p>* I can identify some similarities and differences between ways of life in different periods. <b>(Children in Victorian times)</b></p> <p><a href="https://museumofcornishlife.co.uk/visit/">https://museumofcornishlife.co.uk/visit/</a></p> <p>*I can describe significant people, places and events linked to Cornish history <b>(Sir Humphrey Davy-Davy Lamp for miners)</b></p> <p>*I can relate my own account of an event and understand that others may give a different version.</p>	<p>* I can describe events beyond living memory that are significant nationally and globally <b>(WW2)</b></p> <p>I can describe changes within living memory and in aspects of change in national life. <b>(Covid-19)</b></p> <p>*I can demonstrate the awareness of the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. <b>(Florence Nightingale)</b></p> <p>*I can describe significant events, people and places in Cornwall. <b>(Richard Trevithick-Steam Locomotion, Trevithick Day in Camborne)</b></p> <p><b>*I Understand that history can be retold differently by different sources or people (Oracy activity not a specific lesson)</b></p>
<p><b>Intent:</b> Children will have regular opportunities to talk about themselves and their families in small groups as part of our Who Am I transition topic. Families are encouraged to upload photos of family events throughout the year to Tapestry so that children can talk about these to others. Children will use their 'Who am I?' books to talk to others about themselves and their families. During circle</p>	<p><b>Lesson 1: Q. What is Covid-19?</b></p> <p><b>Builds on:</b> EYFS - Talking about ourselves and our families</p> <p><b>Intent:</b> L.O. To recount my experience of Lockdown and understand others might be different.</p> <p><b>Implementation:</b> Discussion of lived lock down experiences as a group. Discuss where it came from and how it transformed the world. Children to create a visual map to</p>	<p><b>Lesson 1: Q. What is Covid-19?</b></p> <p><b>Builds on:</b> EYFS-Transition &amp; Change</p> <p><b>Intent:</b> L.O. To describe Covid-19 and its impact on nationally and globally.</p> <p><b>Implementation:</b> Discussion of lived lock down experiences as a group. Discuss where it came from and how it transformed the world. Children to</p>

times children will have the opportunity to discuss things they like and dislike and learn that others don't always like the same things. During the festival of St Piran the children about why he is a significant figure in Cornwall, why we celebrate and how we celebrate. The children will take part in the local St Piran's Day parade through Redruth town centre. The children will learn that people celebrate in different ways.

**Implementation:** Circle time groups, chatty bag time, time to share Who Am I books during adult led groups and continuous provision time. Linking story times to special family events, exploring celebrations throughout the year and discussing what individuals do, finding similarities and differences. Celebrating St Piran's day in school and learning about why we celebrate in Cornwall and how we celebrate, attending the St Piran's Day parade with the children.

**Future learning:** Yr1 & Yr2 Significant Cornish individuals, Henry Trengrouse and William Murdoch.

show where and how it started and then how has impacted our lives.

**Future learning:** Y2 -Significant events that impacted globally and locally.

**Lesson 2: Q.Is change good, bad or both?**

**Builds on:** EYFS and Y1 Lesson 1

**Intent:** L.O. To understand the impact of the Industrial Revolution on Cornwall.

**Implementation:** Investigate and research what the 'Industrial revolution was and how Cornwall played a major part at that time. <https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-industrialisation/zmmx6v4> Talk about copper and tin mining in Cornwall and how it was transported across the world. <https://www.cornwallheritagetrust.org/timeline/industry-in-cornwall/>

**Future learning:**

**Lesson 3: Q.Would you prefer to go to work or go to school?**

**Builds on:** To notice similarities and differences in people.

**Intent:** L.O. To compare life during the Industrial period to now for Cornish families.

<https://museumofcornishlife.co.uk/visit/>

**Implementation:** Explore the differences in what people ate, where they worked, how they moved to places and children between then and now.

create a visual map to show where and how it started and then how has impacted our lives.

**Future learning:** KS2-Yr6 WW2

**Lesson 2:Q.What significant event drew people and children to Cornwall a long time ago?**

**Builds on:** Y1 -Understand key some events and facts from before my living memory which are significant nationally or globally. YR2-Chronological lesson 3

**Intent:** To describe what a World War is and its impact upon the world.

**Implementation:** Video clips and pictures to stimulate Oracy discussions. Children to create a 'War is' poem, class create a video using drama or spoken word about their views and understanding of war. Read some simply war poetry to inspire them.

**Future learning:** KS2-yr6-WW2

**Lesson 3: Q. Who was the Lady with the Lamp?**

**Builds on:** Yr2-Significant local individuals

**Intent:** L.O. To know that Florence Nightingale was a significant individual who changed the world of nursing.

**Implementation:** Hot seat Florence Nightingale to find out who she was and why is important. Florence to set children questions for them to research about her, using iPad and other given sources.

<https://www.saveteacherssundays.com/uploads/Flore>

**Future learning:** Y2 -Cornwall during the War

**Lesson 4: Q. Can people from Cornwall do amazing things?**

**Builds on:** EYFS - Special me

**Intent:** L.O. To describe why Sir Humphry Davy is a significant Cornish inventor.

**Implementation:** Link back to previous learning and how children and men worked in mines. Talk about how dangerous it was to work down there in the dark and how Sir Humphry Davy made it safer for miners to see under ground. <https://www.cornwallforever.co.uk/people>  
Children to make DAVY LAMPS

**Future learning:** Y2-Richard Trevithick

[nce+Nightingale%2C+Mary+Seacole+and+Edith+Cavell+KS1+planning.pdf](https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39)  
<https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39>

**Future learning:** Yr3- Who were the Tudors?

**Lesson 3: Q. Can people from Cornwall do amazing things?**

**Builds on:** Y1-Significant individuals locally

**Intent:** L.O. To describe Cornish inventor and engineer Richard Trevithick.

**Implementation:** Link back to what we know about Cornwall, its history in mining and how that was transported around Cornwall. Introduce Richard Trevithick and his creation of the first Steam Locomotive' The Puffin'. Discuss Trevithick Day celebrated in Camborne (last sat in April) Learn song 'Going up Camborne Hill'  
Children create a profile on Richard Trevithick.  
<https://www.cornwallforever.co.uk/people>

**Future learning:** Yr 6-Cornwall topic



## Historical Enquiry

**At Trewirgie Infants' & Nursery school, Children are supported to use and develop their Historical Enquiry skills in every lesson.**

### National Curriculum aim:

**Children should use a wide vocabulary of everyday historical terms when talking about their knowledge and understanding of history. Inspired by knowledge to ask and answer questions to find out about the past and identify different ways it can be represented. Be able to use a range of sources to find out key features of events.**

EYFS	YEAR 1	YEAR 2
<p>* I can form and ask questions about aspects of my familiar world, such as where I live and the natural world around me. (30-50m)</p>	<p>*I can make simple observations about different people, events, beliefs and communities.</p> <p>*I can Use sources to answer and ask simple questions about the past.</p> <p>*I can Identify some of the basic ways in which the past can be represented.</p> <p>*I can choose parts of stories and other sources to show what they know about the past.</p>	<p>* I can ask and answer questions about the past through observing and handling a range of sources - asking why/what/who/how/where questions to find answers.</p> <p>*I can form ideas about why things may change over time.</p> <p>*I can recognise and explain some simple reasons why people in the past acted as they did.</p> <p>*I can retell parts of stories and other sources of information to show what I know about significant people and events.</p>

# YEAR GROUP VOCABULARY—History



