



Together We Grow

Buttsbury Infant School

Curriculum Progression Statements

At Buttsbury Infant School we pride ourselves on having an ambitious, broad and balanced curriculum. We follow the National Curriculum and ensure that there is progression throughout each subject, in all year groups. As we follow the National Curriculum, some progression is outlined in statutory documentation; where this is not explicit, we have used a range of other sources to guarantee there is appropriate challenge and variety.

This document sets out how Buttsbury Infant School's curriculum progresses in each subject.



Buttsbury Infant School History Skills Progression



EYFS	
<u>Skills progression</u>	<p>Develop a familiarity with terms such as 'new' and 'old' (comparison of everyday objects, everyday life)</p> <p>Develop an understanding that some familiar stories were set in the past through settings, characters, events and encounters in books and draw comparisons with modern stories.</p> <p>Recognise the different ages and life stages of significant people around them through a range of resources e.g. photographs (grandparents, siblings, cousins)</p> <p>Develop an awareness of the lives of people around them and their roles in society (school and local community)</p> <p>Describe changes within living memory (how have I changed from a baby to starting school?) and discuss significant events in their lives (birthdays, family events)</p> <p>Begin to use appropriate historical vocabulary (yesterday, last year, last week)</p>
<u>Early learning goals</u>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

	Year 1	Year 2
Periods of history (understanding events, people and changes)	<p>Describe periods of history</p> <p>Describe changes within living memory</p> <p>Describe events beyond living memory, linking with significant individuals</p>	<p>Discuss what makes someone a significant individual.</p> <p>Describe events beyond living memory</p> <p>Describe significant historical events in their own locality.</p>
Chronological understanding	<p>Use Historical artefacts to draw comparisons between the past to now</p> <p>Use timelines to introduce chronology</p>	<p>Make comparisons of significant individuals</p> <p>Make comparisons between past and present</p>
Historical enquiry	<p>Explore historical artefacts</p> <p>Ask and answer appropriate questions.</p> <p>Use discussion to understand significant historical events and people.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p>	<p>Explore historical artefacts</p> <p>Ask and answer appropriate questions using a range of resources (e.g. internet and books).</p> <p>Use discussion to understand significant historical events and people.</p>

		Choose and use parts of historical recounts and other sources to show that they know and understand key features of events.
Organisation and communication	Use words and phrases such as old, new, before, after, past, present and a long time ago. Key vocabulary – past, present, now, then, timeline, artefact	Use a wide vocabulary of everyday historical terms to communicate what they have learnt. Key vocabulary – past, present, significant, history, event, local, national, artefact

