



## Westbury Infant School

### Progression of Knowledge and Skills – History

These principles and features characterise this approach and convey how our curriculum is implemented:

| Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The intent of our History curriculum at Westbury Infant School is to build children's understanding of the past by developing early chronological awareness, curiosity, and the ability to make sense of their own life story and the wider world. In EYFS, children explore past and present through personal experiences, family events, stories, and play, laying the foundations for historical thinking. In KS1, this progresses to learning about significant people, events, and changes within living memory, using simple timelines and sources to ask and answer questions, identify similarities and differences, and understand how the past has shaped the present. Across EYFS and KS1, the curriculum aims to make history accessible to all learners and to nurture enthusiastic young historians who can talk confidently about time, change, and the importance of history in their lives.</p> | <p>The History curriculum is implemented through carefully planned, progressive learning experiences that build children's knowledge, understanding, and skills from EYFS into KS1. In EYFS, historical learning is woven through continuous provision and adult-led activities within Understanding the World. Children explore past and present through stories, nursery rhymes, role play, real-life events, family traditions, photographs, artefacts, and language-rich discussions. Practitioners model and introduce vocabulary related to time and change, and provide opportunities for children to sequence events, compare objects, and talk about their own history.</p> <p>In KS1, History is taught through well-structured units that follow a clear progression of knowledge and skills. Lessons include a balance of storytelling, discussion, practical enquiry, timeline work, and the use of a wide range of sources such as artefacts, images, texts, and digital resources. Teachers explicitly build children's chronological understanding, ensuring concepts are revisited and deepened over time. Key vocabulary is taught, modelled, and revisited to support language development and retention.</p> <p>To ensure that History is accessible to all, teachers adapt materials, provide scaffolding, and use visual, practical, and multisensory approaches where appropriate. Trips, visitors, and local-area studies enrich learning and help children connect historical knowledge to real contexts. Regular opportunities for retrieval, reflection, and questioning help children secure long-term understanding and develop as confident young historians.</p> | <p>As a result of this approach, children develop a secure understanding of the past and its relevance to the present. By the end of EYFS, children can talk about their own history, recognise changes over time, and use early vocabulary to describe past and present. By the end of KS1, pupils can recall significant people and events, place simple events on a timeline (identifying where the person/event sits in relation to other people/events studied), identify some similarities and differences between periods, and begin to use sources to ask and answer historical questions. Children demonstrate growing curiosity, confidence, and the ability to talk about how people lived and how the world has changed. Ongoing assessments, observations, pupil voice, and work scrutiny show that pupils retain key knowledge over time and that the curriculum is inclusive, supporting all learners—including those who are disadvantaged—to make strong progress and develop as thoughtful, engaged young historians.</p> |

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>Progression of Knowledge and Skills</div> | <p><b>EYFS</b></p> <p>In reception, I am an <b>early historian</b> who is beginning to develop an awareness of the past by exploring my own personal history, family events, and familiar experiences. I can talk about past and present, sequence simple events, and make basic comparisons between 'then' and 'now' through stories, play, and hands-on exploration. I am beginning to use key vocabulary related to time and change, which helps me build early chronological understanding.</p> <p>I am able to:</p> <ul style="list-style-type: none"> <li>• Talk about how I have changed over time.</li> <li>• Sequence events in my life and events from familiar stories and nursery rhymes.</li> <li>• Sort a collection of objects or pictures into old and new and begin to talk about my choices.</li> <li>• Identify some basic similarities and differences between 'then' and 'now' in stories, pictures and artefacts.</li> <li>• Understand how we can use pictures and objects to find out about the past.</li> <li>• Understand that there are different versions of the same event/story and identify some of the similarities and differences between them.</li> <li>• Use words related to time and change in conversation (last week I went for a walk with Mummy).</li> </ul> | <p><b>Key Stage 1</b></p> <p>In KS1, I am an <b>historian</b> who can talk about the significant people, events, and changes within and beyond living memory that I have studied. I am developing a clearer sense of chronology by using simple timelines and by placing events and individuals in order. Through a range of sources—including artefacts, photographs, and texts—I am beginning to ask and answer historical questions, identify similarities and differences between periods, suggest reasons why some things happened and understand how past events have shaped life today.</p> <p>I am able to:</p> <ul style="list-style-type: none"> <li>• Explain my understanding of the changes within and beyond my living memory.</li> <li>• Share what I have learnt about the lives of significant people who have made a difference to the world.</li> <li>• Describe a significant event, person, or place in local history.</li> <li>• Use primary and secondary sources (pictures, artefacts or texts) to help me ask and answer questions about the past.</li> <li>• Identify some similarities and differences between different periods of history.</li> <li>• Recognise or suggest why people did things, why events happened and what the consequences were.</li> <li>• Identify changes that were made and how these changes have shaped our lives today.</li> <li>• Say whether one person or event happened before or after another and use a growing range of time vocabulary.</li> <li>• Understand how all the periods of time, people and events that I have studied, fit together on a chronological timeline.</li> </ul> |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Assessment and Monitoring

You will see:

- Cumulative quizzing at the beginning of each session which revises key sticky knowledge
- Sticky knowledge being shared with pupils
- Introduction of key vocabulary supported with visuals, where appropriate
- Sticky sticks being used to assess knowledge retention and identify misconceptions
- Book looks and learning walls show consistency in knowledge and skills between disadvantaged and non-disadvantaged pupils and between classes
- Discussions with learners demonstrates a good understanding and retention of the knowledge taught
- Post-assessment session to revisit sticky knowledge and address any misconceptions that arise.

# EYFS

## Golden Threads

| Past, Present & Chronology                                                                                                                          | Change & Continuity                                                                                                                                   | Stories, People & Evidence                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Children develop an understanding of past and present, use time-related language and increasingly sequence experiences, events and periods of time. | Children notice and describe how people, places, objects and ways of life can change over time, while recognising that some things may stay the same. | Children find out about the past through their own experiences, family stories, significant people, stories, photographs, objects and other sources, beginning to understand how these help us know about the past. |

| Strand                              | Typical Starting Points                                                                                                                                                                                                                                                                                                                                           | DP1                                                                                                                                                                                                                                                                                                                   | DP2                                                                                                                                                                                                                                                                                                                                                                                                                                                           | DP3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Statutory ELG                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PAST &amp; PRESENT KNOWLEDGE</b> | <ul style="list-style-type: none"> <li>• Talk about themselves and people who are familiar to them.</li> <li>• Recognise themselves and familiar people in photographs.</li> <li>• Talk about things they have done or experienced.</li> <li>• Remember and talk about a recent event.</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>• I know I have changed since I was a baby.</li> <li>• I know people in my family and community have different roles.</li> <li>• I know some things happened before now.</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>• I know people grow and change over time.</li> <li>• I know stories can help us understand the past.</li> <li>• I know some things change and some things stay the same.</li> </ul>                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• I know the past is different from the present.</li> <li>• I know photographs and objects can help us remember and find out about the past.</li> <li>• I know stories, photographs, objects and people's memories can help us find out about the past.</li> </ul>                                                                                                                                                                                                                  | <b>Past and Present</b> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> |
| <b>PAST &amp; PRESENT SKILLS</b>    | <ul style="list-style-type: none"> <li>• Recognise familiar people at different ages in photographs.</li> <li>• Talk about familiar routines and what usually happens.</li> <li>• Listen to stories about people, families and familiar experiences.</li> <li>• Show interest in photographs and objects connected with themselves or familiar people.</li> </ul> | <ul style="list-style-type: none"> <li>• I can talk about something that happened to me in the past.</li> <li>• I can talk about people who are familiar to me and what they do.</li> <li>• I can begin to put familiar events in order.</li> <li>• I can notice a simple difference between then and now.</li> </ul> | <ul style="list-style-type: none"> <li>• I can sequence familiar events using words such as before, after, then and now.</li> <li>• I can talk about how I or someone familiar has changed over time.</li> <li>• I can compare something from the past with something from the present, noticing what has changed and what has stayed the same.</li> <li>• I can use a familiar story, photograph or object to talk about something from the past.</li> </ul> | <ul style="list-style-type: none"> <li>• I can sequence events and experiences using increasingly accurate time language.</li> <li>• I can describe some similarities and differences between the past and the present.</li> <li>• I can talk about how people's lives or roles may have changed over time.</li> <li>• I can use stories, photographs, objects or people's memories to find out and talk about the past.</li> <li>• I can explain something I know about the past and how I found out about it.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                        |

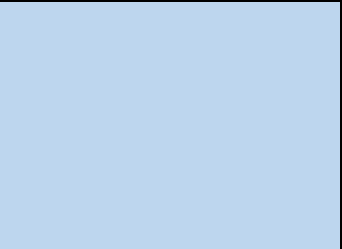
**ESSENTIAL  
VOCABULARY**

**now** – at this time  
**then** – at another time  
**old** – from a time before now

**past** – a time before now  
**change** – when something  
becomes different  
**role** – the job or part  
someone has

**before** – happening earlier  
than something else  
**after** – happening later than  
something else  
**remember** – to think about  
something that happened  
before

**present** – the time we are  
living in now  
**evidence** – something that  
helps us find out about the  
past  
**sequence** – to put events in  
the order they happened



## Key Stage 1 – Knowledge – Cycle 1

| Units of Work |                        | Autumn 1 | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring 1 | Spring 2 | Summer 1 | Summer 2                                                                                                                                                                                                                                                                                                                                           |
|---------------|------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Units of Work | STICKY STICK RETRIEVAL |          | <p><b>Gunpowder Plot: Was Guy Fawkes a hero or villain?</b></p> <ul style="list-style-type: none"> <li>- I know the Gunpowder plot happened in 1605</li> <li>- I know it was a plan to kill the King and blow up the Houses of Parliament</li> <li>- I know the plot failed</li> <li>- I know we celebrate every year on bonfire night</li> </ul> <p><b>Who is Isambard Brunel and why are his achievements remembered?</b></p> <ul style="list-style-type: none"> <li>- I know Brunel was a Victorian engineer</li> <li>- I know Brunel made it easier for people and goods to travel</li> <li>- I know Westbury became an important railway town because of Brunel's work</li> </ul>                                           |          |          |          | <p><b>Was the Great Fire of London a good thing in the end?</b></p> <ul style="list-style-type: none"> <li>- I know the Great Fire of London started in 1666</li> <li>- I know the fire spread quickly, destroyed many houses and was difficult to stop.</li> <li>- I know that towns were built differently after the fire.</li> </ul>            |
|               |                        |          | <p><u><b>Vocabulary</b></u></p> <p><b>Plot</b> – a secret plan.</p> <p><b>Gunpowder</b> – an explosive powder used to make things blow up</p> <p><b>Parliament</b> – the place where important decisions and laws are made.</p> <p><b>Source</b> – Something that gives us information about the past, like a picture, a diary, or an object</p> <p><u><b>Vocabulary</b></u></p> <p><b>Victorian</b> – from the time when Queen Victoria ruled Britain, a long time ago.</p> <p><b>Engineer</b> – A person who designs, builds, or fixes things like machines, bridges, or engines.</p> <p><b>Local</b> – Something that is close to where you live, or belongs to your area</p> <p><b>Significant</b> – Something important</p> |          |          |          | <p><u><b>Vocabulary</b></u></p> <p><b>Destroyed</b> – Broken or ruined so badly that it cannot be used anymore</p> <p><b>Rebuild</b> – To make something again after it has been broken or damaged.</p> <p><b>Cause</b> – Something that makes something else happen</p> <p><b>Consequence</b> – What happens because of an action; the result</p> |

## Key Stage 1 – Knowledge – Cycle 2

| Units of Work          |                        | Autumn 1 | Autumn 2                                                                                                                                                                                                                                                                         | Spring 1                                                                                                                                                                                                                                                                                                                                                                           | Spring 2               | Summer 1               | Summer 2                                                                                                                                                                                                                                                                                              |
|------------------------|------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STICKY STICK RETRIEVAL | STICKY STICK RETRIEVAL |          | <b>What is Remembrance?</b><br>– I know people wear poppies on Remembrance Day<br>– I know we remember soldiers and animals who have died fighting in wars<br>– I know we celebrate every year on 11th November                                                                  | <b>Who were the nurturing nurses?</b><br>– I know that Florence Nightingale changed nursing and made hospitals cleaner and safer.<br>– I know that Mary Seacole used her own money and medicines to help care for soldiers<br>– I know that Marie Curie was a scientist who helped improve medicine<br>– I know all three women helped people and made medicine better for us all. | STICKY STICK RETRIEVAL | STICKY STICK RETRIEVAL | <b>How have cars changed over time and who made the biggest difference in the development of the motor industry?</b><br>– I know how cars have changed over time.<br>– I know why cars have changed over time.<br>– I know how these changes have affected our lives today.                           |
|                        |                        |          | <u><b>Vocabulary</b></u><br><b>War</b> – When countries or groups fight each other using armies.<br><b>Respect</b> – Being kind to others and showing that you care about their feelings.<br><b>Peace</b> – When there is no fighting and people live calmly and safely together | <u><b>Vocabulary</b></u><br><b>Legacy</b> – What a person leaves behind that people remember them for<br><b>Influence</b> – When someone's actions or ideas change how others think or behave<br><b>Invention</b> – A new thing that someone creates to solve a problem or make life easier<br><b>Contribution</b> – Something helpful or important that someone gives or does     |                        |                        | <u><b>Vocabulary</b></u><br><b>Continuity</b> – When things stay the same over time<br><b>Change</b> – When something becomes different from how it was before<br><b>Modern</b> – Something new and different from how things were in the past<br><b>Impact</b> – How an event changed people's lives |

## Key Stage 1 – Skills

|                                                                  | Year 1                                                                                                           | Year 2                                                                                                        |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Chronological Understanding</b>                               | Sequence events and people studied using simple language such as <i>before, after, past</i> and <i>present</i> . | Place events and people on simple timelines and explain how periods studied fit together chronologically.     |
| <b>Knowledge and Understanding of Events, People and Changes</b> | Describe significant people, events and places from the past. Begin to recognise changes over time.              | Explain significant people, events and changes within and beyond living memory and describe their importance. |
| <b>Historical Enquiry</b>                                        | Use photographs, artefacts, pictures and stories to find out about the past. Ask simple historical questions.    | Use a range of primary and secondary sources to ask and answer questions about the past independently.        |
| <b>Comparison and Change</b>                                     | Identify simple similarities and differences between people, places and periods studied.                         | Explain similarities and differences between historical periods and describe how life has changed over time.  |
| <b>Cause and Consequence</b>                                     | Begin to identify simple reasons why events happened.                                                            | Suggest reasons why events happened and explain some of their consequences.                                   |
| <b>Historical Interpretation</b>                                 | Recognise that information about the past comes from different sources.                                          | Understand that different sources and accounts can tell us different things about the same event.             |
| <b>Historical Communication</b>                                  | Use simple historical vocabulary to talk about people and events from the past.                                  | Use an increasingly accurate range of historical vocabulary to explain learning and justify ideas.            |