Kindness Teamwork Curiosity

At Bushfield Road Infant School, our History curriculum is designed to ignite curiosity, foster kindness, and encourage teamwork as pupils develop a deep understanding of the past and its impact on the present and future. We intend to create a nurturing environment where pupils feel valued and supported in their learning journey, reflecting our core values in every lesson.

Kindness: Our curriculum promotes empathy and respect by exploring the lives and achievements of diverse individuals and communities, including those within our local area. Pupils learn to appreciate different perspectives and the importance of kindness in human interactions across time, laying a foundation for respectful citizenship.

Teamwork: History learning at Bushfield Road Infant School encourages collaboration through shared enquiry and discussion. Pupils work together to investigate stories from the past, developing communication skills and collective problem-solving, which supports their social development and prepares them for future learning.

Curiosity: We inspire pupils to ask questions about people, events, and changes over time, encouraging a natural sense of wonder about history. From Nursery through to Year 2, pupils progressively build knowledge and understanding of historical concepts, starting with familiar experiences and moving towards more complex ideas such as changes within living memory and significant historical events. This curiosity drives engagement and a love of learning.

Our curriculum progression ensures that pupils in Nursery begin by exploring similarities and differences in their own experiences and the world around them, gradually progressing to Year 2 where they study significant individuals, events beyond living memory, and local history. This sequence supports a coherent and cumulative understanding of history, preparing pupils well for Key Stage 2.

Chronology (Time and Sequencing):

Nursery	EYFS	Year One	Year Two
Begin to understand daily routines happen in order. Example: Talk about what happens first/next in the day.	Understand that events happened in the past. Example: Talk about what they did yesterday.	Place events and objects in order. Example: Sequence pictures from past to present.	Place events accurately in chronological order. Example: Create timelines across periods.
Use simple time language (before, after, now). Example: Use words in conversation during play.	Sequence events in their own lives. Example: Order photos or story events.	Use simple timelines. Example: Create a class timeline.	Compare different periods of time. Example: Discuss what was earlier/later.
Sequence familiar events. Example: Order parts of a daily routine.	Use growing range of time vocabulary. Example: Explain what happened before/after.	Distinguish between past and present. Example: Compare toys then and now.	Use precise chronological language. Example: Use decade/century appropriately.
Children must understand that daily routines happen in order. Children should use simple time language such as before and after. Children could sequence familiar events.	Children must understand that events happened in the past. Children should sequence events in their own lives. Children could use a wider range of time vocabulary.	Children must place events in order. Children should use simple timelines. Children could distinguish between past and present.	Children must place events in chronological order. Children should compare different periods of time. Children could use precise time vocabulary.
yesterday, today, tomorrow, before, after, morning, afternoon, night, now, next	past, present, then, now, before, after, recent, long ago, earlier, later	past, present, future, timeline, order, sequence, older, newer, long ago, memory, history	chronology, timeline, period, decade, century, sequence events, earlier, later, change over time, historical period

Change and Continuity:

Nursery	EYFS	Year One	Year Two

Know that things change over time. Example: Notice growth and changes in themselves.	Recognise differences between past and present. Example: Compare baby and now.	Describe similarities and differences. Example: Compare homes/schools.	Explain how and why things changed. Example: Discuss improvements.
Talk about simple changes. Example: Discuss seasons or daily changes.	Describe simple changes over time. Example: Talk about old/new toys.	Recognise changes in ways of life. Example: Discuss transport in past.	Identify patterns of change. Example: Notice developments over time.
Children must know that things change over time. Children should talk about simple changes in their lives. Children could describe similarities and differences.	Children must recognise differences between past and present. Children should describe simple changes over time. Children could explain how things have changed.	Children must describe similarities and differences. Children should recognise changes in ways of life. Children could explain simple developments.	Children must explain how things changed. Children should identify patterns of change. Children could compare changes across periods.
old, new, change, grow, baby, child, big, small, same, different	same, different, change, grow, older, younger, now, before, new, old	change, similar, different, compare, improve, replace, develop, past, present, ways of life	change over time, similarity, difference, development, continuity, compare, contrast, growth, progress, historical change

Cause and Consequence:

Nursery	EYFS	Year One	Year Two

Ask simple why questions. Example: Why did this happen?	Ask and answer simple why questions. Example: Why did the character act?	Understand events have reasons. Example: Why was something built?	Explain cause and consequence. Example: Explain why fire spread.
Begin to understand that actions have effects. Example: If we drop something, it falls.	Recognise simple cause. Example: Because it happened.	Recognise simple consequences. Example: What happened after?	Use reasoning to link events. Example: Because… so…
Children must ask simple why questions. Children should understand that actions have effects. Children could suggest simple reasons for events.	Children must ask and answer simple why questions. Children should recognise simple causes. Children could explain what happened and why.	Children must understand that events have reasons. Children should recognise simple consequences. Children could explain cause and effect using because.	Children must explain cause and consequence. Children should link events using reasoning. Children could explain impact and results.
why, because, happen, happened, make, do	why, because, happened, reason, what happened, how	cause, effect, happened, reason, result, because, so, explain	cause, consequence, effect, reason, impact, result, because, therefore, leads to, as a result

Significance:

Nursery	EYFS	Year One	Year Two

Know important people in their lives. Example: Talk about family.	Recognise important people/events. Example: Story characters.	Know about significant individuals. Example: Florence Nightingale.	Explain historical significance. Example: Why important today.
Recognise special events. Example: Celebrations.	Talk about why they are important. Example: What did they do?	Understand why they are remembered. Example: What they achieved.	Compare significant individuals/events. Example: Who had more impact?
Children must know important people in their lives. Children should recognise special events. Children could explain why things are important.	Children must recognise important people and events. Children should talk about why they are important. Children could describe what they did.	Children must know about significant individuals. Children should explain why they are remembered. Children could describe their achievements.	Children must explain why people or events are important. Children should compare significance. Children could explain impact and legacy.
important, special, person, people, family, celebrate	important, remember, special, famous, celebration, event	important, famous, remembered, achievement, person, event, past, hero	significant, achievement, important, legacy, impact, influence, remembered, contribution, historical figure

Evidence and Sources:

Nursery	EYFS	Year One	Year Two
Explore through observation. Example: Look closely at objects.	Use stories/pictures. Example: Look at old photos.	Use artefacts and images. Example: Handle objects.	Use range of sources. Example: Compare images.
Talk about what they see. Example: Describe features.	Ask questions about sources. Example: What is happening?	Make observations. Example: What might this be used for?	Evaluate reliability simply. Example: Which is more useful?
Children must observe objects and images. Children should talk about what they see. Children could describe simple features.	Children must use stories and pictures to learn about the past. Children should ask questions about what they see. Children could make simple comparisons.	Children must use artefacts and images. Children should make observations from sources. Children could suggest what they show about the past.	Children must use a range of sources. Children should compare sources. Children could evaluate which are more useful.
look, see, find, talk, show, object, describe	story, picture, look, find out, talk about, see, describe, observe	source, artefact, photograph, evidence, clue, object, information, find out	source, evidence, artefact, interpretation, reliable, unreliable, information, proof, data

Understanding Different Views:

Nursery	EYFS	Year One	Year Two
Talk about what they think. Example: Share ideas.	Describe events. Example: Retell story.	Distinguish fact and fiction. Example: Real or not?	Compare accounts. Example: Different versions.
Express opinions. Example: I think…	Begin forming opinions. Example: Talk about what happened.	Give simple opinions. Example: I think because…	Draw simple conclusions. Example: Explain their thinking.
Children must share their ideas about what they see. Children should express simple opinions. Children could explain their thinking.	Children must describe events they have heard. Children should form simple opinions. Children could explain their ideas.	Children must distinguish between fact and fiction. Children should give simple opinions. Children could explain their ideas using evidence.	Children must use a range of sources. Children should compare sources. Children could evaluate which are more useful.
think, talk, tell, say, idea, see	think, talk, describe, what happened, explain, idea	fact, fiction, true, false, opinion, think, know	interpretation, opinion, compare, explain, conclude, different views, same view, point of view, judgement