

Saint Margaret Mary's Catholic Infant School

History Progression

Skills	Nursery	Reception	Skills	Year 1	Year 2
	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of people around them and their roles in society. (ELG) • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG) • Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG) 		<ul style="list-style-type: none"> • Changes within living memory • Events beyond living memory • The lives of significant individuals • Significant historical events • Significant historical events, people and places in their own locality. 	

	Nursery	Reception		Year 1	Year 2
	<ul style="list-style-type: none"> • Talk about the school day. • Talk about an event from their past. 	<ul style="list-style-type: none"> • Talk about the school day. • Talk about yesterday, today, tomorrow and the weekend. (Use class visual timetable to talk about events in the school day) 	Chronological Understanding	<ul style="list-style-type: none"> • Sequence artefacts and events that are close together in time; • Order dates from earliest to latest on simple timelines; • Sequence pictures from different periods; • Describe memories and changes that have happened in their own lives; • Use words and phrases to show the passing of time 	

		<ul style="list-style-type: none"> • Use a visual timeline to talk about the things they have done in past. • Begin to understand that people lived/ events happened before they were born that we remember. 			
	<ul style="list-style-type: none"> • Talk about photographs and memories. 	<ul style="list-style-type: none"> • Sort and ordering photographs of themselves and/or their family. • Talk about objects/settings that are familiar and discuss how these may have differed in the past. • Talk about people from the present and the past and why they were special. 	<p>Knowledge and Understanding of past events, people and changes in the past.</p>	<ul style="list-style-type: none"> • Tell the difference between past and present in own and other people's lives. • Use information to talk about the past. • Use information to identify differences between then and now. • Describe and talk about significant individuals from the past • Talk about main events from a significant event in history. 	<ul style="list-style-type: none"> • Use information to talk and describe the past. • Use information to compare and describe differences between then and now. • Recount main events from a significant event in history. • Describe significant individuals from the past and why they are significant • Use evidence to explain reasons why people in the past acted as they did.

	<ul style="list-style-type: none"> • Talk about what they can see, using a wide vocabulary. • Talk about photographs and memories. • Retell what they have been told about their life story and family. 	<ul style="list-style-type: none"> • Talk about stories, pictures, artefacts, and accounts from the past, looking at similarities and differences. 	<p align="center">Historical Interpretation</p>	<ul style="list-style-type: none"> • Begins to identify and recount some details from the past from given sources. • Look and interpret at a range of sources(e.g. books, photographs, eye witness accounts, artefacts and internet) • Understand that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past 	<ul style="list-style-type: none"> • Look and interpret at a wider range of sources (e.g. books, photographs, eye witness accounts, artefacts and internet) • Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past • Show an understanding of why some people in the past did things.
	<ul style="list-style-type: none"> • Talk about what they can see, using a wide vocabulary. • Talk about photographs and memories. • Retell what they have been told about their life story and family. 	<ul style="list-style-type: none"> • Use artefacts and images of familiar situations in the past to begin to ask and answer simple questions. 	<p align="center">Historical Enquiry</p>	<ul style="list-style-type: none"> • Observe or handle evidence to ask simple questions about the past; • Sort some objects/artefacts into new and old and then and now. • Finds answers to simple questions about the past from given sources of information. (e.g. pictures, stories and photographs) • Begin to ask questions such as ‘who, what and when?’ 	<ul style="list-style-type: none"> • Carefully look at and interpret pictures and objects to find information about the past. • Ask and answer questions such as ‘What was it like for a...?’ ‘What happened to...?’ ‘Why do you think...?’ • Use evidence to explain the key features of events;

	<ul style="list-style-type: none"> Talk about what they can see, using a wide vocabulary. 	<ul style="list-style-type: none"> Recognise events that happened before they were born using basic chronology. 	Organisation and Communication	<ul style="list-style-type: none"> Shows knowledge and understanding about the past in different ways. (e.g roleplay, drawing, writing, label, talking, Museum of Life) 	<ul style="list-style-type: none"> Describes objects, people and events. Write simple stories and recounts about the past. Draws, labelled diagrams and writes about them to tell others about people, event and objects. Begin to present information in a variety of ways through eg talking, drawing, writing.
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History Vocabulary List			
Nursery	Reception	Year 1	Year 2
today, yesterday, tomorrow, day, year, mum, dad, brother, sister, nan, grandad, (step family), grown up, aunty, uncle, cousin, family, myself,	As nursery plus... success, special, the past, the present, the future, week, month, year, old, new, memory, long ago, parent, grandparent, great grandparent, who, what, remember, same, different, clue, now, order, history, Remembrance, war	As reception plus... Black History Month, racism, Civil Rights, house, home, doors ,windows, roof, garden, gate, detached, semi-detached, terraced, flats, bungalows, mobile homes, motor homes, houseboats, materials, timeline, past, present, within living memory, beyond living memory, prefabricated, tower blocks, safety standards insulated, sustainable, renewable resources, source, books, photographs, memories, newspapers, artefacts (an object made by a human being) paintings, diaries, film, interiors, decade, testimony, oral, written, question, advantage, disadvantage, historian Before, Earlier, A long time ago, year, Detective, Evidence, Significant, Fossil, Ammonite, Scientist, Search, Hunt, Find, Sea creatures, Dinosaur, Bones, Rocks, Hammer,	As year 1 plus... king(dom), Mali, wealth, leader, rich(est), pilgrimage, historical sources army, courage, front line, home front, poppy, trenches, armistice, monument, ceremony, soldier, battle chronological order, chronology, period, investigate, contrast, memorial, impact, opinion, research, reason, monarch, monarchy, parliament, Victorian, hospital, ward, uniforms, equipment, hygiene, modern, NHS, , healthcare,

		Chisel, Basket, sketch, poor, Lyme Regis, woman, statue	
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