

St George's Central CE Primary School and Nursery

Progression in History

Knowledge – Coverage				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Look at recent and old family photographs. <p><u>3-4 year olds</u></p> <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"> Events in living memory. Can remember and talk about significant events in their own experience. Describes special times or events for families and friends. 	<ul style="list-style-type: none"> Significant events beyond living memory (nationally). Lives of significant local people in the past who have contributed to national and international achievements. Significant events beyond living memory (nationally and globally). Lives of significant individuals in the past who have contributed to national and international achievements. 	<ul style="list-style-type: none"> Changes in Britain from Stone Age to Iron Age. Exploring the impact of the Normans have had on British society. Understanding how the Victorian period help to shape the Tyldesley we know today. The achievements of the Ancient Greeks. The Roman Empire and its impact on Britain (local history link). 	<ul style="list-style-type: none"> Ancient Egypt – life, achievements and influence. Britain's settlement by the Anglo Saxons and scots (local history link). Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. Non-European society that contrasts with British History – Early Islamic Civilisation. An aspect of British History beyond 1066 (Impact of WW2 on local people).
History Skills – Chronological Understanding				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Look at photos of themselves as a baby and now. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Look at photos of themselves from birth until current time and show them in order. 	<ul style="list-style-type: none"> Sequence 4 photos of themselves from birth. Sequence up to 6 pictures to show time order. 	<ul style="list-style-type: none"> Sequence events in their life. Develop a simple awareness of the past. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages. 	<ul style="list-style-type: none"> Place the time studied on a timeline, compare where this fits in to topics previously studied. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. 	<ul style="list-style-type: none"> Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. Gain greater Historical perspective by placing their growing knowledge into different contexts.

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<ul style="list-style-type: none"> • Begin to be able to sequence 3 pictures to show time order. 		<ul style="list-style-type: none"> • Place events on a simple timeline. • Sequence artefacts closer together in time. Check accuracy using books/ICT. • Sequence photographs from different periods of their life. • Place events on a simple timeline, adding times previously studied. 	<ul style="list-style-type: none"> • Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied. • Understand more complex Historical terms e.g. BC/AD/CENTURY. 	<ul style="list-style-type: none"> • Use and relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance. • Make comparisons between different times in the past. • Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.
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History Skills – Range and Depth of Historical Knowledge

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> • Talk about things in the past tense and things that happened yesterday or last week. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> • Talk about how they have changed since they were a baby. • Talk about things that have happened in their memory in the past. 	<ul style="list-style-type: none"> • Talk about things in their memory from their own past. • Identify and talk about simple similarities and differences in a historic context. • Talk about changes in the locality in the last 50 years. 	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own life and the lives of others. • Know and recount episodes from stories about the past, knowing and understanding key events. • Talk about simple similarities and differences between lives at different times. • Recognise why people did things, why events happened and what happened as a result. 	<ul style="list-style-type: none"> • Find out about everyday lives of people in time studied and compare with our life today. • Understand why people may have wanted to do something. • Identify reasons for and results of people’s actions. • Use evidence to reconstruct life in the time studied. • Identify key features and events of time studied. • Look for links and effects in the time studied. • Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> • Study different aspects of different people – differences between men and women. • Examine causes and results of great events and the impact on people. • Compare life in ‘early’ and ‘late’ times studies. • Compare an aspect of life with the same aspect in another period. • Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. • Compare beliefs and behaviour with another time studied.

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				<ul style="list-style-type: none"> • Write explanations of a past event in terms of cause and effect using evidence to support and illustrate. • Know key dates, characters and events of time studied.
History Skills – Interpretations of History				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> • Children explore artefacts from the past in continuous provision. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> • Children listen to stories set in the past. • Children experience old and new items in continuous provision. 	<ul style="list-style-type: none"> • Talk about past and present events in their own lives and in the lives of family members. • Children visit a local area that has historical importance. • Children presented with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. 	<ul style="list-style-type: none"> • Children to distinguish between fact and fiction and to help them remember key Historical facts. • Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts. • Compare 2 versions of a past event. • Compare pictures or photographs of people or events in the past. • Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories. • Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts. 	<ul style="list-style-type: none"> • Identify and give reasons for the different ways in which the past is represented. • Distinguish between different sources – compare different versions of the same story. • Note connections and cause and effect in Historical periods studied. • Look at representations of the period e.g. Museum, cartoons etc. • Look at and evaluate the evidence available sources • Begin to evaluate the usefulness of different sources gain a better perspective. 	<ul style="list-style-type: none"> • Compare different accounts of events from different sources – fact or fiction. • Offer some reasons for different versions of events. • Link sources and work out how conclusions were arrived at. • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. • Be aware that different evidence will lead to different conclusions. • Confidently use the library and internet for research.

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History Skills – Historical Enquiry

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<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Have some old natural and man-made resources and artefacts in continuous provision e.g rocks, old clocks. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Have some old natural and man-made resources and artefacts in continuous provision. Books with historical information, photos and images in the book corner. Listen to simple historical stories. 	<ul style="list-style-type: none"> Listen to and recall simple Historical stories. Use books with historical information, photos and images in to look up information and talk about. Observe, draw and talk about some natural and man-made artefacts. 	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts. Handle sources and evidence to ask and answer questions about the past on the basis of simple observations. Ask and answer appropriate Historical questions, using their growing Historical knowledge. 	<ul style="list-style-type: none"> Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Ask and answer simple questions. Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Use the library and the internet for own personal research. Answer and begin to devise own Historically valid questions. 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources. Select relevant sections of information. Use the library and internet for research with increasing confidence. Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account. Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.

History Skills – Organisation and Communication

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Children recognise people from older generations in their family in photos. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Children will talk about older generations in their family. Children will talk about their last birthday, ‘when I was 2,3’ etc. 	<ul style="list-style-type: none"> Children talk about their knowledge in simple terms Children talk about their own history within their own family. Children may role-play events from a story they have had heard set in the past. 	<ul style="list-style-type: none"> Communicate their knowledge through discussion. Use simple terms to talk about the passing of time 	<ul style="list-style-type: none"> Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information. 	<ul style="list-style-type: none"> Recall, select and organise information. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Communicate their knowledge and understanding through discussion, drawing pictures, drama and role

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			<ul style="list-style-type: none"> • Use Historically accurate terms to talk about the passing of time. • Construct own responses beginning to select and organise relevant historical information. • Use historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY. 	<p>play, making models, writing and ICT.</p> <ul style="list-style-type: none"> • Select and organise information to produce structured work, making appropriate use of dates and terms. • Use historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY.
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