



History

Knowledge and Skills Progression	Nursery	Reception	Year 1	Year 2	Year 3
Chronology	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Children use everyday language associated with time.</p>	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Children use the correct tense when speaking about past, present or future events.</p> <p>Children begin to sequence pictures or objects from different time periods.</p>	<p>Sequence some events or related objects in order of time.</p> <p>Use words and phrases: old, new, now, then, yesterday, present, past. Remember and describe parts of stories and memories about the past.</p> <p>Can talk about a person from the past and explain why they are significant.</p>	<p>Recount changes in own life over time.</p> <p>Put people, events, pictures or objects in order using a given scale/timeline.</p> <p>Use words and phrases: related to topic vocabulary to do with time. (old, new, earliest, latest, past, present, future, century, newest, oldest, modern, before, after)</p>	<p>Place the time studied on a time line.</p> <p>Sequence several events or artefacts.</p> <p>Use dates and terms related to the study unit and the passing of time.</p> <p>Understand BC/AD.</p>
Range and Depth of Historical Knowledge	<p>Children learn about the history of familiar celebrations such as Christmas and Bonfire Night.</p> <p>Children learn about how they have changed since they were a baby.</p>	<p>Children learn about the history of familiar celebrations such as Christmas and Bonfire Night.</p> <p>Children learn about how they have changed since they were a baby.</p> <p>They investigate their locality to discover old/new within Buxton.</p> <p>Compare characters from stories including figures from the past.</p>	<p>Find out about changes within living memory that had an impact on National life. Tell the difference between past and present in their own lives and other people lives. Listen to eye-witness accounts from grandparents etc and identify similarities and differences between way of life in different time periods.</p> <p>Describe significant individuals and events from the past including from their own locality.</p>	<p>Find out about events beyond living memory that are significant nationally or globally. Use a range of sources to describe differences between then and now.</p> <p>Recount main events from a significant time in history and explain how we know about past events.</p> <p>Begin to understand and be able to explain why people in the past acted as they did.</p> <p>Explore the history of significant people and places in their own locality as well as the wider world.</p>	<p>Find out about everyday lives of people in time studied.</p> <p>Explain how people and events in the past have influenced our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Note key changes over a period of time and be able to give reasons for these changes.</p>

<i>Interpretations of History</i>	Begin to learn that as they grow up they are increasingly able to do more things for themselves.	Begin to learn that as they grow up they are increasingly able to do more things for themselves. Use a range of fiction and non-fiction books to explore elements of the past. Begin to compare and contrast.	Begin to identify and recount some details from the past from pictures and stories. Children can compare and ask and answer questions and explain how they know. Experience of handling artefacts and taking part in discussions.	Use evidence to explain reasons why people acted in the past as they did. Say how features of the period influence how events are treated. Compare 2 versions of events. Use stories and accounts to distinguish between fiction and fact. Explain that there are different types of evidence and sources that can be used to help represent the past.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and compare different versions of the same story. Explain why accounts of historical events may differ. Look at representations of the period – museum, cartoons, etc
<i>Historical Enquiry</i>	Explore pictures and objects from the past through questions and discussion.	Explore pictures and objects from the past through questions and discussion.	Find answers to simple questions about the past by using source material. Discover about the past through role play/drama. Explore own locality to find out about and answer questions about the past.	Look carefully at pictures, eyewitness accounts or objects and places on school trips, to find information about the past. Ask questions about the source material.	Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use the library and internet for research. Ask and answer questions
<i>Organisation and Communication</i>	Explore elements of the past through discussion, role play and pictures.	Explore elements of the past through discussion, role play and pictures.	Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.	Write simple stories and recounts about the past. Draw labelled diagrams and write about them to tell others about people, objects and events from the past. Communicate knowledge and understanding in a variety of ways: discussions, pictures, writing, annotations, drama, making models.	Communicate knowledge and understanding in a variety of ways: discussions, pictures, writing, annotations, drama, making models.
I can Statements.	I can talk about how I have changed as I grew up. I can use simple language associated with time. I can sequence events in my day.	I always listen and then attempt to answer questions I know non fiction is a book of information	I can sequence events/objects/pictures in time order. I can use common words and phrases relating to the passing of time.	I can show an awareness of the past, using common words and phrases relating to the passage of time. I can describe where people and events fit within a timeline and identify	I can use an increasing range of common words and phrases relating to the passage of time. I can describe memories of key events in his/her

		<p>I can explore old artifacts and tell you how I know they are old.</p> <p>I can tell you about the present.</p> <p>I can tell you a story from the past.</p> <p>I can talk about how I have changed as I grew up.</p> <p>I can sequence pictures or objects from different time periods.</p> <p>I can sequence events that are familiar to me.</p> <p>I can use everyday language associated with time.</p>	<p>I can talk about a significant person/event from the past.</p> <p>I can find out about the past in my own locality.</p> <p>I can discuss and describe changes in recent history.</p> <p>I can talk draw or write about aspects of the past.</p> <p>I can understand key features of events. I can identify some similarities and differences between ways of life in different periods.</p> <p>I know that we can learn from events that happened in the past.</p> <p>I can sort artefacts from 'then and now'.</p> <p>I can ask and answer relevant basic questions about the past.</p> <p>I can find answers to some simple questions about the past from simple sources of information.</p> <p>I can relate an account of an event and understand that others may give a different version.</p> <p>BV - I know ways to look after my community and the world</p> <p>BV - I understand that we have rules to keep us safe</p>	<p>similarities and differences between ways of life in different periods.</p> <p>I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events</p> <p>I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>I can describe changes within living memory and aspects of change in national life.</p> <p>I can describe events beyond living memory that are significant nationally and globally.</p> <p>I can describe significant historical events, people and places locally.</p> <p>I can use a wide vocabulary of everyday historical terms.</p> <p>I can speak about how I have found out about the past.</p> <p>I can record what I have learned by drawing and writing.</p> <p>I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</p> <p>I know that we can learn from events that happened in the past.</p>	<p>life using historical vocabulary.</p> <p>I can use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>I can use a variety of resources to find out about aspects of life in the past</p> <p>I can understand that sources can contradict each other.</p> <p>I can explain what I have learned in an organised and structured way using appropriate terminology.</p>
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<i>SEND</i>	Where appropriate, pupils with SEND may require adjustments to provision. This may include the following: <ul style="list-style-type: none">• Use of practical resources• Pre-teaching of vocabulary• Revision sessions prior to new concepts• Multi-sensory approach• Making explicit links between knowledge and skills• Differentiated tasks• Differentiated questioning• Opportunities for further consolidation across other contexts• Use of visual aids e.g. mind maps				