



	Early Years	Year 1	Year 2
Chronological understanding	<p>Pupils are able to identify the events through the year and to begin to order them e.g. seasons, festivals, birthdays and know what year this is. Pupils can talk about past and present events in their own lives and the lives of others. Making links and noting patterns in their experiences. Developing ideas of grouping, sequences, cause and effect.</p>	<p>Pupils can compare two events, saying which one happened first, Pupils are beginning to understand timelines, Pupils may begin to make simple links between areas of study.</p>	<p>Pupils can mostly accurately order events they have learned about from furthest away to most recent, Pupils can draw timelines, Pupils can make some comparisons between areas of study, identifying some similarities and some differences between them.</p>
Knowledge and understanding about events, people and changes in the past.	<p>Pupils can describe changes over time e.g. life cycles, seasons, be able to order and sequence familiar events, know how to measure short periods of time in simple ways.</p>	<p>Pupils can remember some key events about the areas they have studied. Pupils are taught about changes within their living memory. Pupils are aware that they can use books to find out about significant individuals.</p>	<p>Pupils can remember some key events about the areas they have studied, Pupils can consider how we know about past events, Pupils are taught about changes within their living memory. Pupils know they can find historical information in books including information about multiple significant individuals.</p>
Range and depth of historical study	<ul style="list-style-type: none"> • Understand key features of event e.g. Remembrance Day. • Learn about the lives of significant family members. <p>ELG</p> <ul style="list-style-type: none"> • Children to talk about past and present events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own and others' lives. • Talk about and recall facts about the lives of significant people e.g. Neil Armstrong. • Identify and discuss key events linked to the significant people studied. • Know and recount episodes from stories about the past. 	<p>Talk about and recall key information about significant people from the past.</p> <ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result. • Identify differences between ways of life at different times.

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<p>Interpretations of history</p>	<p>Show curiosity about objects, events and people. • Showing particular interests. • Representing their experiences in play. • Acting out experiences with other people. • Recount an event, verbally and written. ELG • Use past, present & future forms accurately when talking about events that have happened or are to happen in the future</p>	<p>• Use stories to encourage children to distinguish between fact and fiction.</p>	<p>• Compare two versions of a past event. • Compare pictures or photographs of people or events in the past. • Discuss reliability of photos/ accounts/stories (i.e. 1st,2nd and 3rd class accounts from the GFOL).</p>
<p>Historical Enquiry</p>	<p>40-60 • Looks closely at similarities, differences, patterns and change. ELG • Talk about changes. • They answer 'how' and 'why' questions about their experiences and in response to stories and events. • Know that information can be retrieved from books and computers. Chn. know the difference between past & present events in their own lives & some reasons why people's lives were different in the past.</p>	<p>Begin to sort artefacts 'old' and 'new'. • Find answers to simple questions about the past from sources of information e.g. artefacts.</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>
<p>Historical enquiry/ questioning</p>	<p>Pupils begin to recognise and ask questions about changes over time. Paying attention to details.</p>	<p>Pupils are beginning to ask simple questions when they are unsure and answer questions verbally related to an area of study.</p>	<p>Pupils can ask simple questions when they are unsure and accurately answer most simple questions related to an area of study, Pupils can sometimes justify</p>

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			their answers using sources or stories.
Organisation and communication	I can build up vocabulary that reflects the breadth of their experience. I can use past, present and future forms accurately when talking about events that have happened.	I can communicate my knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT	I can communicate my knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT
Vocabulary	To use everyday language related to time. Yesterday Today Tomorrow The present The past The future Day Week Month Old New Long ago Remember Memory Lifetime Calendar Parent Grand parent Great grand parent	Pupils can use names and places that link to areas of study. • Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago.	<ul style="list-style-type: none"> • Pupils can remember and use names and words specific to areas of study. • Pupils can use words and phrases mostly accurately to indicate periods of time e.g. a long time ago, ancient, centuries.