

History	Nursery	Reception
Chronology	Past and present Focus: child's personal experiences, child's direct yesterday/ today/last week Days of the week	Past and present Focus: child's family and beyond. Change over time: seasons, growth, life cycles, memories, birthdays
Historical Enquiry	Sourcing led by adults Children introduced to the idea that written texts have an author and were written at a particular time. Adults explore this by looking at different authors and asking questions eg photos: who , when ,why?	
Historical Interpretation	Describe events, situations, changes Within own personal experience	Describe events, situations, changes Within experience of child and family, compare with peer group

PROGRESSION IN HISTORY	Year 1	Year 2
	Term 1 – How did the Great Fire of London start and how did it change London? Term 2 – Who was the first man on the moon?	Term 1 – What was life like in a castle? Local area study – Lyme Park Term 2 – Where did all the pirates go?
Chronology Understanding chronology	sequence events or objects in chronological order	sequence artefacts closer together in time (photos, fire engines, Fire, Fire) sequence events (in Star Trekking) sequence photos etc from different periods of their life describe memories of key events in lives
Range and Depth of Historical Knowledge Building an overview of world history – significant people & events	begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past	find out about people and events in other times (Fire, Fire) collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening)
Interpretations of History Investigating and interpreting the past	begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	compare pictures or photographs of people or events in the past able to identify different ways to represent the past
Historical Enquiry Investigating and interpreting the past	sort artefacts "then" and "now" use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects *	use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts time line (Star Trekking) discuss the effectiveness of sources
Organisation and Communication Communicating historically	as before with increasing detail -time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT	as before class display/ museum annotated photographs ICT
5a. Continuity and change in and between periods	Identify similarities / differences between ways of life at different time	Identify similarities / differences between ways of life at different time
5b. Cause and consequence	Recognise why people did things, why events happened and what happened as a result	Recognise why people did things, why events happened and what happened as a result
5c. Similarity / Difference within a period/situation (diversity)	Make simple observations about different types of people, events, beliefs within a society	Make simple observations about different types of people, events, beliefs within a society
5d. Significance of events / people	Talk about who was important eg in a simple historical account	Talk about who was important eg in a simple historical account

by the age of 7 pupils should:

- have knowledge and understanding of people and events from the recent and more distant past, including from their own lives and communities, as well as from Britain and the wider world. They should be familiar with different stories about significant people and events from the past and where these fit within a chronological framework .
- be able to choose and use parts of stories and other sources to ask and answer questions about the past. They should understand some of the ways in which we find out about the past.
- be able to communicate in different ways about aspects of life in past times and use a wide vocabulary of everyday historical terms.
- be able to demonstrate their understanding of the past by identifying similarities and differences between ways of life in different periods, by using common words and phrases about the passing of time. They should be able to give some reasons why people in the past acted as they did, and identify some of the ways in which the past is represented.