



Farnborough Grange Nursery and Infant School – Curriculum Progression

History

Curriculum Expectations

Early Years (Understanding the world)

Birth to three (Development Matters)

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3-4 years old (Development Matters)

- Begin to make sense of their own life-story and family's history

Reception (Development Matters)

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Early Learning Goals – end of Reception

Past and Present ELG

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

KS1

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality.

Progression of Skills and Key Vocabulary

	Nursery	Reception	Year 1	Year 2
Constructing the past	<ul style="list-style-type: none"> Can talk about things being old and new. 	<ul style="list-style-type: none"> Identify that things from the past might be different from today e.g. toys, technology, transport etc. 	<ul style="list-style-type: none"> Identify that events have happened in the past and significant people from the past have helped shape the present locally. Identify that there are some themes that link history together – locality, holidays, schools etc. 	<ul style="list-style-type: none"> Identify that events have happened in the past and significant people from the past have helped shape the present locally, nationally and internationally. Identify that the past is remembered or ‘constructed’ in different ways across the world. Identify that the past can be commemorated each year at specific times.
	<i>Old, new</i>	<i>Past, today, old, new</i>	<i>Then, now, same, different</i>	<i>Present, past, earlier, later</i>
Sequencing the past – chronology	<ul style="list-style-type: none"> Can begin to use historical words and phrases when discussing items that relate to them e.g. toys. 	<ul style="list-style-type: none"> Identify things that have happened in the past relating to their own lives. Begin to identify that some things have happened before they were born – relating to parents and grandparents. 	<ul style="list-style-type: none"> Recount changes that have occurred in their own lives. Can identify that events and people from the past may have occurred over a greater period of time than just themselves. Identify that events and changes have happened in an order. Can use simple timelines to sequence processes, events and objects within their own experience. 	<ul style="list-style-type: none"> Can identify and compare people from different periods of time. Identify how periods of time can impact on individuals and events. Can demonstrate a basic understanding of why certain events happened at certain times with some basic reasoning. Can sequence parts of a more complex story where action takes place over a long period of time.

	<i>old, new</i>	<i>Old, new, now, next, before I was born</i>	<i>A long time ago, when I was little, sequence, event, before, after</i>	<i>Past, present, earlier, later, timeline, historical event, chronological order</i>
Significance and interpretation	<ul style="list-style-type: none"> • Can talk about significant things in their own lives. 	<ul style="list-style-type: none"> • Understand that some events and people from the past are important. 	<ul style="list-style-type: none"> • Identify why certain people and events are significant in history – achievements, impact etc. • Identify why some individuals are significant, both locally and nationally. • Begin to understand what makes someone or something significant. 	<ul style="list-style-type: none"> • Identify why certain people and events are significant in the wider context of history. • Identify that certain individuals and events have had an impact locally, nationally and internationally.
	<i>Like, love</i>	<i>Old, new, before I was born</i>	<i>Famous, celebrate</i>	<i>Local area, significant, event</i>
Historical enquiry	<ul style="list-style-type: none"> • Can talk about past and present events in their own lives. 	<ul style="list-style-type: none"> • Begin to ask simple questions about people and events from within living memory. 	<ul style="list-style-type: none"> • Can extract simple information from text/pictures/objects, showing basic comprehension skills. 	<ul style="list-style-type: none"> • Can make simple deductions about what text means based on what's included e.g. the passengers on the Titanic are dressed very differently so they must be travelling in different classes. • Can make a semi-independent decision and use evidence provided to justify.
	<i>ago</i>	<i>Then, now</i>	<i>Explain, source, predict, evidence</i>	<i>Source, research, artefact, eye-witness account</i>

Deciphering how the past is represented in different ways.	<ul style="list-style-type: none"> Can identify whether something is old or new. 	<ul style="list-style-type: none"> Understand that items can tell us about someone or something. 	<ul style="list-style-type: none"> Knows that a familiar event, such as a birthday, can be represented in different ways e.g. a photo, a video etc. Can begin to understand that we have different views of familiar events. Can see that there are several versions of an object by comparing pictures. 	<ul style="list-style-type: none"> Can see that there are different versions of real historical events e.g. different written and pictorial versions of life on the Titanic. Can see that not all written accounts give exactly the same reason for something. Can understand that people can disagree about what happened in the past without one of them being wrong.
	<i>Old, new</i>	<i>Old, new, object</i>	<i>Evidence, celebrate, remember, same, different</i>	<i>Historical event, artefact, similarities, differences</i>
Continuity and Change	<ul style="list-style-type: none"> Can identify that they are different now to when they were babies. 	<ul style="list-style-type: none"> Identify that some things within living memory have changed and some things have stayed the same. 	<ul style="list-style-type: none"> Identify that changes have happened in history that can impact on today. Identify that there are reasons for continuities and changes and being able to state some of these. Identify that continuity or change can be both a good and bad thing. 	<ul style="list-style-type: none"> Identify that changes throughout history have had important consequences. Identify why some things have stayed the same throughout history e.g. people travelling on boats.
	Now, then	Now, then, same	Change, same, different	Consequence

Cause and effect	<ul style="list-style-type: none"> • Can comment on actions and consequences. 	<ul style="list-style-type: none"> • Identify that certain choices have a consequence to them. 	<ul style="list-style-type: none"> • Can give a simple reason why someone did what they did in a historical setting. • Identify that history can affect the local area, as well as nationally and globally. • Identify how events from history are so significant that they are remembered each year e.g. Remembrance Day and Bonfire Night. • 	<ul style="list-style-type: none"> • Can draw upon simple consequences from people's actions in the past e.g. Due to Florence Nightingale helping soldiers, they got better. • Can give a clear explanation of an important event in history, offering two or three reasons why that event took place. • Identify specific causes and effects from different periods and begin to establish links between them.
			<i>Local area, remember</i>	<i>Consequence, action</i>
Communicate historically	<ul style="list-style-type: none"> • Can talk about pictures of themselves using appropriate vocabulary. 	<ul style="list-style-type: none"> • Can use simple words to describe the passing of time. 	<ul style="list-style-type: none"> • Can talk about pictures of themselves using appropriate vocabulary e.g. When I was a baby. • Can describe an event, orally or verbally. • Can orally retell the main episodes of famous past events. 	<ul style="list-style-type: none"> • Can label and annotate a picture showing awareness of significant features not seen today. • Can make increasing use of period-specific vocabulary. • Can explain why events have happened using connecting phrases e.g. "another reason was..." and "also..."
	<i>Now, then</i>	<i>before, now, then</i>	<i>Past, then, long ago, before I was born</i>	<i>Past, present, period, long ago, change, stayed the same</i>