

History Progression of Skills Netherton Infant and Nursery School



Skills	Nursery	Reception	Year 1	Year 2
<p>Chronological understanding (including characteristics features of periods)</p>	<p>Remembers and talks about significant events in their own experience. To re-tell a simple past event using the correct past tense language. (I went to)</p>	<p>Describe and discuss about past and present events in their own lives and the lives of family members. Orders simple event within their own experience.eg my day Understanding of changes in their own lifetime personal timeline. Uses everyday language related to time eg now, then, new ,old</p> <p>To know some similarities and differences between things in the past and now drawing on their experiences and what is read in class.</p>	<p>Sequences events in their life and explain how they have changed. Understand that some object belong to the past. Sequences 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages. Uses words and phrases like old, new and a long time ago. Can recognise a story that happened a long time ago. Can retell a familiar story set in the past</p>	<p>Can sequence a set of events in chronological order and give reasons for their order. Know where people/events studied fit into a chronological framework Sequences photos and other sources from different periods of time. Describe key events in their lives and those beyond living memory. uses words and phrases before I was born – when I was younger, before, after, past, present then , now, 300 years ago to recognise the passing of time</p>

**Organisation and
Communication**

Communicating their knowledge through:

- Discussion
- Drawing pictures
- Drama/role play
- Making models
- Writing
- Using ICT (video, recording, photographs)

<p>Historical Enquiry – using evidence/communicating ideas</p>	<p>To comment and ask questions about aspects of my familiar world such as the place where I live or the natural world?</p>	<p>To look closely at similarities, differences, patterns and change? To answer simple questions by looking at a picture Answers 'how' and 'why' questions about their experiences and in response to stories and events. Know that information can be retrieved from books and computers. Record using marks they can interpret and explain Recognise and describe special times or events for family or friends</p>	<p>To sort, ask and answer questions about old and new objects To look for evidence of old and new things in a picture To answer questions using an artefact/ photograph provided. To give a plausible explanation about what an object was used for in the past. To find out more about a famous person from the past and carry out some research on him or her. Identify similarities / differences between ways of life at different times</p>	<p>To answer questions by using a range of artefacts/photographs To answer questions by using a specific source such as an information book. To identify different ways in which the past is represented To research an event/ person different resources to help them. To recognise why people did things, why events happened and what happened as a result.</p>
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<p>Historical Knowledge/cause /effect</p>	<p>To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family To develop an understanding of growth, decay and changes over time</p>	<p>To make observations of animals and plants and explain why some things occur and talk about changes. Recall some important narratives, characters and figures from the past encountered in books read in class</p>	<p>They know of and recount episodes from stories about the past. To be able to find out some facts about events that happened long ago. To recognise the difference between past and present in their own and others' lives. Know some reasons why people's lives were different in the past To talk about who was important e.g. in a simple historical account</p>	<p>To use information to describe the past use information that they have found out about the past to describe the differences between then and now. To look at evidence to give and explain reasons why people in the past may have acted in the way they did. To give a clear explanation of a significant event in history offering reasons why the event took place and what happened as a result. To begin to understand consequence of people's actions/events</p>
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