allangels'primaryfederation
Clover Hill V.A. Infant & Nursery School
& St. Michael's V.A. Junior School,
Bowthorpe, Norwich

History Curriculum Progression Document

Nursery	Reception	Year 1	Year 2
Chronological awareness **Knowledge** To know that they started life as a baby but have since grown and changed. To know that some people are older than others. **Skills** Beginning to sequence events when describing them (e.g. daily routines, events in a story). Substantive concepts Achievements and follies of mankind To recognise some interests and achievements from their own lives **Disciplinary concepts** **Change and continuity** Becoming aware of changes that happen throughout the year (e.g. seasons, nature). To know that the environment around us changes as time passes. **Cause and consequence** Experiencing cause and effect in play - achieve through continuous provision **Historical significance** Recalling special people in their own lives. To know the names of people that are significant to their own lives. **Gathering, organising and evaluating evidence** Making simple observations about the past from photographs and images.	**Chronological awareness** **Knowledge** To know that someone's age is the time since they were born. To know that parents are older than children and grandparents are older than parents. To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year). **Skills** Recognising that some stories are set a long time ago. Recognising significant dates for them (birthday). Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery…") Recounting activities that happened in their past using photos as a prompt. **Substantive concepts** **Power (monarchy, government and empire)** To know that in fairytales kings/queens are usually important, powerful people who rule over others **Achievements and follies of mankind** To recognise some interests and achievements from their own lives and the lives of their families and friends **Disciplinary concepts** **Change and continuity** Being aware of changes that happen throughout the year (e.g. seasons, nature). To know that the environment around us changes as time passes. **Similarities and differences** Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day. **Sources of evidence** Using photographs and stories to compare the past with the present day. Using stories and non-fiction books to find out about life in the past. To know that stories and books can tell us about the past.	**Chronological awareness** **Knowledge** To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. To know that beyond living memory is more than 100 years ago. **Skills** Beginning to sequence events when describing them (e.g. daily routines, events in a story) Recognising that some stories are set a long time ago. - Recognising significant dates for them (birthday). Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery…") Recounting activities that happened in their past using photos as a prompt. **Substantive concepts** **Power (monarchy, government and empire)** NA **Achievements and follies of mankind** To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) To know some achievements and discoveries of significant individuals (e.g. explorers) **Disciplinary concepts** Change and continuity Being aware that some things have changed and some have stayed the same in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new. To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time **Cause and consequence**	**Chronological awareness** Knowledge To know that events in history may last different amounts of time. To know a decade is ten years. **Skills** Sequencing up to six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1. Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework. **Substantive concepts** Power (monarchy, government and empire) To know that a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that Britain was organised into kingdoms and these were governed by monarchs. **Achievements and follies of mankind** To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel). To know the legacy and contribution of some inventions (e.g. flight). To be aware of the achievements of significant individuals (e.g. those involved with the history of flight). **Disciplinary concepts** **Change and continuity** Recognising some things which have changed / stayed the same as the past. Identifying simple reasons for changes. To know that daily life has changed over time but that there are some similarities to life today. **Cause and consequence** Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result. To know that changes may come about because of improvements in technology. **Similarities and differences** Identifying similarities and difference between ways of life at different times. Finding out about people, events and beliefs in society. Making comparisons with their own lives.

	Historical interpretation Recognising that different members of the class may notice different things in photographs from the past. To begin to understand **Gathering, organising and evaluating evidence** Making simple observations about the past from photographs and images. that the past can be represented in photographs and drawings. **Historical Enquiry** **Posing historical questions** Asking questions about the differences they can see in photographs or images (in stories) that represent the past. **Interpreting findings, analysing and making connections** Making simple observations about the past from photographs and images. **Evaluating and drawing conclusions** Deciding whether photographs or images (e.g. from stories) depict the past. **Communicating findings** Communicating findings by pointing to images and using simple language to explain their thoughts	Asking why things happen and beginning to explain why with support. To know that everyday objects have changed as new materials have been invented. **Similarities and differences** Beginning to look for similarities and differences over time in their own lives. To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives. To know that people celebrate special events in different ways. To know that everyday objects have similarities and differences with those used for the same purpose in the past **Historical significance** Recalling special events in their own lives. o know that some people and events are considered more 'special' or significant than others. **Sources of evidence** Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now. To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through. **Historical interpretation** Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts. To know that the past can be represented in photographs **Historical Enquiry** **Posing historical questions** Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts). **Gathering, organising and evaluating evidence** Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source. **Interpreting findings, analysing and making connections** Interpreting evidence by making simple deductions . Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). **Evaluating and drawing conclusions** Drawing simple conclusions to answer a question. **Communicating findings** Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past	To know that there are explanations for similarities and differences between children's lives now and in the past. **Historical significance** Discussing who was important in a historical event. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives. **Sources of evidence** Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Identifying a primary source. To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past. **Historical interpretation** Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources. To know that the past is represented in different ways **Historical Enquiry** **Posing historical questions** Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions. **Gathering, organising and evaluating evidence** Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Identifying a primary source **Interpreting findings, analysing and making connections** Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers. **Evaluating and drawing conclusions** Making simple conclusions about a question using evidence to support. **Communicating findings** Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing. Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing.

		events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)	