



## Wallace Fields Infant School & Nursery

### History Progression Overview

History: ELG (UOW)	
<b>Children at the expected level of development will:</b> <ul style="list-style-type: none"><li>• Talk about the lives of the people around them and their roles in society</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>	
<b>2-3 years</b> <ul style="list-style-type: none"><li>• Can share something that happened in the past e.g. what I did at the weekend.</li><li>• Can use the visual timetable/now and next boards to know what happens next at Nursery.</li></ul>	
3-4 years	In Reception
<ul style="list-style-type: none"><li>• To become familiar with the routine of a nursery day.</li><li>• To begin to understand the past through different settings – starting in nursery, how has this changed for them?</li><li>• Describing the immediate environment using knowledge from observation, discussion, stories, non-fiction texts.</li><li>• To begin talking about the lives of people around them and the roles they have in society.</li><li>• Can share memories of things they have done with people that are special to them.</li><li>• Can use roleplay to show their understanding of historical figures <b>(Monarchy)</b></li><li>• To know and recognise some similarities and differences between different things – use of materials and books. <b>(Society and Community)</b></li><li>• Making observations and recordings eg: drawing</li><li>• To begin to understand similarities and differences of life in other countries and communities. <b>(Migration)</b></li></ul>	<ul style="list-style-type: none"><li>• Can describe memories and changes that have happened in my own life.</li><li>• Can sequence events that are from my own life.</li><li>• Can describe events from my own life.</li><li>• Can use historical vocabulary to explain how toys have changed over time. <b>(Society and Community)</b></li><li>• Can recognise some similarities and differences between periods of time.</li><li>• Can ask simple questions about the past.</li><li>• Can explain the importance of King Charles III and explain why they are an important person for our nation. <b>(Monarchy)</b></li><li>• Can observe and use pictures, photographs and artefacts to find out about the past.</li><li>• Can describe the changes that have happened to a familiar setting (changes in school). <b>(Society and Community and local history)</b></li><li>• Can observe and use pictures, photographs and artefacts to find out about the past.</li><li>• Can talk, write and draw things from the past.</li><li>• Can use stories to understand facts.</li><li>• Can use role play to communicate my knowledge.</li></ul>



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- Can observe how modes of transport have changed. **(Migration)**
- To understand some important processes and changes in the world around them – thinking about their transition to Reception. **(Local history)**
- Can talk about the past year and explain what they have enjoyed and learnt

- Can sequence images, artefacts and events that are close together in time to show how people migrated to Britain. **(Migration)**

#### Key Vocabulary:

**Anchor:** now, younger, older, old, new, people, places, books, pictures

**Goldilocks:** important, a long time ago, past

**Step-on:** family tree



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History: End of Key Stage One National Curriculum Expectations				
Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical Investigations	Presenting, Organising and Communicating
<b>KS1:</b> <ul style="list-style-type: none"><li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</li><li>Sequence artefacts and events that are close together in time;</li><li>Order dates from earliest to latest on simple timelines;</li><li>Sequence pictures from different periods;</li><li>Describe memories and changes that have happened in their own lives;</li><li>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li></ul>	<b>KS1:</b> <ul style="list-style-type: none"><li>Pupils should identify similarities and differences between ways of life in different periods.</li><li>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</li><li>Recognise some similarities and differences between the past and the present;</li><li>Identify similarities and differences between ways of life in different periods;</li><li>Know and recount episodes from stories and significant events in history;</li><li>Understand that there are reasons why people in the past acted as they did;</li><li>Describe significant individuals from the past.</li><li>Use significant individuals to compare aspects of life in the past.</li><li>Describe significant historical events, people or places in their own locality.</li></ul>	<b>KS1:</b> <ul style="list-style-type: none"><li>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li><li>Start to compare two versions of a past event;</li><li>Observe and use pictures, photographs and artefacts to find out about the past;</li><li>Start to use stories or accounts to distinguish between fact and fiction;</li><li>Explain that there are different types of evidence and sources that can be used to help represent the past.</li></ul>	<b>KS1:</b> <ul style="list-style-type: none"><li>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</li><li>Observe or handle evidence to ask simple questions about the past;</li><li>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li><li>Choose and select evidence and say how it can be used to find out about the past.</li></ul>	<b>KS1:</b> <ul style="list-style-type: none"><li>Pupils should use a wide vocabulary of everyday historical terms.</li><li>Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li><li>Talk, write and draw about things from the past;</li><li>Use historical vocabulary to retell simple stories about the past;</li><li>Use drama/role play to communicate their knowledge about the past.</li></ul>



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Year 1	Year 2
<ul style="list-style-type: none"> <li>I can use words/phrases like old, new, yesterday, before I was born and a long time ago. <b>Chronological Understanding</b></li> <li>I can use words/phrases like old, new, recently and a long time ago to communicate. <b>Presenting, Organising &amp; Communicating</b></li> <li>I can put up to three objects in chronological order (recent history) timeline. <b>Chronological Understanding</b></li> <li>I can tell others about things that happened in the past to themselves or others <b>Chronological Understanding</b></li> <li>I can find out about the past by talking to an older person. <b>Historical Investigations</b></li> <li>I can identify similarities and differences between the past and the present. <b>Knowledge and understanding of events, people and changes in the past</b></li> <li>I can describe a significant historical event in my locality. <b>Knowledge and understanding of events, people and changes in the past</b></li> <li>I can recount the life of someone significant who lived in the past giving attention to what they did earlier and what they did later. <b>Knowledge and understanding of events, people and changes in the past</b></li> <li>I can ask and answer questions about old and new objects. <b>Historical Investigations</b></li> <li>I can list different ways in which the past is represented. <b>Historical Interpretation</b></li> <li>I can choose and select evidence to find out about the past. <b>Historical Investigations</b></li> <li>I can use drama/role play to communicate my knowledge about the past. <b>Presenting, Organising &amp; Communicating</b></li> <li>To know how the coronations of Elizabeth II and King Charles III were similar or different (<b>Monarchy</b>)</li> <li>To know how the ways we communicate have changed over time (<b>Science and Technology</b>)</li> <li>To know what life was like at Epsom College. (<b>Local History, Society and Community</b>)</li> <li>To know about the life of Mary Seacole. (<b>Conflict and Disaster</b>)</li> </ul>	<ul style="list-style-type: none"> <li>I can use words and phrases like before, after, past, present, then and now correctly in my historical learning. <b>Chronological Understanding</b></li> <li>I can use words and phrases like before, after, past, present, then and now correctly. <b>Presenting, Organising &amp; Communicating</b></li> <li>I can use words such as past, present, older and newer. <b>Presenting, Organising &amp; Communicating</b></li> <li>I can describe memories and changes that have happened in my life. <b>Chronological Understanding</b></li> <li>I can sequence a set of events in chronological order on a timeline and give reasons for their order. <b>Chronological Understanding</b></li> <li>I can use words such as past, present, older and newer to label a timeline. <b>Chronological Understanding</b></li> <li>I begin to identify the main differences between old and new objects. <b>Historical Investigations</b></li> <li>I can identify similarities and differences between ways of life at different times. <b>Knowledge and understanding of events, people and changes in the past</b></li> <li>I can give examples of things that are different in my life from that of my grandparents when they were young. <b>Knowledge and understanding of events, people and changes in the past</b></li> <li>I can explain why someone in the past acted in the way they did. <b>Knowledge and understanding of events, people and changes in the past</b></li> <li>I can appreciate that some people have helped our lives to be better today. <b>Knowledge and understanding of events, people and changes in the past</b></li> <li>I can compare aspects of life in the past through my understanding of significant individuals. <b>Knowledge and understanding of events, people and changes in the past</b></li> <li>I can recount some interesting facts from a local historical event and explain why this happened. <b>Knowledge and understanding of events, people and changes in the past</b></li> </ul>



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- I can explain how my local area was different in the past. **Knowledge and understanding of events, people and changes in the past**
- I can talk, write and draw about things from the past. **Presenting, Organising & Communicating**
- I can identify different ways in which the past is represented through evidence and sources. **Historical Interpretation**
- I can distinguish between fact and fiction through stories and accounts. **Historical Interpretation**
- I can use artefacts, pictures, stories, online sources and databases to find out about the past. **Historical Interpretation**
- I can use artefacts, pictures, stories, online sources and databases to answer questions. **Historical Investigations**
- I can ask and answer questions about the past. **Historical Investigations**
- I can answer questions by using a specific source e.g. a book. **Historical Investigations**
- I can compare two versions of the same event and explain why they might be different. **Historical Interpretation**
- I can communicate using historical language. **Presenting, Organising & Communicating**
- To know how the reigns of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II were the same or different. **(Monarchy)**
- To know the impact the Windrush generation had on British society. **(Migration)**
- To know how the space race was so important for future space exploration. **(Science and Technology)**
- To know why the suffragette movement was an important milestone for women in history. **(Society and Community/Local history)**



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Objectives covered throughout the year	
<p><b>Year One Key Vocabulary:</b></p> <p><b>Anchor words:</b> yesterday, today, tomorrow, same, different, change</p> <p><b>Goldilocks words:</b> sequence, order, object</p> <p><b>Step-on:</b> artefact, significant, evidence, evaluate, source, chronology, recent</p>	<p><b>Year Two Key Vocabulary:</b></p> <p><b>Anchor words:</b> important, after, before, Britain</p> <p><b>Goldilocks words:</b> artefacts, past, present, future, event, timeline, eye witness, earlier, historical</p> <p><b>Step-on:</b> era, locality, research</p>