



Wallace Fields Infant School & Nursery

History Progression Overview



History: ELG (UOW)	
Children at the expected level of development will:	
<ul style="list-style-type: none"> 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. 	
3-4 years	In Reception
<ul style="list-style-type: none"> Beginning to understand their own life-story and family's history. 	<ul style="list-style-type: none"> Is able to organise events using basic chronology, recognising that things happened before they were born. Can compare and contrast characters from stories from the past vs now. Can comment on pictures, stories, artefacts and accounts from the past. Can talk about experiences that are familiar to them and how these may have differed in the past.
<p>Key Vocabulary:</p> <p>Anchor: now, younger, older, old, new, people, places, books, pictures</p> <p>Goldilocks: important, a long time ago, past</p> <p>Step-on: family tree</p>	



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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
<p>KS1:</p> <ul style="list-style-type: none"> • 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. • Sequence artefacts and events that are close together in time; • Order dates from earliest to latest on simple timelines; • Sequence pictures from different periods; • Describe memories and changes that have happened in their own lives; • 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. 	<p>KS1:</p> <ul style="list-style-type: none"> • Pupils should identify similarities and differences between ways of life in different periods. • Children should choose and use parts of stories and other sources to show that they know and understand key features of events. • Recognise some similarities and differences between the past and the present; • Identify similarities and differences between ways of life in different periods; • Know and recount episodes from stories and significant events in history; • Understand that there are reasons why people in the past acted as they did; • Describe significant individuals from the past. • Describe significant historical events, people or places in their own locality. 	<p>KS1:</p> <ul style="list-style-type: none"> • Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Start to compare two versions of a past event; • Observe and use pictures, photographs and artefacts to find out about the past; • Start to use stories or accounts to distinguish between fact and fiction; • Explain that there are different types of evidence and sources that can be used to help represent the past. 	<p>KS1:</p> <ul style="list-style-type: none"> • Children should ask and answer questions, using other sources to show that they know and understand key features of events. • Observe or handle evidence to ask simple questions about the past; • Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; • Choose and select evidence and say how it can be used to find out about the past. 	<p>KS1:</p> <ul style="list-style-type: none"> • Pupils should use a wide vocabulary of everyday historical terms. • Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; • Talk, write and draw about things from the past; • Use historical vocabulary to retell simple stories about the past; • Use drama/role play to communicate their knowledge about the past.



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



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	<ul style="list-style-type: none">• 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
Objectives covered throughout the year	
<p style="text-align: center;">Year One Key Vocabulary:</p> <p style="text-align: center;">Anchor words: yesterday, today, tomorrow, same, different, change</p> <p style="text-align: center;">Goldilocks words: sequence, order, object</p> <p style="text-align: center;">Step-on: artefact, significant, evidence, evaluate, source, chronology, recent</p>	<p style="text-align: center;">Year Two Key Vocabulary:</p> <p style="text-align: center;">Anchor words: important, after, before, Britain</p> <p style="text-align: center;">Goldilocks words: artefacts, past, present, future, event, timeline, eye witness, earlier, historical</p> <p style="text-align: center;">Step-on: era, locality, research</p>