



# St Chad's CofE Nursery and Infant School - History Progression Map



## Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

<b>Statutory Content</b> (Early Years Framework / National Curriculum)	<b>Early Years</b>	<b>Key Stage 1</b>
	<p><b>Understanding the World</b>          Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p><b>ELG: Past and Present</b> Children at the expected level of development will:</p> <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>	<p><i>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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• <b>changes within living memory</b> – where appropriate, these should be used to reveal aspects of change in national life</li> <li>• <b>events beyond living memory</b> that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• <b>the lives of significant individuals</b> in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>• <b>significant historical events</b>, people and places in their <b>own locality</b></li> </ul>

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Progression Criteria	Nursery Historian	Reception Historian	Year 1 Historian	Year 2 Historian
	<ul style="list-style-type: none"> <li>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</li> <li>Is interested in photographs of themselves and other familiar people and objects</li> <li>Has a sense of own immediate family and relations and pets</li> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</li> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> <li>Follows a routine in sequence.</li> </ul>	<p><b>Changes within living memory</b></p> <ul style="list-style-type: none"> <li>Talk about past and present events in their own lives.</li> <li>Order images into a plausible chronological order e.g. photos of a baby, child, teenager, adult.</li> </ul>	<p><b>Changes within living memory</b></p> <ul style="list-style-type: none"> <li>Know about many of the changes that have happened since I was born.</li> </ul>	<p><b>Changes within living memory</b></p> <ul style="list-style-type: none"> <li>Know and explain some changes that have happened since I was born.</li> </ul>
	<p><b>Significant events beyond living memory</b></p> <ul style="list-style-type: none"> <li>Talk about past and present events in the lives of family members, stories, non-fiction texts.</li> </ul>	<p><b>Significant events beyond living memory</b></p> <ul style="list-style-type: none"> <li>Give examples of things that were different when my grandparents were children.</li> </ul>	<p><b>Significant events beyond living memory</b></p> <ul style="list-style-type: none"> <li>Know about how things were different when my grandparents were children.</li> </ul>	
	<p><b>Lives of significant individuals</b></p> <ul style="list-style-type: none"> <li>Know about similarities and difference between communities and traditions e.g. food</li> <li>Name and role-play events from the past.</li> </ul>	<p><b>Lives of significant individuals</b></p> <ul style="list-style-type: none"> <li>Know about the life of someone famous.</li> </ul>	<p><b>Lives of significant individuals</b></p> <ul style="list-style-type: none"> <li>Know how some people have helped us to have better lives.</li> <li>Recount the life of someone famous from Britain who lived in the past and know about what they did to make the world a better place.</li> <li>Compare the lives of two famous people from the past.</li> </ul>	
	<p><b>Local history</b></p> <ul style="list-style-type: none"> <li>Name and identify people from the past using stories.</li> </ul>	<p><b>Local history</b></p> <ul style="list-style-type: none"> <li>Know why there is a monument to a famous person or event in the town centre.</li> </ul>	<p><b>Local history</b></p> <ul style="list-style-type: none"> <li>Know about the importance of a local event, person and place</li> </ul>	
	<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Identify similarities and difference between physical objects e.g. my toys, old toys.</li> </ul>	<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Know how to ask and answer questions about old/ new objects</li> <li>Use words and phrases like: <i>old, new, a long time ago.</i></li> <li>Spot old and new things in a picture.</li> <li>Use words and phrases like: <i>before, after, past, present, then, now.</i></li> </ul>	<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Know how to use books and the internet to find out more information about the past.</li> <li>Know how to find out things about the past by talking to an older person.</li> <li>Know what certain objects from the past might have been used for.</li> </ul>	



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<b>Core vocabulary</b>		<p>A long time ago          Old and new          Yesterday, today, tomorrow          Baby          Child          Grown-up          Today          Yesterday          Today          Tomorrow          Days of the week          Mummy          Daddy          Grandparent          Family</p>	<p>Day          Week          Months of year          Before, after, then and now          Present          Past          Future          Important          Year          Recent          Different          Same          Ancient          Modern          Order          Adult          Teenager</p>	<p>Compare          Similar          Important          Significant          Sequence          Decade          Century          Anniversary          Order          Timeline          Facts          Living memory          Great-grandparent</p>
	<p><b>Enabling environments</b></p> <ul style="list-style-type: none"> <li>• Collect stories for, and make books about, children in the group, showing things they like to do and things that are important to them</li> <li>• Share photographs of children's families, friends, pets or favourite people, both indoors and out</li> <li>• Ensure children have resources so that they can imitate everyday actions and events from their lives and that represent their culture</li> <li>• Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.</li> <li>• Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, sound or video recording, drawing and writing.</li> <li>• Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.</li> <li>• Ensure the use of up-to-date, appropriate photographs of parts of the world that are commonly stereotyped and misrepresented.</li> </ul>			