Care Federation Schools – Sparhawk Infant and Nursery School History Skills Progression				
	Nursery	**Reception**	**KS1**	
Curriculum		ELG: Past and Present Children at the expected level of development will: • 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.	• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • The lives of significant individuals 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] • Significant historical events, people and places in their own locality.	
Coverage	**A Nursery Historian can:**	**A Reception Historian can:**	**A Year 1 Historian can:**	**A Year 2 Historian can:**
Chronology		Order and sequence familiar events	• Talk about some changes within living memory. • Talk about changes in personal life. • Sequence objects identifying old and new. • Recognise passing of time e.g. lunchtime/ home time yesterday/today. A long time ago. • Know the difference between the past and present.	• Start to be able to put some key historical events in chronological order e.g. The Great Fire of London, Florence Nightingale, WW1. • Sequence main points of a significant event or a famous person's life.

			• Understand that some things happened before they were born and some things happened a long time before they were born. E.g. Victorian times, The Wright Brothers.	
Events, Individuals and local history (Range and Depth of historical knowledge)		Talk about past and present events in their own lives and in the lives of their family	• Talk about significant events beyond living memory, e.g. the first flight. • Know about the lives of significant individuals. • Be aware of significant historical events, people and/or places in their own locality. • Start to talk about how things were different in years gone by. • Talk about similarities and differences between ways of life in different periods.	• Develop an understanding of different events from history. • Talk about significant historical events, people and/or places in their own locality. • Start to talk about how life was different in these periods. • Compare and contrast ways of life at different times. • Start to understand the effects of lives of significant individuals.
Historical Sources (Interpretations of History)		Know they can ask questions about the past	• Begin to understand how we learn about the past. • Know that some objects belong to the past. • Use parts of stories to understand the features of a key event. • Recognise that a story may have happened a long time ago.	• Begin to be able to talk about how we learn about the past. • Begin to identify objects from the past and the main differences between old and new objects. • Understand that things are represented in different ways (sources) e.g. pictures, models, artefacts • With support use sources to find the answers to questions.
Historical Enquiry		Ask questions about past events or the lives of people in their family	• Ask and answer questions about past events or the lives of people in their family. • Ask questions of the teacher. • Talk with the teacher about how to find the answers to questions.	• Ask and answer relevant questions using a range of artefacts/photographs provided. • Ask questions to discuss as a class • Ask and respond to questions about the world and ask about why things happen.

				• With support decide how to find the answers to questions.
Key Vocabulary (Organisation and Communication)		Use everyday language related to time	Before, after, old, new, past, present, then and now, monarchy, equality, peace and conflict	Monarchy, equality, peace and conflict, nation, artefacts, sources, compare, contrast