



History: Progression from Nursery to Year 2

Development Matters 2020	Nursery (Class 1)	<u>Understanding the World</u> Begin to make sense of their own life-story and family's history.
	Reception (Classes 2-4)	<u>Understanding the World</u> - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.
Early Learning Goals	Reception (Classes 2-4)	<u>Understanding the World/Past & Present</u> - Talk about the lives of people around them and their roles in society. - Know some similarities/differences between things in the past/now, drawing on experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.
National Curriculum	Key Stage 1 (Classes 5-10)	Pupils should be taught: - 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.

Area	Year Group	Substantive knowledge (knowledge about the past) Key vocabulary in bold
Chronology	Nursery	- Talks about themselves and others as babies, including parents & siblings - Talks about things they can remember and begin to be aware of memory
	Reception	- Describes differences between baby self & now and can share memories - Sequences images of self as baby, toddler and now/present - Matches objects to babies, children and adults - Uses common time words eg. today, now, the present, tomorrow, the future, yesterday, then, after, before, week, day, month, long ago, the past, old, new, recent, calendar - Realises that some images are old & why - Sequences simple story –beginning, middle & end
	Year 1	- Uses simple timelines and associated vocabulary eg. year, grandparents' time, decade, date order, long ago, century, 1970s, 1980s, 1990s - Know the current year and begin to understand what it means - More confident in use of terms 'old' and 'new' - Uses terms 'then' and 'now' & 'the past' with confidence - Understands that the world was different in the olden days
	Year 2	- Can sequence within clock and to some extent in calendar time - Can sequence complex story - Realises that we use dates to describe events in time - Put artefacts or events in a basic chronological order - Uses phrases such as 'over 300 years ago'
Characteristic Features	Nursery	Know who their special people are and talk about them eg. parent, brother, sister, grandparent
	Reception	- Talk about familiar adults & their roles eg. parent, brother/sister, grandparent/great grandparent - Describes a difference about life in past, such as a figure or setting in an old nursery rhyme - Describes differences between then & now
	Year 1	- Identifies old and new artefacts (old/er/est; new/er/est; a long time ago; past & present; earlier/later; first/last) and associated vocabulary eg. plastic, wood, clockwork, mechanical, electronic, battery - Describes how features of life today differs from a past time (same/similar, different, modern) eg. know the current monarch is Charles III, but that we have had different queens/kings in the past, including Queen Elizabeth II; know that China used to be ruled by an emperor (another type of monarch).
	Year 2	- Describes change over three periods of time (years, decades, hundreds of years, century) - Offers reasons why simple changes occur - Widespread use of precise terms eg. bakery, St Paul's Cathedral, diary, firebreak - Knows not everyone in the past had the same experience

Cause & Consequence	Nursery	• Begin to describe behaviour of self or characters in books
	Reception	• Explains behaviour of self • Explains behaviour of a character; answer questions about Who? What, Why?
	Year 1	• Explains behaviour of a historical figure, including a local figure like William Bradley • Give simple consequences of historical figures' actions
	Year 2	• Gives clear explanation of an important event- two reasons why • Give two main effects of an event or action eg. The Great Fire of London • Name key historical figures and how they influenced society eg. Samuel Pepys, Thomas Farriner, Charles II
Interpretations	Nursery	• Begin to be aware of our feelings
	Reception	• Begin to be aware that other people have feelings that might be different to their own
	Year 1	• Know we have different views of familiar events • Know that people can have different opinions
	Year 2	• Spots differences between versions • Knows sources of information answer different questions • Knows people's recollections/memories of the past might vary • Knows not all written accounts give same reasons for something • Understands people disagree about the past without being wrong • Understands that it is not always possible to know for sure what happened
Communication & Organisation	Nursery	• Talks about family photographs and other things that they are interested in
	Reception	• Talks about pictures of self • Use books to learn about the past
	Year 1	• Writes simple caption to describe an object • Write captions to sequence an activity • Writes sentences to describe an event • Retell the main episodes of famous past event • Writes simple sentences containing period-specific detail • Label and annotate an old picture- aware of old features
	Year 2	• Makes increasing use of period specific vocabulary eg. narrow streets, leather bucket, pitch, thatched roofs • Retells complex story using temporal markers eg. first, then, next, afterwards, eventually • Explain why- 'another reason was... also' to connect the various ideas • Greater use of time conventions when writing eg. in the 17th century, centuries ago • Uses subject-specific precise vocabulary

Area	Year Group	Disciplinary knowledge (knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts) Key vocabulary in bold
Enquiry	Nursery	Asks & answers simple questions about themselves, pictures in books and a range of artefacts
	Reception	- Answers questions using pictures & photographs - Says whether a picture is a baby or toddler & why - Talks about photographs of self & family - Describes an artefact
	Year 1	- Explains how we know what we were like when we were younger - Makes deductions about artefacts such as a photograph, log book, newspaper article, memorial and sees these as clues to the past - Uses information from two sources - Knows we can find out about a person's life by using a range of sources such as drawings, buildings, newspaper reports - Answers questions by looking in books; answer and ask What? When? Why? How? Where? - Asks simple questions of someone in role play - Draws simple conclusions about own and others' lives
	Year 2	- Gather ideas from / research a few simple sources eg, diary, letters, painting, photographs, websites Investigates or spots differences between sources & makes conclusions - Makes deductions from evidence such as photographs, going beyond the literal - Realises there are potential weaknesses in eyewitness accounts - Know that some people are historians or experts