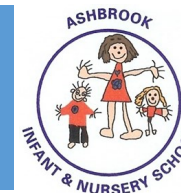


# Ashbrook Infant and Nursery School

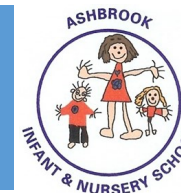
## Progression in History



	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Historical Knowledge (constructing and sequencing the past)</b>	<p>Have a sense of own immediate family and relations.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural backgrounds.</p> <p>To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</p> <p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p>	<p>Order and sequence familiar events.</p> <p>To talk about past and present events in their own lives and in the lives of family members.</p> <p>Use everyday language related to past.</p> <p>To talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Recognise the difference between past and present in their own and others lives.</p> <p>Begin to learn about where people and events fit within a chronological framework.</p> <p>Begin to develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Significant historical events, people and places in own locality i.e. Bonfire night and events of local importance.</p> <p>Begin to understand key events beyond living memory that are significant nationally or globally.</p>	<p>Know where people and events fit within a chronological framework.</p> <p>Sequence photographs etc from different periods .</p> <p>Have an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Use a wide vocabulary of historical terms.</p> <p>Know about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Know about key events beyond living memory that are significant nationally or globally.</p>	<p>Develop a chronological secure knowledge and understanding of British, local and world history.</p> <p>Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Change in Britain from the Stone Age to the Iron Age.</p> <p>A local history study.</p>

# Ashbrook Infant and Nursery School

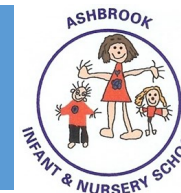
## Progression in History



	Nursery	Reception	Year 1	Year 2	Year 3
History Concepts (change and development, cause and effect, significance)	<p>To begin to recognise and describe special times or events for family or friends.</p> <p>To remember and talk about significant events in their own experiences.</p> <p>To talk about why things happen and how things work.</p> <p>To begin to develop an understanding of growth, decay and changes over time.</p>	<p>To recognise and describe special times or events for family or friends.</p> <p>To remember and talk about significant events in their own experiences in more detail.</p> <p>To develop an understanding of growth, decay and changes over time.</p> <p>Know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>Begin to compare the way of live in different periods.</p> <p>Begin to identify a few relevant causes and effects for some of the main events covered.</p> <p>Begin to understand the significance of key events and the changes made.</p> <p>Name and describe some important people in History.</p>	<p>Explore and recognise why people did things, why events happened and what happened as a result.</p> <p>Identify and describe similarities and differences between the way of live in different periods.</p> <p>Identify and explain valid causes and effects for some of the main events covered.</p> <p>Identify why certain people were significant and explore the impact they had.</p>	<p>Address and devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Begin to 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 has been constructed.</p>

# Ashbrook Infant and Nursery School

## Progression in History



	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Historical Enquiry (planning and carrying out a historical enquiry, using source evidence)</b>	<p>Notifies detailed features of objects in their environment</p> <p>To show interest in the lives of people who are familiar to them.</p> <p>To show interest in different occupations and ways of life.</p> <p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p>	<p>Use stories, photos and non-fiction texts for a range of purposes.</p> <p>Begin to use stories to question people's viewpoints.</p>	<p>Begin to ask and answer questions using historical sources to show understanding of key events.</p> <p>Begin to understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p> <p>With support, begin to use a range of sources to find out about the past and identify different ways in which it is represented.</p>	<p>Ask and answer questions using historical sources to show understanding of key events.</p> <p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p> <p>Use a range of sources to find out about the past and identify different ways in which it is represented.</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Develop an understanding of how our knowledge of the past is constructed from a range of sources.</p>