



# Filey C E Nursery & Infants Academy

*'Inspiring Confident Learners, Reflecting Christian Values'*

We endeavour to uphold Christian teaching to:

*"Shine as lights in the world and love as Jesus loves us"*

*(Philippians 2:15, John 13.34)*

Our school is a Church of England School rooted in 'Compassion, Community and Friendship'.

## History Progression Document

<b>Chronological Knowledge and Understanding</b>			
<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Talk about their own memories.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about key events in their own lives.</li> <li>• Begin to organise events using basic chronology, recognising that things happened before they were born.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence key events in their own life.</li> <li>• Compare 2 artefacts or photographs from distinctly different periods of time, saying which one is older.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the timeline of their own life, describing memories of key events.</li> <li>• Sequence 3 or 4 artefacts or photographs from distinctly different periods of time</li> <li>• Match objects to people from different ages.</li> <li>• Know where the people and events they study fit on a timeline.</li> <li>• Sequence some significant events in history in chronological order.</li> </ul>

<b>Range and Depth of Historical Knowledge</b>			
<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<ul style="list-style-type: none"> <li>• Talk about events that are happening now, happened last week or happened a long time ago.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the difference between past and present in their own and others' lives.</li> <li>• Find out about people and events from history.</li> <li>• Find out why people did things in the past</li> <li>• Know about some similarities and differences in ways of life at different times</li> <li>• Know some significant figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why people did things in the past and what the consequences of events were.</li> <li>• Compare different times and identify differences and similarities between ways of life at different times.</li> <li>• Know and recount stories and events from the past</li> <li>• Know some significant figures and events from the past and explain why they are significant.</li> <li>• Study change through the lives of significant individuals</li> <li>• Know some local historical events and important people.</li> </ul>

<b>Interpretations of History</b>			
<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<ul style="list-style-type: none"> <li>• Look at photographs from their own past and talk about their own memories.</li> <li>• Talk about shared events in recent memory.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about experiences that are familiar to them and how these may have differed in the past.</li> <li>• Explore pictures, stories, artefacts and accounts from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify different ways to find out about the past.</li> <li>• Understand that not all stories from the past are fact.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different ways to represent the past using evidence and sources.</li> <li>• Understand which stories and images are fact and which are fiction</li> <li>• Compare adults talking about the past, how reliable are their memories?</li> <li>• Compare photos and images of people in the past</li> </ul>

<b>Historical Enquiry</b>			
<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<ul style="list-style-type: none"> <li>• Talk about photographs and memories and what their family has told them about their life-story and family.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Explore pictures, stories, artefacts and accounts from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Sort artefacts into 'then' and 'now'</li> <li>• Ask questions about artefacts and photographs from the past.</li> <li>• Understand some ways we can find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence artefacts</li> <li>• Find answers to simple questions about the past from artefacts</li> <li>• Use a source to make simple observations; ask who, what, where, when, how and why.</li> </ul>

**Organisation and  
Communication**

**Nursery**

- Children's voice
- Drawing/mark making

**Reception**

- Drawing
- Children's voice.
- Write simple labels/captions.

**Year 1**

- Label items
- Write captions
- Drawing
- Simple timelines
- Classroom Display

**Year 2**

- Time lines
- Classroom display
- Annotate photographs and images.
- Write simple reports.