



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

Chronological Knowledge and Understanding			
Nursery	Reception	Year 1	Year 2
Substantive Knowledge			
<ul style="list-style-type: none"> • To understand they are part of a family. • To recall key memories from their life. 	<ul style="list-style-type: none"> • To know they are part of a family and their role within it. • To know key events within their life. • To understand basic chronology. • To understand events that have happened before they were born. • To know some similarities and differences between things in the past and now. 	<ul style="list-style-type: none"> • To know several events from their life and order them in chronological order. • To know whether a toy is in the past or present, within living memory and give reasons. 	<ul style="list-style-type: none"> • To know the timeline of their own life which describes memories and key events. • To know the timeline of the events they have learnt about (WW1, GFL) • To understand differences and similarities between the houses and fire service in 1666 to now. • To understand the differences between London then and now (jobs and roles within society).

Vocabulary			
today, day, tomorrow, yesterday, old, new, young, remember, parents, week, month	grandparents, great-grandparents, recent, lifetime, remember, calendar, the present, yesterday, past, future, same, different	year, timeline, different, living memory, toys plastic, mechanical, electric, invention, artefact, modern, past, present, opinion, long ago, chronological, similarities, differences	decade, century, timeline, chronological, historian, significant, diary, war, trenches, memorial, homefront, similarities, differences, eye witness, investigate, research, evidence

Range and Depth of Historical Knowledge			
Nursery	Reception	Year 1	Year 2
Substantive Knowledge			
<ul style="list-style-type: none"> To understand the difference between what is happening now, what has happened last week and what has happened a long time ago. To understand they are part of a community. 	<ul style="list-style-type: none"> To know key members of the community and their roles, e.g. police, fire service etc. To know about members of their immediate family. To understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> To know the difference between past and present in their own and others' lives. To know some significant figures (Captain James Cook and Ernest Shackleton) from the past and understand what they did and why. To know about some similarities and differences in ways of life at different times (toys and explorers). 	<ul style="list-style-type: none"> To understand why people did things in the past and what the consequences of events were (WW1 and The Great Fire of London). To know and recount stories and events from the past. To know some significant figures from the past and explain why they are significant (Emmeline Pankhurst, Nelson Mandella and Stephen Hawking). To know local historical events.
Vocabulary			
different, now, week, long ago, community, before, after, next, then	school community, Filey community, police, fire service, lifeguards, paramedics, teachers, doctor, nurse, parents, grandparents, family, past, present	past, present, recent, living memory, significant, explorer, expedition, equipment, voyage, journey, challenge, adversity	consequences, past, recount, event, significant figures, significant, local, impact

Interpretations of History

Nursery

Reception

Year 1

Year 2

Disciplinary Knowledge

- Look at photographs from their own past and talk about their own memories.
- Talk about shared events in recent memory.

- Talk about experiences that are familiar to them and how these may have differed in the past.
- Explore pictures, stories, artefacts and accounts from the past.

- Begin to identify different ways to find out about the past. eg chromebooks, books, artefacts and photos.
- Interpret and understand that not all stories from the past are factual.

- Identify different ways to represent the past using evidence and sources.
- Interpret and understand which stories and images are fact and which are fiction.
- Compare adults talking about the past, how reliable are their memories?
- Compare photos and images of people in the past.

Historical Enquiry

Nursery

Reception

Year 1

Year 2

Disciplinary Knowledge

- Talk about photographs and memories and what their family has told them about their life-story and family.

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Explore pictures, stories, artefacts and accounts from the past.

- Sort artefacts into 'then' and 'now'
- Ask questions about artefacts and photographs from the past.
- Understand some ways we can find out about the past.

- Sequence artefacts
- Find answers to simple questions about the past from artefacts
- Use a source to make simple observations; ask who, what, where, when, how and why.

Organisation and Communication

Nursery

Reception

Year 1

Year 2

Disciplinary Knowledge

- Children's voice
- Drawing/mark making

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

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

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

Disciplinary Vocabulary

photograph, memory, recent

experience, different, picture, story, artefact, same, compare, past, present,

artefact, interpret, research, investigate, factual, past, present

evidence, source, interpretation, fiction, comparison, reliable, sequence, observation