



The Mead Infant & Nursery School – History Subject Progression Tracker

History Subject Progression Tracker				
	Nursery	Reception	Year 1	Year 2
Continuity and Change	<p>History is part of the Early Years ‘Understanding the World’ Curriculum area. Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.</p> <ul style="list-style-type: none"> · In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. · As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. 		<ul style="list-style-type: none"> • To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Identify similarities and differences within living memory in the every day life e.g., the high street, homes, technology • significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • Identify similarities and differences in ways of life beyond living memory and how this impacted the lives of significant individuals
Cause & Consequence	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Continue developing positive attitudes about the differences between people 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Talks about past and present events in their own life and in the lives of family members • Compare and contrast characters from stories, including figures from the past 	<ul style="list-style-type: none"> • To understand changes that occurred as a result of a significant event • Understand that a cause makes something happen and that historical events have causes 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result • Explain that historical events are caused by things that occurred before them • Understand that a consequence is something that happens as a result of something else
Similarity & difference			<ul style="list-style-type: none"> • Start to understand that during the same period of time, life was different for people in the past, such as rich and poor • Identify that some things within living memory are similar and some things are different 	<ul style="list-style-type: none"> • Make simple observations about different types of people, events, beliefs within a society • Understand that during the same period of time, life was different for people in the past, such as, male and female, different races



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Historical Significance & Understanding			<ul style="list-style-type: none"> • To learn about significant individuals within living memory • Talk about why a person was important • Talk about why the event was important and what happened 	<ul style="list-style-type: none"> • To understand the lives of significant individuals in the past beyond living memory who have contributed to national and international achievements. • Explain reasons why someone might be significant • Compare aspects of life in different periods
Chronological Understanding	<ul style="list-style-type: none"> • Can retell a simple past event in correct order • Able to use language in recalling past experiences • Recalls a sequence of events in everyday life and stories • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<ul style="list-style-type: none"> • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars 	<ul style="list-style-type: none"> • Develop an awareness of the past. • Be able to use common words and phrases related to the passing of time • Know where people/events (personal and national) fit into a chronological framework within living memory • Sequence 3 or 4 artefacts from distinctly different periods of time • Order dates from earliest to latest on a simple timeline 	<ul style="list-style-type: none"> • Develop language related to the passing of time, e.g. decade, century • To know where people/events studied fit into a chronological framework beyond living memory • Sequence artefacts and events that are close together in time • Sequence pictures from different time periods
Historical interpretation	<ul style="list-style-type: none"> • To share important events from their own life through photographs and memories 	<ul style="list-style-type: none"> • To share stories with images and characters from the past • Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> • Identify ways in which the past is represented • Observe and use pictures, photographs and artefacts to find out about the past 	<ul style="list-style-type: none"> • Start to use stories or accounts to distinguish between fact and fiction • To know that there can be different accounts of the same event • To begin to explore different accounts of the same event • Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past



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Historical Enquiry	<ul style="list-style-type: none">• Beginning to understand why and how questions• Questions why things happen and gives explanations. Asks e.g. who, what, when, how	<ul style="list-style-type: none">• Ask questions to find out more and to check they understand what has been said to them• Understands questions such as who; why; when; where and how	<ul style="list-style-type: none">• Ask and answer questions• Understand some ways we find out about the past• Find answers to simple questions about the past from sources of information	<ul style="list-style-type: none">• Use sources - Choose and use parts of stories and other sources to show understanding historical concepts e.g. similarity and change, cause and consequence, continuity and change, significance etc• Use these sources to ask further questions and discuss ways to find answers
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