



History Progressive Curriculum Nursery to Year 6



Skills	Nursery	Reception	Key stage 1	Lower Key stage 2	Upper Key stage 2
Develop a sense of chronology of local, British and world history.	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Understand the past through settings, characters and events encountered in books read in class and storytelling. Begin to sequence events of stories and events they have taken part in. 	<ul style="list-style-type: none"> Continue to develop understanding of their own life-story and family's history. Comment on images of familiar situations in the past. Continue to build on Understanding of the past through settings, characters and events encountered in books read in class and storytelling. Continue to sequence events of stories and events they have taken part in. 	<ul style="list-style-type: none"> sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
Note connections , contrasts and trends over time.	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Begin to look at and compare object, items, artefacts, photographs from the past to modern day 	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Compare object, items, artefacts, photographs from the past to modern day 	<ul style="list-style-type: none"> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. 	<ul style="list-style-type: none"> note key changes over a period of time and be able to give reasons for those changes; find out about the everyday lives of people in time studied compared with our life today; Begin to develop how people and events in the past have influenced life today; identify key features, aspects and events of the time studied; Begin to recognize and describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<ul style="list-style-type: none"> identify and note connections, contrasts and trends over time in the everyday lives of people; explain how people and events in the past have influenced life today; examine causes and results of great events and the impact these had on people;



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Present and organise historical information.	<ul style="list-style-type: none"> • Begin to verbally and pictorially sequence events of stories and events they have taken part in 	<ul style="list-style-type: none"> • verbally and pictorially sequence events of stories and events they have taken part in with increasing accuracy and recall. 	<ul style="list-style-type: none"> • talk, write and draw about things from the past; • use drama/role play to communicate their knowledge about the past. 	<ul style="list-style-type: none"> • present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; 	<ul style="list-style-type: none"> • present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/ travel guides, posters, news
Devise historically valid questions about change, cause, similarity, difference and significance.	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. 	<ul style="list-style-type: none"> • Begin to ask questions relating to own families, known events from the past 	<ul style="list-style-type: none"> • observe or handle evidence to ask simple questions about the past; • observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; 	<ul style="list-style-type: none"> • regularly address and sometimes devise own questions to find answers about the past; • construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; 	<ul style="list-style-type: none"> • select relevant sections of information to address historically valid questions and construct detailed, informed responses;
Use a variety of historical terms and vocabulary with accuracy	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Use basic language and vocabulary linked to recent history, such as: before, yesterday etc. 	<ul style="list-style-type: none"> • Use language relating to recent history with increased accuracy when discussing events. E.g. yesterday, last night, before, earlier, last week. etc 	<ul style="list-style-type: none"> • show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; • use historical vocabulary to retell simple stories about the past; 	<ul style="list-style-type: none"> • use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms 	<ul style="list-style-type: none"> • know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;



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Use a range of sources.	<ul style="list-style-type: none">Talk about the lives of people around them and their roles in society.	<ul style="list-style-type: none">Explore and handle artefacts, photographs and art work to develop high quality discussion relating to the past	<ul style="list-style-type: none">choose and select evidence and say how it can be used to find out about the past.	<ul style="list-style-type: none">use a range of primary and secondary sources to find out about the past;gather more detail from sources such as maps to build up a clearer picturebegin to undertake their own research. of the past	<ul style="list-style-type: none">recognise when they are using primary and secondary sources of information to investigate the past;use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;investigate their own lines of enquiry by posing historically valid questions to answer.