



# Streetsbrook Infant & Early Years Academy

## History: Progression Document

|            | Nursery                                                                                                                                                                                                                                      | Reception                                                                                                                                                                                                                                                                                                                   | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vocabulary | day, night, today, yesterday, weekend, last week, last year, this morning, last night, before, after, a long time ago, Monday, etc.                                                                                                          | old, new, past, present, future, now, then, next, last year, next year, back then, long ago, first, then                                                                                                                                                                                                                    | in the past, future, now, compare, similarities, differences, change, order, artefact, living memory, Victorian, timeline                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | past, present, future, significant event/person, year, decade, century, chronological order, recent, sources, historian                                                                                                                                                                                                                                                                                                                                                                                    |
| Chronology | <p>Understand vocabulary such as last week, yesterday, this morning</p> <p>Order events in their own life</p> <p>Retell simple events in time order</p> <p>Observe and discuss seasonal change and change over time in the natural world</p> | <p>Use everyday terms to discuss the passing of time</p> <p>Order and sequence events, pictures and artefacts</p> <p>Retell simple events and stories in time order</p> <p>Begin to have awareness of their personal timeline</p> <p>Develop understanding of seasonal change and change over time in the natural world</p> | <p>Use everyday terms to discuss the passing of time</p> <p>Know about seasonal change and change over time in the natural world and begin to predict what will happen next/in the future</p> <p>Recognise the distinction between past and present</p> <p>Begin to have an understanding of their personal timeline - sequence events in their own life and identify personal change over time</p> <p>Sequence familiar events and stories</p> <p>Identify some similarities/ differences between life now and in the past</p> <p>Sequence artefacts from distinctly different periods of time</p> | <p>Use an increasing range of vocabulary to discuss the passing of time</p> <p>Recognise the distinction between past, present and future</p> <p>Sequence events in their own life and identify personal change over time – discuss/share their personal timeline and begin to anticipate what will happen next/ in the future</p> <p>Sequence events relating to their learning about the past. (chronological order)</p> <p>Identify some similarities/ differences between life now and in the past</p> |



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| <b>Events, People and changes</b>                | <p>Talk the people in their family, including siblings, parents and grandparents and begin to understand generational connections</p> <p>Begin to be aware of things that were different in the past</p> <p>Begin to have some awareness of historical events that connect with their own experience E.g. Poppies and Remembrance Day, Bonfire Night</p> | <p>Talk about the lives of the people in their family, including siblings, parents and grandparents begin to understand generational connections</p> <p>Compare toys from the past with toys now and begin to that everyday life changes over time</p> <p>Have some awareness of historical events that connect with their own experience E.g. Poppies and Remembrance Day, Bonfire Night</p> | <p>Know about school and home life in Victorian times and make comparisons with the present day</p> <p>Know about some significant historical figures: Guy Fawkes, Malala Yousafzai, George and Robert Stephenson, Christopher Columbus and Neil Armstrong</p> <p>Identify similarities and differences between transport now and in the past</p> <p>Begin to understand how and why transport has changed over time</p>                                                                                                               | <p>Build awareness of the lives of significant figures from the past who have contributed to local/national/international achievement: Florence Nightingale, Mary Seacole, John Cadbury, Greta Thunberg, Davis Attenborough, David Livingston, Amelia Earhart, Ibn Battuta</p> <p>Understand how and why hospitals has changed over time</p> <p>Identify similarities and differences between Birmingham now and in the past. Identify how it has changed and some reasons why.</p> <p>Know about a significant historical event : The Great Fire of London and begin to understand what happened and why</p> <p>Identify similarities and differences between firefighting now and in the past and begin to appreciate the importance of change over time</p> <p>Identify similarities and differences between travel and exploration – now and in the past</p> |
| <b>Interpretation, Enquiry and using sources</b> | <p>Begin to understand the past through a range of topic themed books and stories</p> <p>Learn about the past by looking at pictures and talking to family members and other adults</p>                                                                                                                                                                  | <p>Begin to understand the past through a range of topic themed books and stories</p> <p>Know that we can learn about the past by talking to family members and other adults</p> <p>Explore other ways in which we can find out about the past, including looking a pictures and artefacts, reading books and by using IT</p>                                                                 | <p>Develop understanding about the past through a range of topic themed books and stories</p> <p>Know that we can learn about the past from a variety of 'sources' including pictures, books, diaries, letters, artefacts and by using IT</p> <p>Know that we can learn about some aspects of the past from people who are alive (living memory)</p> <p>With support use a range of sources to learn about people and events in the past</p> <p>With support use a range of sources to help answer simple questions about the past</p> | <p>Extend their understanding about the past through a range of topic themed books and stories</p> <p>Know that we can learn about the past from a variety of 'sources' including pictures, books, diaries, letters, artefacts and by using IT</p> <p>Know that we can learn about some aspects of the past from people who are alive (living memory)</p> <p>Use a range of sources to learn about people and events in the past</p> <p>Ask simple questions about the past and use a range of sources to find answers</p> <p>Recognise some reasons why people in the past acted as they did</p> <p>Consider some of the reasons why things change over time.</p>                                                                                                                                                                                               |



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| <b>Communication</b> | Communicate their knowledge through:<br><br>Discussion<br>Drawing pictures<br>Play | Communicate their knowledge through:<br><br>Discussion<br>Drawing pictures<br>Play<br>Practical activities such as sorting or ordering | Communicate their knowledge through:<br><br>Discussion<br>Drawing pictures<br>Writing<br>Using IT<br>Role play<br>Timelines<br>Ordering/sorting/comparison tasks | Communicate their knowledge through:<br><br>Discussion<br>Drawing pictures<br>Writing<br>Using IT<br>Role play<br>Timelines<br>Ordering/sorting/comparison tasks |
|                      |                                                                                    |                                                                                                                                        |                                                                                                                                                                  |                                                                                                                                                                  |