



History progression of skills



We aspire for all at Parsonage Farm to feel valued and cared for, to have a continued excitement for learning, ensuring success as they journey onwards.



Year group ↓	Subject area →	Chronological Understanding	Characteristic Features	Continuity and Change	Cause and Consequence
Nursery		Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family and friends.	Talks about some of the similarities and differences in relation to their family and friends.	Talks about some of the similarities and differences in relation to their family and friends.	Begin to have some understanding of consequences in their own lives.
Reception		Talks about the lives of the people around them and their roles in society; Understand the past through settings, characters and events encountered in books read in class and storytelling;	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Talks about how they and others show feelings, talk about their own and others' behaviour and its consequence.
Year 1		Sequences events or objects (within their own experience). Confidently uses words and phrases: old, new, young, years, decades.	Recognises that buildings, clothing, transport could be different in the past. Show awareness of significant features not seen today.	Matches old objects to people of situations from the past. Describes how some aspects of life today differ from the past.	Explains what/why people did things in the past. Begins to understand and talk about the consequences of those actions.
Year 2		Sequences artefacts, photos or events in chronological order. Realises that historians use dates to describe events.	Recognises and describes some characteristic features of a person or period studied.	Uses information to describe differences between now and then and between two past periods.	Uses evidence to explain reasons why people in the past acted the way they did. Talks about the consequences of those actions.

		Increasingly uses period specific language in explanations.	Confidentially describes similarities and differences in artefacts.	
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Year group ↓	Subject area →	Historical significance	Historical Interpretation	Historical Enquiry	Organisation and Communication
Nursery		<p>Remembers and talks about significant events in their own experiences.</p> <p>Recognises and describes special times or events for family and friends.</p>	<p>Remembers and talks about significant events in their own experiences.</p> <p>Recognises and describes special times or events for family and friends.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>	<p>Talks about some of the similarities and differences in relation to their family and friends.</p> <p>Recognises and describes special times or events for family and friends.</p>	
Reception		<p>Talks about the lives of the people around them and their roles in society.</p>	<p>Begins to identify and discuss key events in their own lives e.g. birthdays, celebrations (religious and non-religious) new babies, transition to new class, moving house.</p>	<p>Sequences events in their own lives, orally or through pictures.</p>	<p>Communicates their knowledge and understanding about the past through role play, drawing, writing, talking, pictures, timelines, class displays or ICT.</p>
Year 1		<p>Describes things that happened to themselves and other people in the past.</p>	<p>Looks at books and pictures (videos, artefacts and the internet) to find out about the past.</p>	<p>Talks about similarities and differences between 2 or more sources.</p> <p>Talks about past events and identifies important features of picture sources, artefacts etc.</p> <p>Uses sources to ask questions and find answers.</p>	

Year 2	Recognises and talk about who/what was important in a simple historical account.	Looks at books and pictures (videos, artefacts, internet, eye-witness accounts, buildings and visits) to find out about the past. Compares a range of sources to find information about the past.	Explains events and actions rather than retell. Uses a wide range of sources to ask questions and find answers.	
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