



# History Progression Map

Subject Leader: Miss Marsh

	Nursery	Reception	Year 1	Year 2
Changes within living memory	<ul style="list-style-type: none"> <li>- understanding about themselves and how they have grown or changed e.g. "I cried when I was a baby"</li> <li>- talk about events in their past</li> </ul>	<ul style="list-style-type: none"> <li>- talking about how themselves, friends and family members have changed over time</li> <li>- then and now</li> <li>- understanding what changes, and what doesn't, as someone grows up</li> <li>- compare transport from the past and the present</li> </ul>	<ul style="list-style-type: none"> <li>- creating a timeline of their own life and comparing their personal history to that of others</li> <li>- knowing the month they are born</li> <li>- comparing the toys used in the past and those in present</li> <li>- comparing how we live now to past life by looking at how different people lived in a medieval castle have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>- creating a personal family tree</li> <li>- writing their birthdate</li> <li>- shows an interest in current historical events and how they impact on their own lives</li> </ul>
Events beyond living memory that are significant globally or nationally	<ul style="list-style-type: none"> <li>- listen to stories to understand past events</li> </ul>	<ul style="list-style-type: none"> <li>- read and retell stories to understand past events</li> <li>- Guy Fawkes and why he is remembered in the context of bonfire night</li> </ul>	<ul style="list-style-type: none"> <li>- discussing the cause of the Gunpowder Plot and detailed chronological of the event and how it links to Warwick</li> </ul>	<ul style="list-style-type: none"> <li>- learning about the Great Fire of London</li> <li>- Neil Armstrong and the moon landing</li> </ul>
The lives of significant individuals from the past	<ul style="list-style-type: none"> <li>- explore stories about people and objects they are familiar with or fascinating to them</li> <li>- explore pictures of people important to them</li> </ul>	<ul style="list-style-type: none"> <li>- recount increasingly detailed stories of significant individuals in their own lives</li> </ul>	<ul style="list-style-type: none"> <li>- compare the lives of Rosa Parks and Emmeline Pankhurst and their impact on equality</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Margot Lee Shetley their importance for space travel</li> <li>- Marcus Rashford</li> </ul>

	<ul style="list-style-type: none"> <li>- recount stories of significant individuals in their own lives</li> <li>- taking part in commemorative celebrations (e.g. Bonfire Night and Black History Month)</li> <li>- experiment with other people's views and actions of others during their play</li> </ul>			
Significant historical events, people and places in our locality	<ul style="list-style-type: none"> <li>- explore stories about people and objects they are familiar with or fascinating to them</li> <li>- explore pictures of people important to them</li> <li>- recount stories of significant individuals in their own lives</li> <li>- taking part in commemorative celebrations (e.g. Bonfire Night and Black History Month)</li> <li>- experiment with other people's views and actions of others during their play</li> </ul>	<ul style="list-style-type: none"> <li>- recount increasingly detailed stories of significant individuals in their own lives</li> </ul>	<ul style="list-style-type: none"> <li>- compare the lives of Rosa Parks and Emmeline Pankhurst and their impact on equality</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Margot Lee Shetley their importance for space travel</li> <li>- Marcus Rashford</li> </ul>
Chronological understanding	<ul style="list-style-type: none"> <li>- discuss what happened today and yesterday, a long time ago, first and last, remember when...</li> </ul>	<ul style="list-style-type: none"> <li>- discuss what happened today, yesterday, last week,</li> <li>- discuss what came first, next, and last in past events</li> <li>- use and understand the terminology 'now' and 'a long time ago'</li> <li>- use the correct past tense to recall events</li> </ul>	<ul style="list-style-type: none"> <li>- discuss what happened in the past compared to the present</li> <li>- order simple events on a timeline</li> <li>- last year, past, present</li> </ul>	<ul style="list-style-type: none"> <li>- able to estimate era and time period by studying pictures/artefacts/facts from different sources</li> <li>- name key dates on events that they have studied</li> <li>- write chronological reports about what happened in the past</li> </ul>

		<ul style="list-style-type: none"> <li>- recall and talk about significant past events in their own experiences in the correct order</li> </ul>		<ul style="list-style-type: none"> <li>- order increasingly detailed events on a timeline</li> <li>- identify where historical event/person they have learnt about 'fits' in history</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>- ask and answer 'what', 'where' and 'who' questions about events immediately happening in their environment or events in the 'near' past.</li> </ul>	<ul style="list-style-type: none"> <li>- ask appropriate questions about their friends or adults and what they were doing; ask and answer 'who', 'what', 'where' and 'how' questions about events in their own lives and people that are close to them.</li> </ul>	<ul style="list-style-type: none"> <li>- ask and answer questions about historical events or people</li> <li>- name and use a variety of sources that they are using to find out about an event or person in history</li> </ul>	<ul style="list-style-type: none"> <li>- ask increasingly detailed questions about historical events or people</li> </ul>
Similarity and difference	<ul style="list-style-type: none"> <li>- able to identify themselves in relation to social groups/their peers</li> <li>- begin to identify similarities and differences between themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>- know some similarities and differences between things in the past and now</li> <li>- talk about similarities and differences between themselves, others and between communities and cultures</li> <li>- talks about how features of their own immediate environments vary</li> <li>- notice similarities and differences in photographs from the past and present</li> </ul>	<ul style="list-style-type: none"> <li>- begin to compare how we live now to the lives of people in a medieval castle</li> <li>- make simple compare the lives of two people at a similar time in the past (Rosa Parks and Emmeline Pankhurst)</li> <li>- make comparisons between objects (toys) from the past and now</li> </ul>	<ul style="list-style-type: none"> <li>- make detailed comparisons between people who lived at a similar time in the past (Robert Falcon Scott and Neil Armstrong)</li> <li>- make detailed comparisons about places as a consequence of a historical event (the Great Fire of London)</li> <li>- compare current historical events with historical events that they have learnt about</li> </ul>
Cause and consequence	<ul style="list-style-type: none"> <li>- recognise that their actions have consequences (and these are sometimes not the consequence they'd like)</li> </ul>	<ul style="list-style-type: none"> <li>- understand the impact that actions of their significant others or events in their own lives have on what they do now</li> <li>- can talk about the impact of peers and significant other's behaviour and its consequences</li> <li>- give extended explanations about why something has happened</li> </ul>	<ul style="list-style-type: none"> <li>- recognise what led to the Gunpowder Plot</li> <li>-comment on the impact of past events, or on how the actions of people in the past, have affected society now</li> </ul>	<ul style="list-style-type: none"> <li>- discuss why people did things in the past</li> <li>- discuss the impact of events on society and explain whether they are good or bad</li> </ul>

