



The Mead Infant & Nursery School – History Subject Progression Tracker

History is part of the Early Years ‘Understanding the World’ Curriculum area. Please see separate Understanding the World Subject Progression Tracker for key objectives from the Early Years Development Matters document and the Early Learning Goals. Below is a summary of the key learning that takes place in Nursery and Reception.

History Subject Progression Tracker				
	Nursery	Reception	Year 1 National Curriculum	Year 2 National Curriculum
	<u>See Understanding the World Progression Tracker</u>	<u>See Understanding the World Progression Tracker</u>		
Chronological understanding	Children begin to explore their own history through organising events in order, exploring experiences in their past and beginning to explore their family’s history.	Children explore the past through stories they read and explore characters, settings and events through these stories. They begin to develop their understanding of life in the past and life now, using their experiences, stories and images.	<p>Changes within living memory. Space race Toys Events commemorated through festivals or anniversaries.</p> <p>Understand and use simple vocabulary to talk about the past (e.g. old, new, then, now, a long time ago).</p> <p>Sort events, objects, people or pictures into groups (e.g. then and now, old and new).</p>	<p>Changes beyond living memory. Great Fire of London</p> <p>Events commemorated through festivals or anniversaries.</p> <p>Understand and use the vocabulary of past and present and use a range of appropriate words and phrases to describe and order events in the past.</p> <p>Use timelines to order events, pictures or objects or place significant people.</p>
Knowledge & understanding of events, people &			<p>Children know about events beyond living memory that are significant nationally or globally The first aeroplane flight</p>	<p>Children know about events beyond living memory that are significant nationally or globally The Great Fire of London</p>

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			<p>Children know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Flight incl space race and Wright Brothers Victorians including Florence Nightingale and Queen Victoria</p> <p>Recall some facts about people/events from the past.</p> <p>Say why people may have acted the way they did.</p> <p>Talk, write and produce art or music about things from the past.</p>	<p>Children know about significant historical events, people and places in their own locality. London/Great Fire of London Henry VIII/Hampton Court</p> <p>Recount the main events from a significant event in history.</p> <p>Say why people may have acted the way they did and justify their opinion.</p> <p>Talk, write and produce art or music about things from the past.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical enquiry</p>			<p>Identify different ways in which the past is represented (evidence sources).</p> <p>Explore events by looking at books, videos, pictures and objects and asking questions.</p>	<p>Identify different ways in which the past is represented (evidence sources) and begin to compare the reliability of different sources.</p> <p>Use a wide range of evidence to ask and answer questions about events and people in the past.</p>