

History skills progression at Dimple Well

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
Finding out about the past (enquiry)	With support begin to talk about and share their experiences of the past and present	Talk about and share their experiences of the past and present modelling and encouraging appropriate tenses. (Baby photos) Talk about and describe artefacts from the past and present (eg Topic Houses and Homes) Record memories of special events eg photographs of birthdays, anniversaries and family trips.	Compare aspects of the present with the past and describe simple similarities and differences. (eg timeline of events that have happened since a baby) Give reasons for and describe changes that have taken place within living memory (time from baby until 5/6 years) Listen and respond to eye witness accounts of the past (Colne Valley Museum Trip)	Use simple sources such as artefacts, photos and books to answer simple questions about the past. Use key evidence from texts and other resources to support judgements and reasoning made about aspects of the past.
Finding out about the past (Chronology)	Sharing books and talking about simple artefacts of the past. Talking to family members and people they know about their experiences of the past and sharing this with others in their setting.	Use simple everyday items to describe the passing of time eg old, new, now and then in topic house and homes. Share and talk about their own life and those of people they know. Sequence objects and everyday events within experience in time order eg school day? Talk about special events in their life eg birthdays and the passing of time, growing up, starting school etc. Reminding of and revisiting past learning/events in their school life so far.	Talk about events (Battle of Wakefield), Places, (Sandal Castle) and people (Richard Duke of York) beyond living memory. Use historical items to describe passage of time ( eg modern, recent, long ago, older) comparing artefacts eg. Toys from past, objects in Colne valley museum. Place objects, people and events beyond own experiences in time order eg wash day in olden time. Reminding of and revisiting past learning through quizzes and games.	Talk with increasing accuracy and detail about events, places and people beyond living memory. Use an increasing range of historical terms to describe the passage of time eg. modern, recent, long ago, older, younger Revisit past learning and then build on this learning.
Knowledge of Historical Events	Begin to share and talk about past events in their own short lives and past events in the lives of people I know.	Talk about past events in my life and past events in the lives of people I know. Through celebrations eg. Birthdays, Anniversaries.	Talk about events and the lives of people beyond living memory eg Guy Fawkes, Grand Old Duke of York Within living memory - Mrs Pearson (Colne Valley Museum)	Talk about and describe , in simple terms features of key events (Great Fire of London) and people in the past (Florence Nightingale/Guy Fawkes) Talk about the impact of events on the lives of people in time. Link past events with current news??

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Lifestyles of people in the past	Talk about their family and the role each person has in it. Who is the oldest, youngest etc?	Talk about and describe my home and the way I live, eg my house, my family, things I do Opportunities to role-play different lifestyles eg in Role play area (Homes) through dressing up and using appropriate resources.	Talk about similarities and difference between my life and that of others (Victorian lifestyle on trip) Describe similarities and differences between the lives of people.	Talk about and describe the way people lived eg day to day life, things they did, their houses and families. (GFOL, Florence N) Describe and give reasons for similarities and differences in the lifestyle in the past and present.
Significant Historical People.	With support begin to talk about important people in my life. Introduction to people/creatures beyond living memory through stories eg knights, dinosaurs,	Talk about important people in my life and the lives of people I know. Further explore and find facts about people/creatures beyond living memory through stories, games on iPads, computers etc eg knights, dinosaurs,	Talk about important people beyond living memory using a range of historical vocabulary eg Guy Fawkes, Duke of York.	Talk about and describe events in the life of a well – known historical person (FN) Describe key events in their life from a range of sources of information. Talk about the actions of, and events in the life of a historical person.
<p>IMPACT (how will we know what pupils have learned?)</p> <p>Assessments of pupils across school, Early Years to Year 2. Collating children’s work and speaking to children about their experiences – finding their individual response to History and their knowledge and Understanding of the world. Pupil’s achievements will be celebrated through high quality displays and on the school website and twitter feed. Pupils’ will apply their understanding, knowledge and skills in a range of contexts including drama, class assemblies, Inspire mornings and cross curricular writing.</p>				