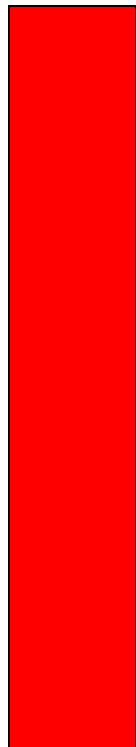




All Saints C of E Bednall – Vertical Progression – Understanding the World – Past & Present - History overview



Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Vocabulary
Nursery	<ul style="list-style-type: none"> Retell past events in correct order Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Remembers & talks about significant times or events for family & friends Begin to make sense of own life-story & family's history 	<ul style="list-style-type: none"> Question why things happened & give explanations Understand why and how questions Asks who, what, when & how 	<ul style="list-style-type: none"> Develop an understanding of growth, decay and changes over time Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world Bring in photographs, videos, visitor Preserve memories of special events e.g. make a book, video, photos Share stories about people from the past who have an influence on the present 	<ul style="list-style-type: none"> Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night Understand and use vocabulary such as: how, why, because Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because
Reception	<ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking and events Compare & contrast characters from stories, including figures from the past Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> Ask questions to find out more & to check understanding of what has been said Understands questions such as who, why, when, where & how Understands a range of complex sentence structures including tense markers Engage in non-fiction books 	<ul style="list-style-type: none"> Use talk to organise, sequence & clarify thinking, ideas, feelings & events Articulate ideas & thoughts in well-formed sentences Ask questions to find out more & to check understanding of what has been said 	<ul style="list-style-type: none"> Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why? Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain
Year 1	<ul style="list-style-type: none"> Put up to three objects in chronological order (recent history) on a time line Label timelines with pictures, words or phrases Tell others about changes that have happened in my own life since I was born Talk about how things have changed since my parents or grandparents were children Use dates to talk about people or events from the past? (when appropriate) 	<ul style="list-style-type: none"> Show some understanding of how people find out about the past Show some understanding of how evidence is collected and used to make historical facts Ask questions such as: What was it like for people? What happened? How long ago? Answer questions by using different sources, such as an information book or pictures 	<ul style="list-style-type: none"> Answer questions using a range of artefacts/ photographs/pictures provided Talk about the different ways that the past is represent Recount some interesting facts from an historical event Talk about some important people from the past Talk about how their actions changed the way we do things today Recognise that there are reasons why people in the past acted as they did Tell you how I found out about people or events in the past Find out more about a famous person from the past and carry out some research Find out something about the past by talking to an older person 	<ul style="list-style-type: none"> Understand and use vocabulary such as: a long time ago, recently, when my parents/carers, grandparents were children, in the times? Understand and use vocabulary such as: questions, find out, collect, history, information, research, artefacts, objects, historians, investigate? Understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?
Year 2	Make comparison between times	Ask questions such as: What was it like for	All of the above plus the following -	Understand and use vocabulary such as: in

	<p>using a timeline.</p> <p>Label timelines independently thinking about key links between past and present.</p>	<p>people? What happened? How long ago?</p> <p>Answer and ask questions about historical artefacts.</p> <p>Make comparison comparing different periods of time thinking about similarities and differences.</p>	<p>Discuss and remember sticky knowledge about famous people from the past.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally.</p>	<p>order, a long time ago, recently, when my parents/carers, grandparents were children, in the times?</p> <ul style="list-style-type: none"> • Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate? • Understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?