



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		<p>To recall significant events in their own lives such as birthdays or Christmas.</p> <p>To compare differences in the morning and afternoon sessions at Nursery.</p>	<p>To compare differences in relation to their family and friends.</p>	<p>To identify what they can do now that they are 3 and 4 compared to when they were babies.</p>	<p>To understand consequences in their own lives.</p>
Reception		<p>To describe different jobs in their community.</p> <p>To understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>To compare differences between objects in the past and the present.</p>	<p>To compare items in the past and present, drawing on their experiences and what has been read in class.</p>	<p>To understand consequences in their own lives and those of others.</p>
Year 1		<p>To sequence events or objects (within their own experience).</p> <p>To appropriately use terminology to show the passing of time e.g. old, new, young, years, decades.</p>	<p>To compare buildings, clothing and transport from the past with the present.</p>	<p>To match objects to people or situations from the past.</p>	<p>To explain why people did things in a certain way in the past.</p> <p>To use sources to identify the consequences of those actions.</p>
Year 2		<p>To sequence artefacts, photos or events in chronological order.</p>	<p>To compare features of a person or period studied.</p> <p>To use period specific language in explanations.</p>	<p>To use sources to compare differences between two past periods.</p> <p>To confidently describe similarities and differences in artefacts.</p>	<p>To use sources to explain reasons why people in the past acted the way they did.</p> <p>To identify the consequences of those actions.</p>

Year group ↓	Subject area →	Historical significance	Historical Interpretation	Historical Enquiry	Organisation and Communication
Nursery		<p>To identify significant events in their own lives.</p> <p>To identify special times or events for family and friends.</p>	<p>To identify significant events in their own lives.</p> <p>To begin to understand the past through settings, characters and events encountered in books read in class and storytelling;</p>		
Reception		To describe different jobs in their community.	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 etc	To sequence events in their own lives, orally or through pictures.	
Year 1		To describe things that happened to themselves and other people in the past.	Use sources including books and pictures (videos, artefacts and the internet) to find out about the past.	<p>To identify similarities and differences between 2 or more sources.</p> <p>Identify important features of sources.</p> <p>To use sources to ask questions and find answers.</p>	
Year 2		Identify who/what was important in a simple historical account.	<p>Use sources including books and pictures (videos, artefacts, internet, eye-witness accounts, buildings and visits) to find out about the past.</p> <p>Compare a range of sources to find information about the past.</p>	Use a wide range of sources to ask questions and find answers.	