

Pickering Community Infant and Nursery School Progress Document

History/Understanding the World Learning Outcomes

Skill	Nursery	Reception	Key Stage One
Constructing the past	<p>I know that there are special times we celebrate, such as birthdays and Christmas.</p>	<p>I can identify that things from the past might be different from today.</p> <p>I know that some special events are celebrated at the same time each year, such as birthdays, Christmas and Bonfire night.</p>	<p>I can describe how significant events and individuals from the past have helped shape the present locally, nationally and internationally.</p> <p>I can identify that the past is remembered or 'constructed' in different ways across the world.</p> <p>I can identify that the past can be commemorated each year at specific times, including Remembrance and Bonfire Night.</p>
Sequencing the past/Chronology	<p>I can talk about things that have just happened.</p> <p>I can begin to use past tense to talk about things that have happened.</p>	<p>I can talk about things and events from the past, both within my living memory and beyond my living memory.</p> <p>I can use words appropriately related to chronology, such as, now, long ago and then.</p>	<p>I can name people from different periods of time and begin to compare some aspects of their life.</p> <p>I can begin to describe how periods of time can impact on ways of life at that time compared to now.</p> <p>I can demonstrate a basic understanding of why certain events happened at certain times with some reasoning.</p>

Continuity and change	I can talk about some changes I can see. (haircut, photo of self as baby and now, change of clothes)	I can say that some things within living memory have changed and some things have stayed the same.	I can identify that changes throughout history have impacted on life today. I can suggest reasons why some things have stayed the same throughout history.
Cause and effect	I can explore cause and effect through my play. Ramp for car, pouring sand)	I can talk about the historical reasons for certain choices.	I can identify that certain events and individuals have had major consequences in history. I can talk about how events from history are so significant that they are remembered each year, for example, Remembrance and Bonfire Night. I can identify specific causes and effects from different periods and begin to establish links between them.
Significance and interpretation	I can talk about people who are important to me and things that they do/have done.	I can begin to understand that some events and people from history are important because they have achieved something or have had an effect.	I can explain why certain people and events are significant in the wider context of history. I can begin to understand that certain individuals and events have had an impact locally, nationally and internationally.

Carrying out a historical enquiry	I can begin to ask simple questions about a person or event that I have experienced.	I can begin to ask simple questions about people or events from within living memory.	<p>I can carry out a guided enquiry using knowledge from themes, asking appropriate simple questions.</p> <p>I can begin to suggest decisions within a guided enquiry and use evidence provided to justify my decisions.</p>
Using sources as evidence	I can engage in exploratory opportunities about a certain place or event.	I understand that items can tell us about someone or something – an item of clothing, an object from a certain place or event.	I can make reasoned interpretations about individuals and events by using a small selection of focused sources.
Vocabulary and communication	I can begin to use past tense to talk about things that have happened.	I can use simple words to describe the passing of time, including, past, before, now and then.	<p>I can use phrases and words to describe the passing of time, including, long ago, before I was born, stayed the same and compared.</p> <p>I can use words and phrases to describe events and people from the past, including, rich, poor/peasant, significant and source.</p>