

Haughton School History A & S Statements Progression Map



I can observe the results of their own actions with interest; (E.g. when exploring an antique

mechanical toy.)

I can explore materials in increasingly complex ways. (E.g. looking at, and touching, old objects.)

I can sustain concentration for short periods.

I can participate in shared activities with less support.

I can request events or activities. (E.g. Pupil vocalises for more sound in a simulation of historical events.)

I can recognise familiar people, events and objects. (E.g. Pupil smiles at an item from their own family home.)

I can perform actions, often by trial and improvement, and they remember learned responses over short periods of time. (E.g. Pupil pats an old toy.)

I can cooperate with shared exploration and supported participation; (E.g. when handling different items).

I can seek attention through eye contact, gesture or action.

I can communicate consistent preferences and affective responses. (E.g. Pupil wants to look at a particular photograph.)

I can accept and engage in coactive exploration. (E.g. Pupil can touch wood, stone or old brick structures during a visit.)

I can show interest in people, events and objects [for example, tracking historical artefacts into or out of their field of awareness.

I can react to new activities and experiences. (E.g. Pupil looks to the source of unfamiliar sights or sounds.)

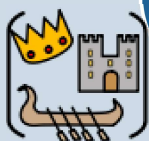
I can respond consistently to familiar people, events and objects.


I can give intermittent reactions. (E.g. Pupil sometimes becomes quiet or tense when going into a different environment.)

I can show simple reflex responses. (E.g. Pupil startles at sudden noises or movements.)


I can appear alert and ready to focus their attention on certain people, events, objects or parts of objects.

I have periods when I appear alert and can focus my attention on certain people, events, objects or parts of objects.

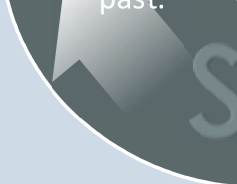






I can recognise and make comments about familiar people in pictures of the more distant past.	With prompts or support, I can answer simple questions about historical artefacts and buildings	I begin to communicate about activities and events in the past.	I can listen and respond to familiar stories about the past.
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I can recognise myself and other people in pictures of the recent past.	I know that I took part in past events and they listen and respond to familiar stories about their own past.	I can communicate about activities and events in the past [for example, saying or signing 'baby toys'] in response to personal items from my own early childhood.	I can answer simple questions about historical artefacts and buildings. (E.g. Pupil can identify a bowl as being made out of wood.)	I can show appreciation of taking part in past events.
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I can use single words, signs or symbols to confirm the function of everyday items from the past.	I can link the passage of time with a variety of indicators. (E.g. weekend activities, summer holidays or seasonal changes.)	I can apply potential solutions systematically to problems (E.g. Pupil can gesture towards the location for a new activity at the end of a session.)	I can actively explore objects and events for more extended periods. (E.g. Pupil can handle items, looking carefully at them.)
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I can remember learned responses over more extended periods. (E.g. Pupil recalls gestures used in a dramatisation of a	I can greet known people and may initiate interactions and activities. (E.g. Pupil prompts an adult to look through photographs with them.)	I can remember learned responses over increasing periods of time and may anticipate known events. (E.g. Pupil becomes excited at a key moment in a video of a school trip or family holiday.)	I can respond to options and choices with actions or gestures. (E.g. Pupil can eye-point to an old toy from their own past.)
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I can recognise some obvious distinctions between the past and the present in my life and communicate about these. (E.g. remembering attending at a different school in the past.)

I can choose historical artefacts out from collections of items. (E.g. identifying old plates, items of clothing or hand tools.)

I can recognise some distinctions between the past and present in other people's lives as well as my own and communicate about these in simple phrases and statements.

I can listen to and follow stories about people and events in the past as well as events in their own lives.

I can use some common words, signs or symbols to indicate the passage of time. (E.g. now/then today/yesterday.) I can sort objects to given criteria. (E.g. old toys and new toys.)

I can recognise and make comments about myself and people I know in pictures of the more distant past.

I can answer simple questions about historical stories and artefacts.

I can recount episodes from own past and some details from other historical events with prompts.

I begin to use some common words, signs or symbols to indicate the passage of time.

I can indicate if personal events and objects belong in the past or present.

I can communicate some obvious distinctions between past and present experiences.

I begin to communicate some distinctions between the past and present in other people's lives as well as my own.

I can listen to stories about people and events in the past.

I can sort objects to given criteria.

