

## History Progression of Skills and Knowledge

Skills	EYFS	Year 1	Year 2
	<p><b>Early Years learning goals</b></p> <ul style="list-style-type: none"> <li>Understanding the World Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</li> <li>Past and Present Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>NC Ref:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</li> <li>Significant historical events, people and places in their own locality.</li> </ul>	
Chronological Understanding	<ul style="list-style-type: none"> <li>Use everyday language related to time.</li> <li>Order and sequence familiar events.</li> <li>Describe main story settings, events and principal characters.</li> <li>Talk about past and present events in their own lives and in the lives of family members.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time check with reference book</li> <li>Sequence photographs etc. from different periods of their life</li> <li>Describe memories of key events in lives</li> </ul>
Key Vocabulary	yesterday, last week, at the weekend, this morning, last night	event, long ago, then, when now, before/after, events, past, present	chronological, timeline, order, earlier, later

Range and depth of Historical Knowledge	<ul style="list-style-type: none"> <li>Develop understanding of growth, decay and changes over time.</li> <li>Know that information can be retrieved from books and computers.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives.</li> <li>They know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify differences between ways of life at different times</li> </ul>
Interpretation of History	<ul style="list-style-type: none"> <li>Comment on pictures, stories, artefacts and accounts from the past explaining similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction.</li> <li>Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past.</li> <li>Discuss reliability of photos/ accounts/stories.</li> </ul>
Key Vocabulary	I can see, I saw, same, different, similar, change, what happened, because, explain	find out, explain, facts, reasons, events, actions	find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods
Historical Enquiry	<ul style="list-style-type: none"> <li>Be curious about people and show interest in stories.</li> <li>Answer simple 'how' and 'why' questions ... in response to stories or events.</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts,</li> </ul>	<ul style="list-style-type: none"> <li>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>
Key Vocabulary	how, why, because how, why, because, find out, I wonder what/if/when/why?	questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate?	wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate

<p><b>Organisation and Communicate</b></p>	<ul style="list-style-type: none"> <li>Record, using marks they can interpret and explain.</li> </ul> <p>Drawings Making Discussion</p>	<ul style="list-style-type: none"> <li>Communicate their knowledge through:             <ul style="list-style-type: none"> <li>Discussion....</li> <li>Drawing pictures...</li> <li>Drama/role play..</li> <li>Making models.....</li> <li>Writing..</li> <li>Using ICT...</li> </ul> </li> </ul>
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