

History Skills Progression

End of EYFS Expectations		
<p>People Culture and Communities ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		
Nursery and Pre-School (Range 4 and 5)		
Chronological Understanding	Historical Interpretation	
Discuss important times and events in their lives and in the lives of their immediate family.	Begin to make sense of their own life-story and family's history and enjoys joining in family customs and routines	
Key Vocabulary		
Today, yesterday, tomorrow, old, new, homes, drawings, photographs, important, camera, remembers, different, similar, a long time ago		
Reception (Range 6)		
Chronological Understanding	Historical Interpretation	Knowledge & Understanding
Recognise the difference between past and present and old and new. Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night	Understand the past through settings, characters and events encountered in books read in class and storytelling. Draw on their experiences and what has been read in class, as well as their own lives and the lives of their family members.	Recognise some similarities and differences between things in the past and now and amongst their own families, communities, cultures and faiths. Talk about the lives of the people around them and their roles in society.

History Skills Progression

	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, because, explain To develop an understanding of celebrations and events that are commemorated annually.
Key Vocabulary		
Today, yesterday, tomorrow, week, new/recent, memory, photograph, clue, inventions, artefacts, old, new, remembers, parent, grandparent, different, similar, who?, what?, when?, where?		

End of KS1 National Curriculum Expectations

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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]
- significant historical events, people and places in their own locality.

Year 1

Chronological Understanding	Historical Enquiry	Historical Interpretation	Knowledge & Understanding	Organisation & Communication
Place three known events and three objects in chronological order. Sequence events and recount changes within living memory. Use common words and phrases relating to passing of time to tell others about things that happened in the past.	Find answers to simple questions about the past from sources of information e.g. artefacts. Ask and answer relevant basic questions about the past using a wide range of sources and artefacts (speaking and listening focus).	Use stories to encourage children to distinguish between fact and fiction. Find out about the past by talking to an older person.	Recognise the similarities and difference between past and present in their own and others' lives. Know and recount episodes from true accounts about the past.	Discuss using simple appropriate vocabulary. Write simple captions and sentences, label and annotate drawings and photographs. Orally retell/perform.

History Skills Progression

	Sort and compare artefacts and pictures from 'then' and 'now'			
Key Vocabulary				
old, new, olden days, questionnaire, date, decade, change, year, different, timeline, living memory, invention, modern, remembers, similar, memories, artefact, past, present, future, period, oral history, before, after, then, next, memories, sources, chronological order, century, significant, sources of evidence, artefacts, memorial, remember, year, modern, important people, real, not real, key events, younger, older, replica, similarities/differences, who?, what?, when?, where?				
Year 2				
Chronological Understanding	Historical Enquiry	Historical Interpretation	Knowledge & Understanding	Organisation & Communication
<p>Show an awareness of the past, using common words and phrases relating to the passing of time: in order, a long time ago, recently, decades and centuries, in my lifetime, modern, old-fashioned.</p> <p>Describe where the people and events studied fit within a chronological framework.</p> <p>Identify similarities and differences between ways of life in different periods.</p>	<p>Observe and handle sources to answer questions about the past on the basis of simple observations.</p> <p>Use why, what, who, how, where to ask questions and find answers.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understands key features of events</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times</p>	<p>Write captions and sentences. Label and annotate a picture/painting showing significant features.</p> <p>Use increasingly period specific vocabulary and dates in writing, oral explanations. Retell events in simple, structured way using temporal markers.</p> <p>Can use 'another reason' and 'also' which connects ideas.</p> <p>Make increasing use of subject-specific precise vocabulary.</p>
Reliable, unreliable, source, sequence, timeline, events, evidence, explorers, research, chronological order, period of time, important people, resource, century, past, present, era / age of exploration, period of time, living memory, real, not real, key events, younger, older, similarities/differences, national, international, technology, inventions				