

# SKILLS PROGRESSION: History



Strand	EYFS	YEAR 1	YEAR 2	YEAR 3
<p><b>Chronological Understanding</b></p>	<p>EYFS: Language and Communication, Speaking/UW People and Communities/Past and Present</p> <p><b>Begin to make sense of their own lives and family history (3-4 Year Olds)</b></p> <p>Talk about past and present events in their own life and in the lives of family members</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p> <p><i>Understand that some objects belong to the past.</i></p> <p><i>Can put up to three objects/events in chronological order.</i></p> <p>Use words and phrases like: <b>old, new and a long time ago.</b></p>	<p><b>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</b></p> <p><i>Build on the vocabulary introduced in Reception and begin to use a wider range of "time" terms including:</i>  <b>recently, before, after, now, later, past, present, old, new and a long time ago.</b></p> <p>Sequence events in their life and explain how they have changed since they were born. (recent history)</p> <p>Match objects to people of different ages.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p><b>Begin to understand where the people and events</b></p>	<p><b>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</b></p> <p><i>As the previous year but also ...</i></p> <p>Can use words and phrases like: <b>before I was born, when I was younger, 'before', 'after', 'past', 'present', 'then' and 'now'</b> to describe the past.</p> <p>Sequence photographs etc. from different periods of their life.</p> <p>Describe memories of key events in their lives.</p> <p>Recognise that their own lives are different from the lives of people in the past.</p> <p><b>Begin to understand where the people and events studied fit within a chronological framework.</b></p>	<p>Place the time period studied on a time line.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts</p> <p>Can describe events and periods using the words: BC, AD and decade?</p> <p>Can use some dates and historical period terms.</p> <p>Can use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Can use mathematical knowledge to work out how long ago events in recent and local history would have happened.</p> <p>Can place a number of events, objects, themes and</p>

	<p>Use a number of time terms, such as 'now', 'then', 'yesterday', "days", 'week', 'month', 'year', 'nowadays', "past", 'old' and 'new'</p> <p><i>Tell others about things that happened when they were little.</i></p> <p><i>Make some comments about things (features, events, people and themes) from the past</i></p> <p><i>Recognise that a story that is read to them may have happened a long time ago.</i></p> <p><i>Recognise a simple timeline and understand its use.</i></p>	<p><b>studied fit within a chronological framework</b> Recognise that a story that is read to them may have happened a long time ago.</p> <p>Retell a familiar story set in the past.</p>	<p>Sequence artefacts/events closer together in time.</p> <p>Can sequence a set of events in chronological order and give reasons for their order.</p>	<p>people on a timeline Show developing understanding of chronology by the realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms.</p>
<p><b>Knowledge and Interpretation</b></p>	<p>EYFS: Language and Communication, Speaking/UW People and Communities/Past and Present</p> <p><b>Comments on images of familiar situations in the past (3-4 Year Olds)</b></p> <p><b>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</b></p>	<p>Recognise the difference between past and present in their own and others' lives.</p> <p><b>Begin to identify similarities and differences between ways of life in different periods (now and then.)</b></p> <p><b>Find out about events beyond living memory that are significant nationally.</b></p> <p>Recognise that we have traditions such as bonfire night, because of what happened many years ago.</p>	<p><i>As the previous year but also...</i></p> <p>Begin to 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>Recount some interesting facts from an historical event.</p> <p>Show knowledge and understanding of aspects of the past beyond living memory, and of some of the</p>	<p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today and begin to picture what life would have been like for the early settlers</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p> <p>Identify and give reasons for different ways in which the past is represented</p>

	<p><b>Talk about past and present events in their own lives and in the lives of family members.</b></p> <p><b>Know about similarities and differences between families, communities and traditions.</b></p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG</b></p> <p><b>Talk about the lives of the people around them and their roles in society. ELG</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling ELG</b></p> <p><i>Begin to understand the roles of significant famous people and how they have shape lives in the future.</i></p> <p><i>Begin to identify the main differences between old and new objects.</i></p> <p><i>Identify objects from the past, such as old toys/old vehicles.</i></p>	<p><b>Begin to learn facts about the lives of significant individuals in the past who have contributed to national achievements.</b></p> <p><b>Begin to find out facts about significant historical places in their own locality.</b></p> <p>Begin to explain how the local area was different in the past.</p> <p>Begin to use stories to distinguish between fact and fiction.</p> <p>Know and recount episodes from stories about the past.</p>	<p>main events and people they have studied.</p> <p>Are beginning to identify some of the different ways in which the past is represented.</p> <p><b>Discuss the lives of significant individuals who have contributed to national and international achievements and use some aspects to compare life in different periods e.g. Florence Nightingale, Charles Darwin, Mary Seacole</b></p> <p><b>Describe significant historical events, people, and places in own locality</b></p>	<p>Suggest why certain events happened as they did in history</p> <p>Discuss reliability of photos/memories.</p>
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<b>Historical Enquiry</b>	<p><b>EYFS: Language and Communication, Speaking/UW People and Communities/Past and Present</b></p> <p><b>Comments on images of familiar situations in the past</b> (3-4 Year Olds)</p> <p><b>Compares and contrasts characters from stories including figures from the past</b></p> <p><b>Can make observations of and explain why some things occur, and talk about changes.</b></p> <p><i>Can ask and answer questions about old and new objects.</i></p> <p><i>Can answer questions using an artefact/ photograph provided?</i></p>	<p><b>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</b></p> <p><b>Understand some of the ways in which we find out about the past and identify different ways in which it is represented</b></p> <p>Find out more about a famous person from the past and carry out some research on him or her.</p> <p>Find out something about the past by talking to an older person.</p> <p>Begin to use secondary sources of information.</p>	<p><i>As the previous year but also...</i></p> <p>Observe or handle sources of information to answer questions about the past on the basis of simple observations.</p> <p>Answer questions by using a specific source, such as an information book.</p> <p>Research the life of a famous Briton from the past using different sources.</p> <p>Research about a famous event that happens in Britain and why it has been happening for some time.</p> <p>Research the life of someone who used to live in the local area using a variety of evidence sources to find out about them.</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details - artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library and internet for research.</p> <p>Recognise the part that archaeologists/historians have had in helping us understand more about what happened in the past.</p> <p>Use various sources of evidence to answer questions.</p>

	<p><i>Can give a plausible explanation about what an object was used for in the past.</i></p> <p><i>Can pick out information about the past from sources like pictures, objects and stories.</i></p> <p><i>begin to use ICT, pictures and artefacts to pick out information about the past</i></p>	<p>Begin to talk about some of the different ways that the past is recorded/represented.</p>		
<p><b>Communication</b></p>	<p><b>EYFS: Past and Present</b></p> <p><b>Talk about the lives of people around them and their roles in society ELG</b></p> <p><i>Talk, draw and write to show ideas/communicate understanding.</i></p>	<p>Communicate knowledge through:</p> <p><b>Discussion....</b>  <b>Drawing pictures...</b>  <b>Drama/role play..</b>  <b>Making models.....</b>  <b>Writing..</b>  <b>Using ICT...</b></p>	<p><i>As the previous year but also...</i></p> <p>Ensure that some past some details/facts are included.</p> <p>Makes labelled drawings, tables and writes sentences, speaking (including in drama) and uses ICT to begin to show ideas.</p> <p>Begins to research a specific event from the past to then write about this.</p>	<p>Organises answers well.</p> <p>States conclusions.</p> <p>Gives reasons for ideas</p> <p>Uses some dates and historical Terms</p> <p>Shows some connections with features of other periods studied.</p> <p>Researches a specific event from the past to then write about this.</p> <p>Comments on the usefulness and accuracy of different sources of evidence.</p>

