



Progression of skills – History Curriculum

Skill	EYFS	Year 1	Year 2
<p><u>Chronological Understanding</u></p> <p>Being able to arrange and order events and dates in order they occurred, whilst accurately constructing historical timelines.</p>	<ul style="list-style-type: none"> <i>To sequence events. This may be children talking about themselves, people they know, things they do.</i> Begin to understand the difference between things that happened in the past and the present. 	<ul style="list-style-type: none"> <i>To sequence historical events and to place these events onto a timeline.</i> Securely sequence days of the week, months of the year. Children will recount events and memories in their own lives. Start to tell stories in order. Understand the difference between things that happened in the past and the present. Use words and phrases such as: <i>now, yesterday, last week, when I was younger, a long time ago, before I was born Etc</i> Describe things that happened to themselves and other people in the past. Physically order a set of events or objects Use a timeline to place important events using no dates. 	<ul style="list-style-type: none"> <i>To sequence historical events and to place these events onto a timeline.</i> Securely sequence days of the week, months of the year. Children will recount events and memories in their own lives. Start to tell stories in order. Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use and be able to construct a timeline to place important events and be able to include dates.
<p><u>Comparison</u></p> <p>Being able to compare events and people in history by</p>	<ul style="list-style-type: none"> <i>To compare my life to that of the past.</i> 	<ul style="list-style-type: none"> <i>To explain a person or event's historical significance.</i> <i>To compare my life to that of the past.</i> 	<ul style="list-style-type: none"> <i>To explain a person or event's historical significance.</i> <i>To compare my life to that of the past.</i>



<p>identifying similarities and differences, as well as explaining reasons for these similarities and differences.</p>	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past (historical figures - Guy Fawkes) • Children can talk about what they can do now (their milestones) and what they could not do previously (For example, I can now ride my bike but when I was 2 I couldn't). • Children may recognise the similarities and difference between past and present in their own and others' lives. (When my nan was younger she played games, I play games too etc.) 	<ul style="list-style-type: none"> • <i>To identify the differences between my life and lives of people in the past.</i> • Children can discuss two versions of the same event. For example, in GFOL listening to two people telling the story of the fire. • Compare adults talking about the past – how reliable are their memories? • Recognise the difference between past and present in their own and others' lives. • Can recount episodes from stories about the past. 	<ul style="list-style-type: none"> • <i>To identify the differences between my life and lives of people in the past.</i> • Children can discuss two versions of the same event. For example, in GFOL listening to two people telling the story of the fire. • Compare adults talking about the past – how reliable are their memories? • Recognise the difference between past and present in their own and others' lives. • Can recount episodes from stories about the past. • Identify differences between ways of living different times (year 2).
<p><u>Interpretation</u> Being able to explain the meaning of sources, people and events in history, as well as</p>	<ul style="list-style-type: none"> • Develop an understanding of growth or changes over time (I am taller now, my grandad is older now). 	<ul style="list-style-type: none"> • <i>To use source materials.</i> • <i>To use relevant sources to answer questions about the past.</i> 	<ul style="list-style-type: none"> • <i>To use source materials.</i> • <i>To use relevant sources to answer questions about the past.</i>



<p>offering reasons for different interpretations.</p>	<ul style="list-style-type: none"> To know some of the things that people have to keep memories of the past such as photos etc. 	<ul style="list-style-type: none"> <i>To compare the lives of people in different historical periods.</i> Look at and use books, videos, photographs, pictures and artefacts to find out about the past 	<ul style="list-style-type: none"> <i>To compare the lives of people in different historical periods.</i> Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Discuss the reliability of photographs
<p><u>Enquiry</u></p> <p>Accurately investigating people, events and sources of history using historical questions and their own opinion.</p>	<ul style="list-style-type: none"> <i>To ask and answer questions.</i> To ask questions about historical items, pictures etc to see what objects or clothes were different from the present. Children may be curious about other people, show interest in their stories, perhaps ask questions 'how' and 'why' something that has happened. 	<p><i>To ask and answer questions.</i> <i>To create historically valid questions.</i> <i>To explain why things stay the same and/or change.</i></p> <ul style="list-style-type: none"> Can find answers to simple questions about the past from sources of information e.g. artefacts. Ask questions related to sources including why, what, who and where. 	<p>To ask and answer questions. To create historically valid questions. To explain why things stay the same and/or change.</p> <ul style="list-style-type: none"> Identify different ways in which the past is represented Use a source – observe, handle source, answer questions about the past based on simple observations.
<p><u>Cause and Consequence</u></p>	<ul style="list-style-type: none"> Identifying that certain choices have a consequence to them- For example, 	<ul style="list-style-type: none"> <i>To explain the consequence of a historical event.</i> 	<ul style="list-style-type: none"> <i>To explain the consequence of a historical event.</i>



<p>Identify and explain the relationship between events, people or things.</p>	<p>children could say 'If I practise riding my bike every day I will get better and be able to ride without stabilisers'.</p>	<ul style="list-style-type: none"> • <i>To understand the key features of a historical event.</i> • <i>To use evidence to answer historical questions.</i> • Recognise why people did things, why events happened and what happened as a result. • Identifying that certain events and individuals have had major consequences in history • Identifying that history can affect the local area, as well as nationally and globally – development of railways and exporting of ideas to other countries • Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect'. 	<ul style="list-style-type: none"> • <i>To understand the key features of a historical event.</i> • <i>To use evidence to answer historical questions.</i> • Recognise why people did things, why events happened and what happened as a result. • Identifying that certain events and individuals have had major consequences in history • Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night • Identifying specific causes and effects from different periods and beginning to establish links between them
<p><u>Vocabulary and Communication</u></p> <p>Your class should know up to their current year. Challenge children by looking at the next year.</p>	<ul style="list-style-type: none"> • Use simple words to describe time. • This also covers days of the week, months of the year, language used within lessons including before, after, tomorrow, now, next. Me, family, friends, past, old new 	<ul style="list-style-type: none"> • For example, Days of the week, months of the year, past, present, future, then, now, before, after, old, new, long time ago 	<ul style="list-style-type: none"> • For example, Days of the week, months of the year, past, present, future, then, now, before, after, old, new, long time ago • decade, century, use of dates encouraged (e.g. 1800s), fact, opinion, fiction, interpret



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