

Progression in History skills **Vision – To develop a curiosity about the past, developing knowledge of events and people through exploration**

Skills / Knowledge	EYFS	Year 1	Year 2
<i>Chronological knowledge and understanding</i>	<p>Use everyday language related to time (news) Order and sequence familiar events (Maths, Dinosaurs, Lifecycles - Farm and Minibeasts, ongoing through stories) Describe main story settings, events and principal characters (ongoing stories, People who help us) Talk about past and present events in their own lives and in lives of family members (All about me, daily news)</p>	<p>Develop an awareness of the past –then and now (baby to now) Use common words and phrases relating to the passing of time Make a simple time line (toys) Identify a famous person from the past (Teddy Roosevelt, AA Milne) Use a simple time line to show change over time (forms of transport) Name significant inventors & their inventions and discuss events from living memory (Wright brothers, Henry Ford, Stephenson, Amelia Earhart)</p>	<p>Contrast famous people/inventors from historic period (1660s Samuel Pepys, Thomas Fariner) Name some significant events (Plague, Great Fire) beyond living memory and know where these fit into a chronological framework Contrast famous people and linked events from Victorian times (Florence Nightingale, Mary Seacole, Queen Victoria, Alexander Graham Bell, Isambard Kingdom Brunel, Lewis Carroll) Identify similarities / differences between historical period (Victorian daily life) and now</p>
<i>Historical terms and vocabulary</i>	<p>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words (news and use of vocabulary today, yesterday, tomorrow, long ago)</p>	<p>Begin to use everyday historical terms Develop a wider vocabulary of everyday historical terms</p>	<p>Use a wide vocabulary of everyday historical terms linked to events (Great Fire) Use range of resources / role play to explore daily life (Victorian home / school) Use historical vocabulary in context when exploring wider aspects (of Victorian society)</p>
<i>Historical enquiry – using evidence / communicating ideas</i>	<p>Be curious about people and show interest in stories (People who help us) Answer 'how' and 'why' questions ... in response to stories or events (Dinosaurs, Frozen, Pirates) Explain own knowledge and understanding, and asks appropriate questions (ongoing all topics) Know that information can be retrieved from books and computers (ongoing all topics) Record, using marks they can interpret and explain (ongoing all topics)</p>	<p>Ask questions about the past (baby visitor) Ask and answer simple questions about toys Understand some ways we find out about the past (museum visit) Begin to ask and answer questions about transport in the past & now</p>	<p>Ask and answer questions based on historical evidence (Samuel Pepys diary) Use range of artefacts and first hand experiences to research and ask questions about everyday life in the past (Victorian home and school) Communicate ideas in different ways about the past through writing, role-play and drama</p>
<i>Interpretations of History – ways past is presented</i>		<p>Identify different ways in which the past is represented (books, art, photographs – museum visit)</p>	<p>Use range of secondary resources including art / paintings and writing to research events in the past (1660s period)</p>
<i>Continuity and change, similarity and difference, significance of people / events</i>	<p>Look closely at similarities, differences, patterns and change (Families, Growing) Develop understanding of growth, decay and changes over time (Growing, All about me) Question why things happen and give explanations (Growing, Dinosaurs, Minibeasts) Know about similarities and differences between themselves and others, and among families, communities and traditions (Families, Chinese new Year) Recognise and describe special times or events for family or friends (linked to RE birthdays, weddings)</p>	<p>Draw simple conclusions from what we could do then & now (baby to now) Identify simple differences between the past & now (how children played) Identify differences between transport in the past and now Identify similarities / differences between ways of life and transport</p>	<p>Identify why events happened and what happened as a result (Great Fire / Plague / 1660s events) Understand how history (Victorian events) has affected the future Talk about who was important in Victorian times using simple historical accounts Draw conclusions on similarities & differences between people's lives (leisure / wider society) then and now (Victorian period) Make observations about different types of people, events, beliefs within society (Victorian)</p>