

Progression in History skills

Vision - To develop a curiosity about the past, developing knowledge of events and people through exploration

	EYFS	Year 1	Year 2
Chronological knowledge and understanding	<p>Begin to make sense of their own life-story and family's history.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Past and Present</p> <ul style="list-style-type: none"> - Talk about the lives of the 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. 	<p>Develop an awareness of the past -then and now (baby to now)</p> <p>Use common words and phrases relating to the passing of time</p> <p>Make a simple time line (toys)</p> <p>Identify a famous person from the past (e.g. Teddy Roosevelt, AA Milne)</p> <p>Use a simple time line to show change over time (forms of transport)</p> <p>Name significant inventors & their inventions and discuss events from beyond living memory (Wright brothers, Henry Ford, Stephenson, Amelia Earhart)</p>	<p>Contrast famous people/inventors from historic period (1660s Samuel Pepys, Thomas Farriner)</p> <p>Name some significant events (Plague, Great Fire) beyond living memory and know where these fit into a chronological framework</p> <p>Contrast famous people and linked events from Victorian times (Florence Nightingale, Mary Seacole, Edith Cavell, Queen Victoria)</p> <p>Identify similarities / differences between historical period (Victorian daily life) and now</p> <p>Contrast famous people / what they did for us placing on a time line of change (Isaac Newton, Capability Brown, Marie Curie, Barbara Hepworth, Ella Fitzgerald others selected)</p>
Historical terms and vocabulary	<p>Learn and use new vocabulary throughout the day.</p> <p>Develop vocabulary and build on familiarity and understanding through listening to stories.</p> <p>Describe events in some detail and talk about stories.</p> <p>ELG: Past and Present</p> <ul style="list-style-type: none"> - Talk about the lives of the 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. 	<p>Begin to use everyday historical terms</p> <p>Develop a wider vocabulary of everyday historical terms</p>	<p>Use a wide vocabulary of everyday historical terms linked to events (Great Fire)</p> <p>Use range of resources / role play to explore daily life (Victorian home / school)</p> <p>Use historical vocabulary in context when exploring wider aspects of society linked to inventions / changes of the time</p>

<p>Historical enquiry- using evidence/communicating ideas/interpretations of History (ways past is presented)</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><u>ELG: Past and Present</u></p> <ul style="list-style-type: none"> - Talk about the lives of the 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. 	<p>Ask and answer questions about the past (baby visitor)</p> <p>Ask and answer simple questions about toys</p> <p>Understand some ways we find out about the past (museum visit)</p> <p>Identify different ways in which the past is represented (books, art, photographs, educational visits, trips)</p> <p>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)</p> <p>Use range of secondary resources including art / paintings and writing to research events in the past (1660s period)</p> <p>Use range of artefacts and first-hand experiences to research and ask questions about everyday life in the past (Victorian home and school)</p> <p>Communicate ideas in different ways about famous people from the past and their inventions / work through writing, role-play and drama</p>
<p>Continuity and change, similarity and difference, significance of people/events</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p><u>ELG: Past and Present</u></p> <ul style="list-style-type: none"> - Talk about the lives of the 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. 	<p>Draw simple conclusions from what we could do then & now (baby to now)</p> <p>Identify simple differences between the past & now (how children played)</p> <p>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)</p> <p>Understand how history (Victorian events) has affected the future Talk about who was important in Victorian times using simple historical accounts</p> <p>Draw conclusions on similarities & differences between people's lives now and in the past and how inventions / exploration has changed lives, beliefs and society over time</p>

EYFS- cross-curricular links with People, Culture and Communities, RE.

YEAR 1- 'Super Me' / 'Toys' / 'Journeys'

YEAR 2 - 'Horrible Histories' / 'Step Back in Time' / 'Think Big!'