



## Progression of skills - History

Knowledge (National Curriculum)

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

	EYFS 3 & 4 year olds Reception ELG	Year 1	Year 2	End of key stage expectation
Chronological understanding	<p>Can I talk about past and present events in my own life and in the lives of family members? Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p> <p>Can I begin to make sense of my own life-story and my family's history?</p> <p>ELG Can I identify some similarities and differences between things in the past and now?</p>	<p>Can I put up to three objects in chronological order (recent history) on a timeline? Can I label timelines with pictures, words or phrases? Can I tell others about changes that have happened in my own life since I was born? Can I talk about how things have changed since my parents or grandparents were children? Can I use dates to talk about people or events from the past? Can I understand and use vocabulary such as:</p>	<p>Can I place events or artefacts in order on a timeline? Can I label timelines with pictures, words or phrases and give reasons for their order? Can I make connections between long- and short-term time scales? Can I use dates to talk about people or events from the past? Can I connect my new learning of historical people or events, to others that I have learnt about before? Can I understand and use vocabulary such as: in order, a long time ago,</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Children can: a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe</p>



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		<p>in order, a long time ago, recently, when my parents/carers, grandparents were children, in the ..... times?</p>	<p>recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the ..... period, in ..... times?</p>	<p>memories and changes that have happened in their own lives; e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>
<p>Historical enquiry/investigation</p>	<p>Can I answer how and why questions about experiences and in response to stories or events?          Can I understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?          Can I compare and contrast characters from stories, including figures from the past?</p>	<p>Can I show some understanding of how people find out about the past?          Can I show some understanding of how evidence is collected and used to make historical facts?          Can I ask questions such as: What was it like for people? What happened? How long ago?          Can I answer questions by using different sources, such as an</p>	<p>Can I understand and talk about how people find out about the past?          Can I show understanding of how evidence is collected and used to make historical facts?          Can I ask questions such as: What was it like for people? What happened? How long ago?          Can I answer questions by using a specific source, such as an information book?</p>	<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.          Children can: a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c choose and select evidence and say how</p>



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	<p>ELG Can I understand the past through settings, characters and events encountered in books read in class and storytelling?</p>	<p>information book or pictures? Can I understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate?</p>	<p>Can I research the life of someone who used to live in my area using the Internet and other sources? Can I research the life of a famous Briton from the past using different resources to help me? Can I understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate?</p>	<p>it can be used to find out about the past.</p>
<p>Knowledge and interpretation</p>	<p>Can I make observations of animals and plants, explain why some things occur, and talk about changes? Can I look closely at similarities, differences, patterns and change? Can I understand and use vocabulary such as: I can see, I saw, same, different, similar,</p>	<p>Can I answer questions using a range of artefacts/ photographs/pictures provided? Can I talk about the different ways that the past is represented? Can I recount some interesting facts from an historical event?</p>	<p>Can I describe historical events? Can I describe significant people from the past and talk about what they did? Can I explain the causes of an historical event and what the consequences were? Can I explain what impact significant events</p>	<p>1 Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented Children can: a start to compare two versions of a past event; b observe and use pictures, photographs</p>



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	<p>change, what happened because, explain?</p> <p>Can I comment on images of familiar situations in the past?</p> <p>Can I understand the past through settings, characters and events encountered in books read in class or storytelling?</p>	<p>Can I talk about some important people from the past?</p> <p>Can I talk about how their actions changed the way we do things today?</p> <p>Can I recognise that there are reasons why people in the past acted as they did?</p> <p>Can I tell you how I found out about people or events in the past?</p> <p>Can I find out more about a famous person from the past and carry out some research on him or her?</p> <p>Can I find out something about the past by talking to an older person?</p> <p>Can I recognise that some forms of evidence are more reliable than others when finding out about the past?</p> <p>Can I show an understanding of the word 'nation' and the concept of a nation's history?</p>	<p>from the past have had on the way we live today?</p> <p>Can I talk about similarities and differences between two different time periods?</p> <p>Can I explain how local people or events in history have changed things nationally or internationally?</p> <p>Can I explain why someone in the past acted in the way they did?</p> <p>Can I choose and use parts of stories or other sources to show that I understand events or people from the past?</p> <p>Can I explain why Britain has a special history by naming some famous events and some famous people?</p> <p>Can I talk about what type of evidence is reliable when finding out about the past?</p> <p>Can I talk about a 'nation', an aspect of its</p>	<p>and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction; d explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>2 Children should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can: a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from</p>
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		<p>Can I show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events?</p> <p>Can I understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?</p>	<p>history and the impact it has had on the nation?</p> <p>Can I show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events?</p> <p>Can I create my own accounts of historical people or events?</p> <p>Can I understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods?</p>	<p>stories and significant events in history; d understand that there are reasons why people in the past acted as they did; e describe significant individuals from the past</p>
<p>Organisation and communication</p>		<p>Drawings</p> <p>Picture sequences</p> <p>Drama/role play</p> <p>Posters</p>	<p>Factual accounts – newspaper reports</p> <p>Diary entry</p> <p>Retelling story</p> <p>Drama/role play</p> <p>Posters</p>	<p>Pupils should use a wide vocabulary of everyday historical terms:</p> <p>a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance</p> <p>b talk, write and draw about things from the past</p>



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				<p>c use historical vocabulary to retell simple stories about the past</p> <p>d use drama/role play to communicate their knowledge about the past.</p>
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