

History Skills Progression Key Stage 1

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of Key Stage 1 Expectations</u>
<u>Chronological Understanding</u>	<p>(Speaking 30-50) Retell events in order (e.g 'went down the slide and hurt finger', 'went outside and built bricks')</p> <p>(P&C ELG) Talk about past & present events in my own life and the lives of my family.</p> <p>Describe main story events & characters.</p>	<p>Use common words related to time, yesterday, long ago, before, after, then, now.</p> <p>Put up to 3 objects in chronological order.</p> <p>Use phrases such as: new, old, a long time ago.</p> <p>Talk about changes in their lives, since they were little.</p> <p>Explain how things have changed</p> <p>Understand that some artefacts belong in the past.</p> <p>Recognise that a story told to them is set in the past. Retell a familiar story in the past.</p> <p>Identify simple similarities & differences in artefacts or time</p>	<p>Use common words related to time, yesterday, long ago, before, after, then, now, past, present in historical learning.</p> <p>Order a sequence of events or objects in chronological order and give reasons for their order.</p> <p>Use phrases like: before I was born, when I was younger.</p> <p>Use a range of appropriate words to describe the past and say how things have changed.</p> <p>Use the words past and present correctly.</p> <p>Understand where people & events fit into chronological framework.</p>	<p>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 [<i>for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i>] the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to</p>

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		periods (e.g telephones, clothes)	Identify simple similarities & differences in artefacts or time periods and give reasons for opinions.	compare aspects of life in different periods [<i>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</i>]
<u>Knowledge and Interpretation</u>	<p>(The World – 30-50 months) Develop an understanding of growth, changes over time and decay</p> <p>(The World ELG) Talk about changes. Make observations of animals, plants and ourselves and say why they think things occur or change.</p> <p>Begin to know that we can't</p>	<p>Identify ways the past is represented. Understand that we celebrate events because of what happened in the past.</p> <p>Appreciate that some people or events made a difference for the world we live in.</p> <p>Identify the main differences between old and new objects.</p> <p>Recount the life of someone famous who lived in the past and what they contributed.</p> <p>Show an understanding of the role of Kings and Queens in</p>	<p>Have an understanding of why we celebrate certain historical events. Say how they know about these events. Do they understand that there may be different versions of a story?</p> <p>Appreciate the fact that some famous people or events that have happened have helped make our lives better or shaped our world.</p> <p>Identify the main differences between old and new and how we know that these things happened.</p> <p>Recount the life of someone famous who lived in the past and what they contributed, giving attention to what they did before and after the main</p>	<p>compare aspects of life in different periods [<i>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</i>]</p> <p>significant historical events, people and places in their own locality</p>

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	<p>know some things for sure, but why we think something is true. (Are dinosaurs green?)</p>	<p>Britain and understand that they have ruled for a long time.</p> <p>Explain some historical events local to them.</p> <p>Recognise why individuals did certain things/ or events happened and what happened as a consequence. (Continuity & change)</p> <p>Make simple observations about people, events and artefacts.</p>	<p>thing that they are investigating.</p> <p>Show an understanding of the role of rulers in Britain and their significance over time.</p> <p>Explain why Britain has a special history, naming and investigating some significant events.</p> <p>Recount interesting facts about an event from History.</p> <p>Recognise why individuals did certain things/ or events happened and what happened as a consequence. (Continuity & change)</p> <p>Make simple observations about different types of people, events and beliefs within a society.</p>	
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<u>Historical Enquiry</u>	<p>(The World 30-50)</p> <p>Ask questions and comment on the world familiar to them, such as the place they live or the natural world.</p> <p>(The World 40-60m) Look closely at similarities and differences, patterns & changes.</p> <p>(The World ELG) Make observations of plants, animals and themselves and explain why some things occur</p>	<p>Ask and answer questions.</p> <p>Understand some ways we find out about the past.</p> <p>Use parts of stories and other sources to show understanding about the significance of events, people in history and their significance.</p> <p>Using pictures – interpret old and new and give simple reasons for choices.</p> <p>Ask questions about photographs and artefacts.</p> <p>Give plausible explanations about what something was used for in the past.</p> <p>Find out information about a famous person or event from the past and carry out further research more independently.</p>	<p>Ask & answer questions using a range of artefacts, photographs and resources provided.</p> <p>Use parts of stories and other sources to show understanding about the significance of events, people in history and their significance, particularly relating to the causes and consequences of the events or actions.</p> <p>Answer questions using a specific source, such as an information book or the internet.</p> <p>Show an understanding of how to interpret facts and use research to find out about famous Britons or events from the past.</p> <p>Find ways to research a famous event in Britain and</p>	
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<p>and talk about changes.</p> <p>Be curious about people and events and ask 'why' and 'how' questions in response to stories or events.</p> <p>Know that information can be retrieved from books and computers.</p>		<p>why it has been happening for some time.</p> <p>Research the life of someone significant from the past, from the local area or wider world using a range of sources.</p>	
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