

Knowledge and Skills Progression Map for History

Together we Develop, Inspire, Succeed

Skills	EYFS	Year 1	Year 2
Chronological Understanding	To find out about past and present events in my life – <i>through children's personal history/family traditions.</i> To talk about significant personal events – <i>birthdays/starting school.</i> To use words and phrases such as: now, then, today, tomorrow, yesterday, present, past, future, day, week, month, long ago. To begin to understand the difference between the past and present – <i>children make timelines of themselves as a baby and now.</i>	To understand the difference between the past, present and future. To sequence events in their lives. To sequence events from different periods of time – discussing where events/significant figures fit on class timeline. To sequence 2 or 3 artefacts from different periods of time. To use words and phrases such as: now, then, today, tomorrow, yesterday, present, past, future, day, week, month, long ago, year, decade, century, date, order.	To understand and use the words past, present and future when telling others about an event. To put people, events and objects in order of when they happened, using a scale the teacher has given. To use words and phrases such as: now, then, today, tomorrow, yesterday, present, past, future, day, week, month, long ago, year, decade, century, date, era/period, chronological order.
Knowledge and Understanding	To find out about past and present events in the lives of family members and those of other people. To identify obvious similarities and differences when observing – <i>through the Bears topic. Looking at toy bears and identifying how they know which are old/new.</i> To know some simple facts about the past – <i>Guy Fawkes/Remembrance Day/Dinosaurs.</i>	To know some facts that happened to people in the past – <i>though work on significant individuals ie Ernest Shackleton, Guy Fawkes, Edward Jenner etc.</i> To know and recount episodes from stories about the past – <i>Guy Fawkes/Queen Elizabeth.</i> To be able to say why people may have acted as they did – <i>Robert Raikes/Edward Jenner</i>	To use information to describe the past. To know the main events from a significant event in history – <i>The start and spread of the Great Fire of London.</i> To identify similarities and differences between ways of life at different times – <i>Great Fire of London.</i> To recognise why people did things, why

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			events happened and what happened as a result – <i>Great Fire of London</i>. To describe how some of the things they have studied from the past affect life today – <i>Great Fire of London</i>. To use evidence to give reasons why changes may have occurred – <i>why castles are built in stone not wood</i>.
Historical Interpretation	To listen to stories about the past – <i>Guy Fawkes</i>. To look at pictures about the past.	To look at photos and pictures to help them find out about the past – <i>History of Dinglewell Infants/Significant individuals</i>. To listen to stories about the past. To find out about historical events through film clips and 1st hand accounts – <i>Queen Elizabeth's coronation</i>.	To look at books and pictures, listen to stories, eye witness accounts, photographs, artefacts, historic buildings, visit museums, visit galleries, visit historical sites, use the internet to find out information – <i>Samuel Pepys' Diary, Castles (Warwick Castle)</i> To understand that information gathered from the above may be personal views and opinion. To give reasons why there may be different accounts of history.

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Historical Enquiry	To be able to ask questions about why things happen. To be able to ask questions about pictures of the past – <i>exploring technology and what people did in the past before technology.</i>	To find the answer to simple questions from sources of information. To look at pictures from the past and ask questions about what they see.	To look at books and pictures, listen to stories, eye witness accounts, photographs, artefacts, historic buildings, visit museums, visit galleries, visit historical sites, use the internet to find out information. To be able to ask questions about the past. To suggest sources of evidence to help them answer questions.
Organization and Communication	To make observations – <i>looking at clues on teddy bears to determine whether they are old or new.</i> To say simple facts about the past. To draw simple pictures to show their understanding – <i>personal timelines.</i>	To use timelines to order events and people. To construct a simple family tree – <i>own family tree.</i> To talk about the past using the correct vocabulary – <i>when talking about timelines.</i> To write sentences about what they have found out about the past. To draw pictures and diagrams to tell others' what I know about the past – <i>Guy Fawkes recording sheet answering 'How did Guy Fawkes feel...?'</i>	To use timelines to order events, objects and people – <i>Class timeline.</i> To describe events, objects and people. To recount the past/describe what they have learnt through writing – <i>Samuel Pepys' Diary.</i> To draw labelled diagrams and write about them to tell others about people, objects or events from the past – <i>labelling a knight.</i>

*** 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:**

5a. Continuity and change in and between periods	- Look closely at similarities, differences, patterns and change - Develop understanding of growth, decay and changes over time	Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies	Identify and explain change and continuity within and across periods
5b. Cause and consequence	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes	Analyse / explain reasons for, and results of, historical events, situations, changes
5c. Similarity / Difference within a period/situation (diversity)	Know about similarities and differences between themselves and others, and among families, communities and traditions	Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
5d. Significance of events / people	Recognise and describe special times or events for family or friends	Talk about who was important eg in a simple historical account	Identify historically significant people and events in situations	Consider/explain the significance of events, people and developments in their context and in the present.