




History Skills Progression

<p>EYFS</p> 	<p>Year 1</p> 	<p>Year 2</p> 
<p><u>Understanding the World</u> 3-4 year olds will learn to:</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. <p>Children in <u>Reception</u> will learn to...</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <p><u>Understanding the World/ Past and Present ELG</u></p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. 	<p><u>Changes within living memory</u></p> <ul style="list-style-type: none"> • Use simple timelines to sequence simple events, objects within their own experiences. • Can sequence three or four artefacts from different times. • Can match objects to people of different ages. • Understand that the world was different in in the past. • Is more confident in using 'old' and 'new' and can use 'then' and 'now' in the correct context. 	<p><u>Changes within living memory</u></p> <ul style="list-style-type: none"> • Can sequence photographs from different periods of their life. • Can sequence artefacts that are closer in age. • Can sequence parts of a more complex story where action takes place over a longer period. • Understands that dates are used to record events in time e.g. 1666 (The Great Fire of London) •

<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on own experience and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p><u>Events beyond living memory that are significant nationally or globally</u></p> <ul style="list-style-type: none"> • Can recognise the difference between past and present in their own and others' lives. • They know about, and can recount episodes from stories about the past. • Can recall some facts about people/events before living memory. • Can give a simple reason why somebody acted as the way they did in a historical situation. 	<p><u>Events beyond living memory that are significant nationally or globally</u></p> <ul style="list-style-type: none"> • Can identify differences between ways of life at different times. • Can give reasons why an event took place, and use information to describe the past. • Can recognise why people did certain things, why certain events happened and what happened as a result. • Can give reasons for more complex human actions.
	<p><u>Significant historical events, people and places locally</u></p> <ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction. • Look at books, videos, photographs, pictures and/or artefacts to find out about the past. • Identify different ways in which the past can be represented. • Find answers to simple questions about the past from sources of information e.g. artefacts. 	<p><u>Significant historical events, people and places locally</u></p> <ul style="list-style-type: none"> • Compare pictures or photographs of people or events from the past. • Compare two versions of a past event. • Ask questions about the past. • Observe or handle sources to answer questions about the past based on simple observations.

	<p><u>Lives of significant individuals in the past</u></p> <ul style="list-style-type: none">• Use timelines to order events or objects.• Talk, write and draw about things from the past.	<p><u>Lives of significant individuals in the past</u></p> <ul style="list-style-type: none">• Describe objects, people or events in history.• Use timelines to order events or objects or to place significant people.
<p><u>Communicate their knowledge through: (Investigate, fact find, apply)</u></p> <ul style="list-style-type: none">- Discussion- Drawing pictures- Drama/role play- Making Models- Writing- Using ICT- Investigating artefacts		