

## HISTORY PROGRESSION



	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>
Chronological Understanding	<p>Recognise the difference between past and present and old and new.</p> <p>Understand and use vocabulary such as: <b>yesterday, last week, at the weekend, this morning, last night</b></p>	<p>Place known events and objects in chronological order. Sequence events and recount changes within living memory.</p> <p>Use common words and phrases relating to passing of time: <b>old, new, a long time ago, the olden days, past, present.</b></p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time: <b>in order, a long time ago, recently, decades and centuries, in my lifetime, modern, old-fashioned.</b></p> <p>Describe where the people and events studied fit within a chronological framework.</p> <p>Identify similarities and differences between ways of life in different periods.</p>
Historical Enquiry	<p>Sort objects by difference.</p> <p>Draw on their experiences and what has been read in class.</p> <p>Understand and use vocabulary such as: <b>how, why, because, find out, I wonder what/if/when/why</b></p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Ask and answer relevant basic questions about the past using a wide range of sources and artefacts (speaking and listening focus).</p> <p>Sort and compare artefacts and pictures from 'then' and 'now'</p>	<p>Observe and handle sources to answer questions about the past on the basis of simple observations.</p> <p>Use why, what, who, how, where to ask questions and find answers.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understands key features of events</p>
Historical Interpretation	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Relate their own account of an event and understand that others may give a different version.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/ accounts/stories</p>

## HISTORY PROGRESSION



		Compare adults talking about the past – how reliable are their memories?	
<p><b>Organisation and Communication</b></p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Drawing drama/role play writing – labelling.</p>	<p>Discuss using simple appropriate vocabulary. Write simple captions and sentences, label and annotate drawings and photographs.</p> <p>Orally retell/perform.</p>	<p>Write captions and sentences.</p> <p>Label and annotate a picture/painting showing significant features.</p> <p>Use increasingly period specific vocabulary and dates in writing, oral explanations.</p> <p>Retell events in simple, structured way using temporal markers.</p> <p>Can use ‘another reason’ and ‘also’ which connects ideas.</p> <p>Make increasing use of subject- specific precise vocabulary.</p>
<p><b>Range and Depth of Historical Knowledge</b></p>	<p>Recognise some similarities and differences between things in the past and now.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Understand and use vocabulary such as: <b>I can see, I saw, same, different, similar, change, because, explain</b></p>	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>Know and recount episodes from stories about the past.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times.</p>