

History Progression of Knowledge and Skills

St John's Infants' School

'Let your light shine' -Matthew 5:16

	EYFS	Year 1	Year 2
Chronological knowledge/ understanding	Continue to build up an awareness of the past Use everyday language that relates to time Order and sequence familiar events Describe story settings, events and main characters Talk about past and present events in their own lives and those of their families	Develop an awareness of the past Use common words and phrases related to the passing of time Identify similarities / differences between periods Create an historical timeline of the events being studied	Continue to develop an awareness of the past Use phrases and words related to time accurately in their historical learning Sequence events in chronological order and give reasons,- timeline Use dates in learning Identify different
Historical enquiry, Using evidence, Communicating ideas	Ask and answer questions Recall some important narratives, characters and figures from the past encountered in books read in class. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play	Ask and answer questions Talk and write about why people did things, why events happened and what happened as a result Understand different ways we find out about the past	Ask and answer questions Answer questions by using a specific source, such as an information book/ internet Observe / handle evidence to ask questions and find answers to questions about the past
Continuity and change between periods	With more confidence investigate similarities and differences, patterns and change. Develop an understanding of growth, decay and changes over time	Identify similarities / differences between ways of life at different times	Identify similarities / differences between ways of life at different times
Cause and consequence, Similarities and differences	Questions why things happen and give explanations	Begin to recognise why people did things and why events happened and the result	Recognise why people did things, why events happened and what happened as a result and give explanations
Significance of events and people	Recognise and describe special times or events for family or friends	Talk about who was important in a story or simple historical account	Talk about who was important, eg in a simple historical account
Interpretation of	Identify different ways in which the past is represented	Identify different ways in which the past is represented	Identify different ways in which the past is represented

history	<p>Be curious about their local community and answer 'how and why' questions</p> <p>Be able to explain who the important people are in their local community and how they help us</p> <p>Be able to talk about a famous person in the UK</p> <p>With support be able to order objects from old to new</p>	<p>Study the local area</p> <p>Know we celebrate certain events from long ago</p> <p>Begin to explain how some famous people have helped us to have better lives</p> <p>Recount the life of a famous person from Britain who lived in the past</p> <p>Identify the main differences between old and new objects</p>	<p>Explain how the local area was different in the past</p> <p>Explain why Britain has a special history- name some famous events and some famous people</p> <p>Recount some interesting facts from an historical event</p> <p>Explain what is meant by parliament</p> <p>Give examples of how their life is different from that of their grandparents</p> <p>Recount someone who was famous</p>
Key Vocabulary	<p>now, younger, older, old, new, people, places, books, pictures important, a long time ago, past, family tree</p>	<p>yesterday, today, tomorrow, same, different, change sequence, order, object artefact, significant, evidence, evaluate, source, chronology, recent</p>	<p>important, after, before, Britain artefacts, past, present, future, event, timeline, eye witness, earlier, historical, era, locality, research</p>