



## Progression in History

Area/Skill	EYFS - History: ELG (UOW)					
	<p><b>3-4 years</b> Beginning to understand their own life-story and family's history.</p> <p><b>In Our Early Years</b> Is able to organise events using basic chronology, recognising that things happened before they were born.</p> <ul style="list-style-type: none"> <li>• Can compare and contrast characters from stories from the past versus now.</li> <li>• Can comment on pictures, stories, artefacts and accounts from the past.</li> <li>• Can talk about experiences that are familiar to them and how these may have differed in the past.</li> </ul> <p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>					
<b>Key Vocabulary</b>	now, younger, older, old, new, people, places, books, pictures, important, a long time ago, past family tree					
<b>Focus</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>My family</b>	<b>Celebrations</b>	<b>Florence Nightingale</b> <b>Mary Seacole</b>	<b>Tim Peake</b> <b>Mae Jemison</b>	<b>David Attenborough</b>	<b>Mary Anning</b>
Key Stage One						
Chronological Understanding	Knowledge and understanding of events, people and changes in the past		Historical interpretation	Historical Investigations	Presenting, Organising and Communicating	
<p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Know about the past and use common words and phrases relating to the passing of time.</li> <li>• Know where the people and events they study fit within a chronological framework.</li> </ul>	<p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Know how to identify similarities and differences between ways of life in different periods.</li> <li>• Know how to choose and use parts of stories and other sources to show that they know and understand key features of events.</li> </ul>		<p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Know some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Know how to ask and answer questions, using other sources to show that they know and understand key features of events.</li> <li>• Know how to observe or handle evidence to ask</li> </ul>	<p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Know and use a wide vocabulary of everyday historical terms.</li> <li>• Know and show an understanding of historical terms, such as monarch, parliament,</li> </ul>	

<ul style="list-style-type: none"> <li>• Know how to sequence artefacts and events that are close together in time;</li> <li>• Order dates from earliest to latest on simple timelines;</li> <li>• Sequence pictures from different periods;</li> <li>• Describe memories and changes that have happened in their own lives;</li> <li>• Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some similarities and differences between the past and the present;</li> <li>• Identify similarities and differences between ways of life in different periods;</li> <li>• Know and recount episodes from stories and significant events in history;</li> <li>• Understand that there are reasons why people in the past acted as they did;</li> <li>• Describe significant individuals from the past.</li> <li>• Describe significant historical events, people or places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to compare two versions of a past event;</li> <li>• Know how to observe and use pictures, photographs and artefacts to find out about the past;</li> <li>• Start to use stories or accounts to distinguish between fact and fiction;</li> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>	<p>simple questions about the past;</p> <ul style="list-style-type: none"> <li>• Know how to observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>• Choose and select evidence and say how it can be used to find out about the past.</li> </ul>	<p>government, war, remembrance;</p> <ul style="list-style-type: none"> <li>• Talk, write and draw about things from the past;</li> <li>• Know and use historical vocabulary to retell simple stories about the past;</li> <li>• Use drama/role play to communicate their knowledge about the past.</li> </ul>
<b>NB - Our knowledge is identified for each area above on our Knowledge Organisers</b>	<p style="text-align: center;"><b>Year 1</b></p> <p><b>We study</b></p> <ul style="list-style-type: none"> <li>• <b>Famous people – Local Person from history – Samuel Cody</b></li> <li>• <b>Toys old and new</b></li> <li>• <b>Castles</b></li> </ul>		<p style="text-align: center;"><b>Year 2</b></p> <p><b>We study</b></p> <ul style="list-style-type: none"> <li>• <b>Famous people and events</b></li> <li>• <b>Great Fire of London – Historical Investigation</b></li> <li>• <b>Ash in the past</b></li> </ul>	
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>• I can use words/phrases like old, new, yesterday, before I was born and a long time ago.</li> <li>• I can put up to three objects in chronological order (recent history) timeline.</li> <li>• I can tell others about things that happened in the past to themselves or others.</li> </ul>		<ul style="list-style-type: none"> <li>• I can use words and phrases like before, after, past, present, then and now correctly in my historical learning.</li> <li>• I can describe memories and changes that have happened in my life.</li> <li>• I can sequence a set of events in chronological order on a timeline and give reasons for their order.</li> <li>• I can use words such as past, present, older and newer to label a timeline.</li> </ul>	

<b>Presenting, Organising &amp; Communicating</b>	<ul style="list-style-type: none"> <li>• I can use words/phrases like old, new, recently and a long time ago to communicate.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use words and phrases like before, after, past, present, then and now correctly.</li> <li>• I can use words such as past, present, older and newer.</li> <li>• I can communicate using historical language.</li> <li>• I can talk, write and draw about things from the past.</li> </ul>
<b>Historical Investigations</b>	<ul style="list-style-type: none"> <li>• I can find out about the past by talking to an older person.</li> <li>• I can ask and answer questions about old and new objects.</li> </ul>	<ul style="list-style-type: none"> <li>• I begin to identify the main differences between old and new objects.</li> <li>• I can use artefacts, pictures, stories, online sources and databases to answer questions.</li> <li>• I can ask and answer questions about the past.</li> <li>• I can answer questions by using a specific source e.g. a book.</li> </ul>
<b>Knowledge and understanding of events, people and changes in the past</b>	<ul style="list-style-type: none"> <li>• I can identify similarities and differences between the past and the present.</li> <li>• I can describe a significant historical event in my locality.</li> <li>• I can recount the life of someone famous who lived in the past giving attention to what they did earlier and what they did later.</li> <li>• I can choose and select evidence to find out about the past.</li> <li>• I can use drama/role play to communicate my knowledge about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify similarities and differences between ways of life at different times.</li> <li>• I can give examples of things that are different in my life from that of my grandparents when they were young.</li> <li>• I can explain why someone in the past acted in the way they did.</li> <li>• I can appreciate that some people have helped our lives to be better today.</li> <li>• I can recount some interesting facts from a local historical event and explain why this happened.</li> <li>• I can explain how my local area was different in the past.</li> </ul>
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>• I can list different ways in which the past is represented.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify different ways in which the past is represented through evidence and sources.</li> <li>• I can compare two versions of the same event and explain why they might be different.</li> <li>• I can distinguish between fact and fiction through stories and accounts.</li> <li>• I can use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>
<b>Vocabulary</b>	yesterday, today, tomorrow, same, different, change, sequence, order, object, artefact, significant, evidence, evaluate, source, chronology, recent	important, after, before, Britain artefacts, past, present, future, event, timeline, eye witness, earlier, historical era, locality, research
<b>Gateway Milestones</b> To access the next stage in their learning children should achieve	<b>Year One:</b> <ol style="list-style-type: none"> <li>1) Children will be able to sequence events in chronological order.</li> <li>2) Children will be able to use key vocabulary when discussing key events.</li> </ol>	<b>Year Two:</b> <ol style="list-style-type: none"> <li>1) Children will be able to understand and use key vocabulary when talking about significant events.</li> <li>2) Children will be able to talk about significant changes in their own lives over time.</li> <li>3) Children are able to use information to be able to describe significant events from the past.</li> </ol>

these gateway milestones.	<p>3) Children will be able to re-call some facts about people/events from beyond living memory.</p> <p>4) Children will begin to give an opinion, e.g. saying why people have acted the way they did.</p> <p>5) Children will begin to use books, videos, photographs, pictures and artefacts to support them with their historical understanding</p>	<p>4) Children will be able to describe the differences between then and now.</p> <p>5) Children will be able to use further sources to deepen their historical understanding further.</p> <p>6) Children will be able to identify the different ways the past is represented and ask questions about the past</p>
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