



Progression of Skills - History



	Reception	Year 1	Year 2
Chronological understanding	<p>Talk about their own life story and family's history.</p> <p>Sequence 2 photos - then and now.</p> <p>Describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Order and sequence familiar events (e.g. from stories/my day).</p> <p>Sort pictures into old and new.</p>	<p>Talk about their life story and that of their parents and grandparents.</p> <p>Sequence a selection of photos from their life.</p> <p>Use words and phrases such as old, new, young, days, weeks, months, years, today, before, yesterday, a long time ago, in the past... to show the passing of time.</p> <p>Sequence 3 pictures/artefacts from different periods of time.</p> <p>Place events on a simple timeline.</p> <p>Sort pictures/artefacts into old and new.</p>	<p>Talk about changes in their life and the life of others; describing memories of key events.</p> <p>Sequence a selection of photos and events from their life on a simple timeline with dates.</p> <p>Use words and phrases such as recently, earlier, earliest, later, latest, past, present, future, century, newest, oldest, modern, before, after... to show the passing of time.</p> <p>Sequence 3 or more artefacts/pictures/people/events closer together in time.</p> <p>Order the dates of events/people studied from earliest to latest on a simple timeline.</p> <p>Sort pictures/artefacts/events/sources of information into old/new</p> <p>Use past and present terms correctly when talking to others.</p> <p>Connect new learning of historical people or events to others that have been taught before.</p>

	Reception	Year 1	Year 2
Range and depth of historical knowledge	<p>Talk about different experiences in their lifetime.</p> <p>Talk about some similarities and differences between things now and in the past.</p> <p>Talk about stories from the past, looking at characters, settings and events – compare with the present.</p> <p>Comment on images of familiar historical situations.</p>	<p>Describe the difference between past and present in their own lives and the lives of others.</p> <p>Identify similarities and differences between life at different times using stories/artefacts/pictures/experiences.</p> <p>Recount some stories and events from the past.</p> <p>Comment on and discuss images of familiar historical situations.</p>	<p>Identify and discuss differences between ways of life at different times.</p> <p>Use a variety of sources of information to talk about similarities and differences between life at different times.</p> <p>Recount stories and events from the past, describing key events with some detail.</p> <p>Analyse images/sources of familiar historical situations, give an opinion and a reason for that opinion.</p> <p>Talk about significant individuals and events from the past with some detail.</p>

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Interpretations of history	<p>Comment on images, stories and adult reports of familiar events from the past.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p>	<p>Identify different ways we can find out about the past – books, artefacts, photos, paintings, memories...</p> <p>Begin to distinguish between fact and fiction to learn about the past.</p> <p>Begin to think about how reliable people's memories are – do 2 adults tell the same story about an event?</p>	<p>Use a variety of sources of information about the past.</p> <p>Compare 2 different versions of a past event.</p> <p>Discuss the reliability of different sources of information.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Describe how people felt at that time.</p> <p>Explain how some people/events have made our lives better today.</p> <p>Justify their interpretation of historical sources.</p> <p>Why do I think that?</p>

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Historical enquiry	<p>Ask and answer simple how and why questions about the past.</p> <p>Answer questions through talk.</p> <p>Discuss what an object was used for in the past.</p>	<p>Observe or handle evidence to ask questions about the past.</p> <p>Find answers to simple questions about the past from stories/artefacts/photos.</p> <p>Give a plausible explanation about what an object was used for in the past based on observations.</p> <p>Use a variety of sources of evidence to draw conclusions about the past.</p>	<p>Ask and answer who, what, when, why, how, where questions about the past.</p> <p>Answer questions by choosing and using a specific source.</p> <p>Explain what an object was used for in the past and give reasons for opinion.</p> <p>Use a variety of sources of evidence to draw conclusions and explain how these conclusions were reached.</p> <p>Talk about who was important in an historical event.</p> <p>Research significant people/events using a variety of historical sources.</p>

	Reception	Year 1	Year 2
Organisation and communication	<p>Demonstrate an understanding of the past through:</p> <p>Talk Role play Drawing/painting Writing Model making Sorting Sequencing Simple retell/recount</p>	<p>Demonstrate an understanding of the past through:</p> <p>Talk Role play Drawing/painting Writing – recount, report, labelling... Model making Sorting Sequencing Retell/recount ICT Simple timelines</p>	<p>Demonstrate an understanding of the past through:</p> <p>Talk Role play Drawing/painting Writing – recount, report, labelling, diary, poetry... Model making Sorting Sequencing Retell/recount ICT Discussion and debate Timelines with date Annotations</p>