

## Progression of skills for History

### **EYFS Reception** **Understanding the world**

#### **30-50months**

Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

#### **40-60months**

Enjoys joining in with family customs and routines.

#### **ELG**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

#### **Exceeding**

##### **People and Communities**

Know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.

Know that other children have different likes and dislikes and that they may be good at different things. Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

## Progression of skills for History

	Year 1	Year 2	End of KS1 expectations
<b>Chronological Understanding</b>	<p>Recognise and use everyday terms about the passing of time (order days, months, events (maths)).</p> <p>End of Year 1 expectation</p> <p>Sequence a few events in order</p> <p>Use common words and phrases relating to the passing of time including use of numbers (maths).</p> <p>Arrange events or objects in chronological order on a simple timeline.</p>	<p>Use common words and phrases relating to the passing of time including use of numbers (maths).</p> <p>Arrange events or objects in chronological order on a simple timeline.</p>	<p>Use common words and phrases relating to the passing of time including use of numbers (maths). Arrange events or objects in chronological order on a simple timeline.</p>
<b>Knowledge and understanding of events, people and changes in the past</b>	<p>Show some knowledge and understanding of stories about the past (retell). Recognise that their own lives are different from the lives of people in the past.</p>	<p>Choose and use parts of stories and other sources to show knowledge and understanding of features of events in the past. Identify similarities and differences between ways of life in different periods.</p>	<p>Choose and use parts of stories and other sources to show knowledge and understanding of features of events in the past. Identify similarities and differences between ways of life in different periods.</p>
<b>Historical interpretation</b>	<p>Begin to understand that the past can be seen in different ways.</p>	<p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
<b>Historical enquiry</b>	<p>Find answers to some simple questions about the past from sources of information.</p>	<p>Ask questions about the past. Use sources such as artefacts, pictures and stories to help answer historical questions.</p>	<p>Ask questions about the past.</p> <p>Use sources such as artefacts, pictures and stories to help answer historical questions</p>
<b>Organisation and communication</b>	<p>Talk about stories in the past.</p>	<p>Use a wide vocabulary of everyday historical terms to write simple sentences about selected knowledge and understanding of history.</p>	<p>Use a wide vocabulary of everyday historical terms to write simple sentences about selected knowledge and understanding of history.</p>