

History Progression of Skills: EYFS and KS1

| | National Curriculum | EYFS: I can... | Year 1: I can... | Year 2: I can... |
|--------------------------------|---|--|--|--|
| Chronology | Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. | ELG: talk about past and present events in my own life and in the life of family members. remember and talk about significant events in my own experiences. | discuss a sequence of events. sequence events or objects in chronological order. | sequence artefacts, photos and events closer together in time. sequence different periods of my life. describe memories of key events in lives. |
| Knowledge | Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. | know some of the things that make me unique, and to talk about some of the similarities and differences in relation to friends or family. develop an understanding of growth, decay and changes over time. ELG: know about similarities and differences in relation to places, objects, materials and living things. | begin to describe similarities and differences in artefacts. begin to use a range of sources to find out more about a study. | find out about people and events in other times. use collections of artefacts and confidently describe similarities and differences. develop empathy and understanding for those at the time of the studied period. |
| | Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. | Children will be exposed to the following vocabulary... new, old, family, friends, event, similarities, differences, changes, unique, tradition, communities, familiar, life, environment, observe, watch, time, history | Vocabulary century, ancient, time line, historian, history, detective, old, new, family tree, 21st century, source, evidence, research, compare, similarities, differences, Victorian, impact, future, modern, present, same, different, changes, toys, favourite, today, new, old, now, then, before, after, old, older, newer, newest | Vocabulary century, ancient, ancestors, time line, historian, chronological, culture, source, history, detective, Old/New, Family tree, identity, Victorian, Magic Lantern, 20th Century, artefact, time line, museum, comparing, detecting, researching, finding out, past, different, similar |
| Interpretation | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. | recognise and describe special times or events for family or friends. ELG: know about similarities and differences between themselves and others, and among families, communities and traditions. | begin to identify different ways to represent the past. | compare pictures or photographs of people or events in the past. identify different ways to represent the past. |
| Enquiry | Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. | show interest in the lives of the people who are familiar to me. show interest in different occupations and ways of life. | sort artefacts "then" and "now". use as wide a range of sources as possible. ask and answer questions related to different sources and objects. | use a source and use why, what, who, how, where to ask questions and find answers sequence a collection of artefacts and consider their effectiveness. |
| Organisation and Communication | Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. | look closely at similarities, differences, patterns and change. comment and ask questions about aspects of my familiar world, such as the place where I live or the natural world. talk about some of the things I have observed, such as plants, animals, natural and found objects. talk about why things happen and how things work. ELG: talk about the features of my own immediate environment and how environments might vary from one another. | create time lines: 3D, linear, pictorial. demonstrate my knowledge using: drawing, drama/role play and extended writing. | create time lines: 3D, linear, pictorial demonstrate my knowledge using: drawing, drama/role play, annotation and extended writing use my knowledge in context when visiting historical sites, including museums. |



Year 3 & 4 History Overview

