


## Progression of Skills – History

	National Curriculum Aim Curriculum Enhancements			
	Nursery	Reception	Year 1	Year 2
<b>Chronological Knowledge / Understanding</b>	<ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about past and present events in their own lives and the lives of family members.</li> <li>• Order and sequence familiar events.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events in their life.</li> <li>• Sequence photographs, etc from different periods of their life.</li> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>• Match objects to people of different ages.</li> <li>• Use common words and phrases relating to the passing of time.</li> <li>• Develop an awareness of the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence artefacts closer together in time – check with reference book.</li> <li>• Describe an experience or event in their lives.</li> <li>• Use common words and phrases relating to the passing of time.</li> <li>• Identify similarities / differences between periods.</li> <li>• Know where all people / events studied fit into a chronological framework.</li> </ul>
<b>Range and Depth of Historical Knowledge.</b>	<ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Shows an interest in the lives of people who are familiar to them.</li> <li>• Recognise and describes special times</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> <li>• Finds out about and talk about past and present events in own life and in those of family members and other people s/he</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises the differences between past and present in their own and others lives.</li> <li>• They know and recount episodes from stories about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result.</li> <li>• Identify differences between ways of life at different times.</li> </ul>

	<p>or events for family or friends.</p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> </ul>	<p>knows.</p> <ul style="list-style-type: none"> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>		
<b>Historical Interpretations.</b>	<ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul>	<ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> <li>• Be curious about people and show an interest in stories.</li> <li>• Describe main story settings, events and principal characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Use stories to encourage children to distinguish between fact and fiction.</li> <li>• Compare pictures or photographs of people or events in the past.</li> <li>• Compare adults talking about the past.</li> <li>• Identify the different ways in which the past is represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare 2 versions of a past event.</li> <li>• Compare pictures or photographs of people or events in the past.</li> <li>• Discuss reliability of photos/accounts/stories.</li> </ul>
<b>Historical Enquiry.</b>	<ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live.</li> <li>• Can talk about some of the things they have observed such as found objects.</li> <li>• Talks about why things happen.</li> <li>• Develop an understanding of growth, decay and changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>• They know about similarities and differences in relation to places, objects and materials.</li> <li>• They talk about the features of their own environment and how environments might vary from each other.</li> <li>• Answer “how” and “why” questions in response to stories or events.</li> <li>• Explain own knowledge and understanding and asks appropriate questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Find answers to simple questions about the past from sources of information, e.g, artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions.</li> <li>• Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>

		<ul style="list-style-type: none"> <li>Know that information can be retrieved from books and computers.</li> </ul>		
<b>Organisation and Communication.</b>	<ul style="list-style-type: none"> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Uses simple tools and techniques competently and appropriately.</li> <li>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> <li>Use ICT hardware to interact with age-appropriate computer software.</li> </ul>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques.</li> <li>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> <li>Use ICT hardware to interact with age-appropriate computer software.</li> <li>Records, using marks they can interpret and explain.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate their knowledge through: <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawing pictures</li> <li>Drama/Role play</li> <li>Making models</li> <li>Writing</li> <li>Using ICT</li> </ul> </li> </ul>	
<b>Historical Vocabulary</b>	Past Present Future Yesterday Today Tomorrow Traditions Celebrations Festivals	Traditions Celebrations Festivals Change Artefact Old New	Decade Century History Timeline Memories Opinion	Source Cause Consequence Empathy Time period Chronological Order Historians