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**History Curriculum Progression**

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|  | **EYFS** | **KS1** |
| **Nursery** | **Reception** | **Year 1** | **Year 2** |
| **Key Vocabulary** | * Know and use vocabulary linked to my learning e.g Babies
* Know and talk about my own life story.
 | * Know how to use historical skills vocabulary *e.g. talk about, questions, finding out, order*
* Know how to use key historical vocabulary *e.g. a long time ago, same/different, change, people, lives*
* Know how to use specific vocabulary linking to my enquiry *e.g. past, now, modern, old, new, yesterday, order*
 | * Know how to use key historical skills vocabulary *e.g. observation, sequence, using sources, discuss, research*
* Know how to use key historical vocabulary *e.g. history, significant, order, similar/different, artefact, artefact, event, source, changes, living memory, question, reason*
* Know and use specific vocabulary linking to my enquiry *(see vocabulary list).*
 | * Know key historical skills vocabulary *e.g. questioning, compare, contrast, making connections, making conclusions*
* Know key historical vocabulary *e.g. timeline, fact/opinion, evidence, invention, cause, consequences, connections, century, decade, beyond living memory, different periods of time*
* Know and can use specific vocabulary linking to my enquiry *(see vocabulary list).*
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| **Historical Chronology Skills** | * Know that I was baby once.
* Know and talk about my own life story.
 | * Know the difference between long ago and now
* Know how to compare modern and old objects.
* Know how to put two objects or events in order.
 | * Know my life is different from the lives of people in the past.
* Know how to identify and describe similarities and differences between ways of life within living memory.
* Know how to put events or objects in chronological order.
 | * Know where the people and events I have studied fit on a basic timeline.
* Know how to explain similarities and differences between ways of life beyond living memory and modern day.
* Know and can name a few people who have contributed to national and international achievements.
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| **Historical Concept Skills** | * Begin to show an understanding of time passing e.g: Children will begin to understand that at the moment they are in Nursery but soon they will go to Reception.
 | * Recall some simple facts about people or events that I have learnt about.
 | * Understand how things change over time.
* Know how to tell you about some of the people or events from my enquiry.
* Can give one cause of an event.
 | * Know how to identify similarities and differences between different periods.
* Tell you about some of the people or events from my enquiry and reflect on the significance of what I have learnt about the past.
* Know and give more than one cause of an event and give a reason why people in the past acted as they did.
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| **Historical interpretation Skills** | * Children will consider what is the same and different.
 | * Look at the differences between “long ago” and “now”.
* Tell the past is different from today
 | * Show an understanding of some of the ways we find out about the past.
* Know how to give my own view on why something happened in the past or how I know.
* Look at or touch objects from the past and know how to comment on their appearance.
 | * Know about the past and can comment on what or how they found things out.
* Know how to present my own ideas and raise questions about the past.
* Know and understand the importance of basing my ideas on evidence.
* Know describe a few ways in which the past has been presented or described.
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| **Historical Enquiry Skills** | * Children will know how to sort objects - old and new
 | * Begin to know how to make accurate comparisons between modern and old objects.
* Begin to ask questions about artefacts.
 | * Know how to interact with artefacts, ask questions about them and suggest what they might have been used for.
* Know that answers to simple questions can be found in different ways from sources, such as photographs or writing.
 | * Know how to analyse artefacts, ask questions and think about how I might find out answers.
* Use parts of stories and other sources to show that I know and understand key features of events or people’s lives studied.
* Start to develop my hypothesising, questioning and investigating skills.
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| **Historical Communication Skills** | * Talk about a recent event and show an awareness that this was in the past.
 | * Accurately use the terms “long ago” and “new” to talk about the past.
* Use the terms “old” and “new” to describe objects.
 | * Know and begin to use common words and phrases related to the passing of time.
* Know and can talk that there was a time before I was born, within living memory.
* Know about and can compare aspects of life within living memory, using everyday historical terms.
* Recall key parts of stories and explain why the people and events I have studied were important in simple terms.
 | * Accurately use common words and phrases related to the passing of time.
* Know about events and can talk about more than one time before I was born, beyond living memory.
* Compare aspects of life in different periods beyond living memory, using everyday historical terms.
* Recount stories accurately and explain why the people and events I have studied were important.
* Explain my own thoughts and/or ideas, with justification or evidence.
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