



HISTORY SKILLS PROGRESSION

	RECEPTION Three and Four Year olds Reception ELG	YEAR 1	YEAR 2
Historical Interpretations	• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Begin to understand that we have different views of familiar events, e.g. first day of school. We cannot always remember exactly what happened in the past • Can see that there are several versions of a nursery rhyme by comparing pictures	• Relate his/her own account of an event and understand that others may give a different version • Can see that there are different versions of real historical situations, e.g. different written, spoken and pictorial versions of Grace Darling's rescue • Can spot differences between versions, pictures, videos, realising there may be more than one way to look at a significant historical person	• Can spot differences between versions, pictures, videos, realising there may be more than one way to look at a significant historical person • Recognise that not all sources of information answer the same questions, e.g. Samuel Pepys diary compared to a contemporary painting of the GFoL • Can see that not all accounts of events give exactly the same reasons for something, e.g. why the GFoL spread so quickly • Understand that people can disagree about what happened in the past without one of them being wrong • Understand that it is not always possible to know for sure what happened –people sometimes have to use their imagination to reconstruct some events • Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries
Historical Enquiry	• Begin to make sense of their own life-story and family's history • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Can find an answer to a question by looking at a simple picture	• Can explain how we know what we were like when we were younger, e.g. photographs, videos, family stories • Can describe main features of artefacts • Can describe some simple similarities and differences between artefacts • Can make deductions about artefacts, spotting clues to function and use and can	• Realise that we can use a range of sources to find out about a person's life, such as letters as well as books and pictures • Ask and answer questions choosing parts of stories and other sources to show that he/she knows and understands key features of events

	• Can say whether a picture is of a baby or a toddler and explain why • Can point to familiar images in pictures of themselves and their own family	talk about how artefacts would have been used, possibly through role-play • Can find answers to questions about objects by looking in books • Can consult and use information from two simple sources to find information, e.g. how can we tell this teddy is old?	• Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented • Draws simple conclusions about their own lives and others, by reference to clues in evidence • Children are able to gather up ideas from a few simple sources when building up their understanding, e.g. why the GFoL spread so quickly • Spot differences between sources and come to a conclusion as to the most common view • Make deductions from pictures and photographs and realise there are potential weaknesses in eye-witness accounts.
Chronological Understanding	• Begin to make sense of their own life-story and family's history • Can describe differences between him or herself as a baby and as he or she is now • Sequences images of themselves as baby, toddler and infant • Can sort pictures and objects, matching them to babies, children and adults • Can sequence beginning, middle and end of simple stories	• Place known events and objects in chronological order • Uses simple timelines to sequence processes, events and objects within their own experience, e.g. stages of wash-day, something very old, old and new • Can sequence beginning, middle and end of simple stories • Sequence events and recount changes within living memory • Use common words and phrases relating to the passing of time, 'in the past', 'in the olden days', 'a long time ago'	• Show an awareness of the past, using common words and phrases relating to the passing of time • Use terms 'then' and 'now' correctly and is confident with the term 'the past' • Can sequence within clock and to some extent in calendar time, e.g. when in the year Bonfire Night occurs • Can sequence parts of a more complex story where action takes place over a long period of time, e.g. Florence Nightingale – before nursing, during Crimea, long period afterwards • Realise that we use dates to describe events in time. E.g. 1666 Great Fire of London • Uses phrases such as 'over 400 years ago' because they know historians use dates and phrases to mark the passing of time • Can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times

			Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods
Knowledge and Understanding of Events, People and Changes in the Past	- Begin to make sense of their own life-story and family's history - Understand the past through settings, characters and events encountered in books read in class and storytelling	- Understand key features of events - Identify some similarities and differences between ways of life in different periods, then and now, e.g. what school, classrooms and lessons were like or grasp that Guy Fawkes would not use a mobile phone to contact his conspirator friends - Can confidently identify old and new toys, and can match pictures of children they think would have played with the toys in the past using old photographs - Can describe how features of life today, such as homes, differ from those in Victorian times, referring to subject-specific detail, e.g. in pictures they can describe and explain a mangle	- Can describe how features of life today, such as homes, differ from those in Victorian times, referring to subject-specific detail, e.g. in pictures they can describe and explain a mangle - Compare then, then and now spotting similarities and differences, e.g. Victorian seaside scene, 1960's, today - Can offer reasons why simple changes occur, e.g. suggest reasons why holidays today might be considered more enjoyable than those 100 years ago - Can also see that not everyone in the past had the same experience, e.g. Victorian school, Christmas – rich and poor children - Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell
Cause and Consequence	- Begin to make sense of their own life-story and family's history - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now,	- Can give a simple reason why a real person acted as they did in a historical situation, e.g. why Grace Darling acted as she did in rescuing the crew of the Forfarshire - Can give simple consequences of somebody's actions, e.g. because of the	- Can give clear explanation of an important event, offering two or three reasons why an event took place - Can give a few reasons for more complex human actions, e.g. why someone might want to do something for the first time

	drawing on their experiences and what has been read in class • Can explain why one character in a simple story took the action he or she did – using the word ‘because’ • Can explain why they took the action they did when discussing ‘myself’	things Florence Nightingale did, hospitals were cleaner	• Can simply explain the consequence or effect of an event or action and say why we remember these events/actions
Presenting, Organising and Communicating	• Compare and contrast characters from stories, including figures from the past • Comment on images of familiar situations in the past	• Write simple captions, label or annotate simple drawings, e.g. Victorian school/ washday artefacts • Can write captions to show the sequence of activities • Can write simple sentences describing an event • Can orally retell the main episodes of famous past events, e.g. The Gunpowder Plot, sequence pictures, write captions	• Write simple sentences containing period-specific detail, e.g. a day at the seaside in Victorian times • Use a wide vocabulary of everyday historical terms e.g. bathing machine, pier • Label and annotate pictures, showing an awareness of significant features not seen today • Retell a complicated story in a simple structure, using temporal markers, e.g. after the war, when she was young • Can explain why events happened, connecting various ideas • More use of time conventions when writing in history, e.g. in Victorian times • Make increasing use of subject-specific precise vocabulary