

Progression of skills – History

Chronological awareness

EYFS (reception)

Beginning to sequence events when describing them (e.g. daily routines, events in a story) Recognising that some stories are set a long time ago. Recognising significant dates for them (birthday). Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”) Recounting activities that happened in their past using photos as a prompt.

Year 1

Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1). Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Sequencing three or four artefacts/photographs from different periods of time. Placing events on a simple timeline. Recording on a timeline a sequence of historical stories heard orally.

Year 2

Sequencing up to six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1. Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework.

Disciplinary concepts

EYFS (reception)

Change & community – Being aware of changes that happen throughout the year (e.g. seasons, nature).

Cause & consequence – Experiencing cause and effect in play - achieve through continuous provision.

Similarities & differences – Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day.

Historical significance – Recalling special people in their own lives.

Sources of evidence – Using photographs and stories to compare the past with the present day. Using stories and non-fiction books to find out about life in the past.

Historical interpretation – Recognising that different members of the class may notice different things in photographs from the past.

Year 1

Change & community – Being aware that some things have changed and some have stayed the same in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new.

Cause & consequence – Asking why things happen and beginning to explain why with support.

Similarities & differences – Beginning to look for similarities and differences over time in their own lives.

Historical significance – Recalling special events in their own lives.

Sources of evidence – Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now.

Historical interpretation – Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts.

Year 2

Change & community – Recognising some things which have changed / stayed the same as the past. Identifying simple reasons for changes.

Cause & consequence – Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result.

Similarities & differences – Identifying similarities and difference between ways of life at different times. Finding out about people, events and beliefs in society. Making comparisons with their own lives.

Historical significance – Discussing who was important in a historical event.

Sources of evidence – Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Identifying a primary source.

Historical interpretation – Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources.

Historical Enquiry

EYFS (reception)

Posing historical questions - Asking questions about the differences they can see in photographs or images (in stories) that represent the past.

Gathering, organising and evaluating evidence - Making simple observations about the past from photographs and images.

Interpreting findings, analysing and making connections - Making simple observations about the past from photographs and images.

Evaluating and drawing conclusions - Deciding whether photographs or images (e.g. from stories) depict the past.

Communicating findings - Communicating findings by pointing to images and using simple language to explain their thoughts.

Year 1

Posing historical questions – Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts).

Gathering, organising and evaluating evidence - Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source.

Interpreting findings, analysing and making connections - Interpreting evidence by making simple deductions . Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).

Evaluating and drawing conclusions - Drawing simple conclusions to answer a question.

Communicating findings - Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)

Year 2

Posing historical questions – Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions.

Gathering, organising and evaluating evidence - Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Identifying a primary source.

Interpreting findings, analysing and making connections - . Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers.

Evaluating and drawing conclusions - Making simple conclusions about a question using evidence to support.

Communicating findings - Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing.