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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).* |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |