

History Skills Progression

	EYFS	Year 1	Year 2
Knowledge and interpretation	To talk about the lives of the people around them. To discuss people's roles in society. To begin to identify objects from the past. To know you can ask questions to find out about the past.	To understand that some significant people helped our lives be better today. To appreciate how significant events effect the way we live today. To be able to identify objects from the past. To begin to identify the main differences between old and new objects. To begin to explain why certain objects were different in the past. To explain similarities and differences between the past and present in their life and others from a different time in history. To share what happened in an important historical event with others. To begin to use evidence and their own knowledge to answer questions about the past (<i>images, reports, museum visits, artefacts</i>).	To recount the life of a significant individual who lived in the past. To consider how their local area was different in the past. To identify a historical event that happened in their locality (or nearby). To recall and present interesting facts about a historical event. To compare how their lives are different from that of their grandparents or other family members/generations when they were young. To use evidence, their own knowledge and what they have previously learnt to answer questions about the past (<i>images, reports, museum visits, artefacts</i>).
Chronological understanding	To understand the past through settings, characters and events encountered in books read and storytelling. To know some similarities and differences between things in the past and now.	To recognise the difference between the past and present and begin to compare. To be able to place events in the order they happened (chronologically). To be able to place objects or pictures in order of age. To recognise when stories read to them may have happened in the past and retell stories about the past using relevant vocabulary, for example, a long time ago, now. To use words and phrases relevant to time or age, for example, before, after, old and new. To use their own experiences to talk about the past, for example, things that happened when they were younger. To explain how they have changed since they were born.	To identify some of the different ways in which the past has been represented. To place events in the order that they happened and place objects in order of age using a simple timeline. To give reasons for their ideas and thinking when sequencing. To recognise how life in modern times is different from the past. To retell stories about the past using relevant vocabulary and begin to use words associated with the passing of time e.g. a long time ago, now, recently, then, a short time ago, before, after. To use relevant words and phrases in their historical learning: 'before i was born', 'when I was younger', 'before', 'after', 'past', 'present', 'then' and 'now'.
Historical enquiry (consider and respond)	To draw on their own experiences when discussing the lives of people and events that occurred in the past and now.	To describe actions of people in the past. To ask and answer questions about old and new objects. To make observations about old and new objects. To use artefacts and photographs to answer questions. To explain what an object was used for in the past. To begin to carry out their own research and gather information about a historical event or significant individual.	To recognise that there are reasons why people in the past acted as they did. To say at least two ways they can find out about the past. To research something in the past (event / individual / time period) using a range of sources including asking an older person. To answer questions by using a specific source such as an information book.