



Progression in History

Area of Learning	Reception	Year 1	Year 2
National Curriculum and ELGS	<p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements. • significant historical events, people and places in their own locality.
Chronology	<p>Sequence photos of themselves from birth.</p> <p>Sequence pictures of a story</p> <p>Identify and talk about simple, obvious similarities and differences in pictures, stories and artefacts from the past.</p> <p>Use some everyday terms about the passing of time such as <i>old, new, today, yesterday, 'a long time ago'</i></p>	<p>Sequence 3 artefacts from distinctly different periods of time.</p> <p>Place a few events in order by using common phrases to show the passing of time (<i>historic, modern, days and months</i>) <i>Using a VAK timeline.</i></p> <p>Identify some similarities and differences between ways of life at different times by discussing artefacts and pictures</p>	<p>Sequence events or artefacts closer together in time. Check accuracy using books/ICT</p> <p>Place events on a timeline,</p> <p>Recognise that their own lives are similar and / or different from the lives of people in the past by using a range of sources.</p>



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	<p>Identify key events in the reception year, through adding them to a class timeline throughout the year.</p>	<p>Use some everyday terms about the passing of time such as 'before I was born' 'when my parents/ grandparents were young, now, then.</p>	<p>Use common words and phrases concerned with the passing of time. x years ago, future, past, present, decade, century</p>
<p>Events, people and changes</p>	<p>Talk about events and experiences in their memory from their own past.</p>	<p>Retell some events from beyond their living memory which are significant nationally or globally.</p> <p>Describe some changes within their living memory (including aspects of national life where appropriate).</p> <p>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Explain why some events from beyond their living memory are significant nationally or globally.</p> <p>Develop awareness of significant historical events, people and places in their own locality.</p> <p>Recognise the lives of significant individuals in the past who have contributed to national and international achievements and use to compare aspects of life in different periods</p>

'God is my strength, in whom I trust.' Psalm 18



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<p>Interpretation, enquiry and using sources</p>	<p>Find out about their past through asking questions and looking at photographs.</p> <p>Find out about (dinosaurs/ celebrations/ pirates) by asking questions and looking at different sources</p>	<p>Ask and answer questions about the past through observing and handling a range of sources, such as painting, photos, artefacts, stories, adults talking about the past.</p> <p>Make simple observations about different people, events, beliefs and communities.</p> <p>Identify some of the basic ways in which the past can be represented.</p>	<p>Ask and answer questions about the past through observing and handling a range of sources, such as photos, paintings, accounts, stories, newspaper articles, artefacts, stories and written sources).</p> <p>Recognise some basic reasons why people in the past acted as they did.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p>
<p>Communication</p>	<p>Talk about events and experiences in their memory from their own past.</p> <p>Children talk about their own history within their own family.</p> <p>Children talk about their knowledge in simple terms</p> <p>Children may role-play events from a story they have had heard set in the past.</p>	<p>Describe special or significant events.</p> <p>Retell simple stories or events from the past.</p> <p>Communicate their knowledge through discussion, role play, drawing, writing. Writing = diary, labelling, simple recount) with adult support/prompts</p>	<p>Talk about what / who was significant in simple historical accounts.</p> <p>Demonstrate simple historical concepts and events through role-play, drawing and writing.</p> <p>Communicate their knowledge and understanding through discussion, role play, drawing, writing, talking, ICT). Writing = reports, recounts)</p>

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Key Vocabulary

Prior Learning will be revisited and built on throughout each year to ensure children retain knowledge.

EYFS History Vocabulary These are examples of incidental language that they may be exposed to in EYFS				Year 1 History Vocabulary			Year 2 History Vocabulary		
New Key Vocabulary				New Key Vocabulary			New Key Vocabulary		
Aut 1	Aut 2	Spring 1	Sum 2	Aut 2	Spring 1	Spring 2	Aut 1	Spring 1	Spring 2
old	past	Dinosaur	Month	event	toy	Leadership	Farington	Tim Peake	Leyland Motors
new	time	Mary Anning	Trade	days	modern	Mary Seacole	Worden Park	Neil Armstrong	transport
now	today	Luna New Year	change	months	historic	Florence Nightingale	decade	Katherine Johnson	invention
first	now	A long time ago	A long time ago	artefact	similarities	Significant person	century	Compare/contrast	future
change	Next	fossil	then	Samuel Pepys	differences	improve	community	globally	chronology
same	day	leader	now	Thames	grandparents' time	condition	Sources	interpretations	engine
order	birthday	extinct	Blackbeard	King Charles II	Parents time	patient	evidence	explorer	Trade
different	Christmas	bones	Jolly Rodger	Leather buckets	years	Crimean War	locality	leadership	nationally
age	different	history	treasure	cause	Before I was born	Soldier	impact	significant	significant

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