



# History Progression of skills and Knowledge

**Key**  
**A = Autumn term**  
**Sp = Spring term**  
**Su = Summer term**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Chronological Understanding</b>	<p>Can sequence family members by size and name (e.g. baby, child, adult) <b>AU I</b></p> <p>Know they have grown from a baby into a child and that they will get older.</p> <p>Can talk about how they have changed from when they were a baby (e.g. walking, talking, grown). <b>AU I</b></p> <p>Know that the types of toys they play with change as they get older <b>AU I</b></p> <p>Uses vocabulary for time- today, yesterday, tomorrow <b>AU I</b></p> <p>Understandings times of the day go in order and repeat every day (e.g. morning is before lunch time) <b>AU I AU 2</b></p> <p>Knows that some special days repeat annually at the same time (e.g. Bonfire night, Christmas and birthdays) and talks/compares to previous celebrations</p>	<p>Sequence some events or 3 related objects in order <b>AU I</b></p> <p>Uses words and phrases: old, new, young, days, months <b>AU I</b></p> <p>Remembers parts of stories and memories about the past <b>AU I</b></p>	<p>Puts 3 people, events or objects in order using a given scale. <b>AU</b></p> <p>Puts up to 6 people, events or objects in order using a given scale <b>SP SU</b></p> <p>Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event. <b>AU SP SU</b></p>

	<p><b>AU 2</b></p> <p>Uses words such as baby, toddler, child, teenager, adult, and elderly to describe the age of people. <b>SP 2</b></p> <p>Uses past tense with increasing accuracy. <b>SP</b></p> <p>Know there are 7 days in a week and the names and order of these <b>SP</b></p> <p>Uses vocabulary for time-old, new, now, then <b>SP I</b></p>		
<p><b>Knowledge and understanding of past events, people and changes in the past</b></p>	<p>Can talk about a past event in their life (e.g. a birthday, pre-school, something they did over the summer) <b>AU I</b></p> <p>Can talk about upcoming events in their life- <b>AU I</b></p>	<p>Tell the difference between past and present in own and other people's lives <b>SP I SU I</b></p>	<p>Uses information to describe the past. <b>AU SP SU</b></p> <p>Uses information to describe differences between then and now. <b>AU SP SU</b></p> <p>Recounts main events from a significant in history. <b>AU</b></p> <p>Uses evidence to explain reasons why people in past acted as they did. <b>AU SP SU</b></p>

<h2>Historical Interpretation</h2>	<p>Begin to develop an awareness of the past beyond living memory through books at stories <b>SP I</b></p>	<p>Begins to identify and recount some details from the past from sources (eg. pictures, stories) <b>SP I SU I</b></p>	<p>Looks at books and pictures (and eyewitness accounts, photos, artefacts, buildings and visits, internet). <b>AU SP SU</b></p> <p>Understands why some people in the past did things <b>AU SP SU</b></p>
<h2>Historical Enquiry</h2>	<p>Begin to develop an awareness of the past beyond living memory through books at stories <b>SP</b></p>	<p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories) <b>SP I SU I</b></p> <p>Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions) <b>SP I SU I</b></p>	<p>Looks carefully at pictures or objects to find information about the past. <b>AU SP SU</b></p> <p>Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?', <b>AU SP SU</b></p>
<h2>Organisation and communication</h2>		<p>Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking) <b>SP I SU I</b></p>	<p>Describes objects, people and events. <b>AU SP SU</b></p> <p>Writes simple stories and recounts about the past. <b>AU SP SU</b></p> <p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past. <b>AU SP SU</b></p>

