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| **Key****A = Autumn term****Sp = Spring term****Su = Summer term** | **History Progression of skills and Knowledge** |
|  | **EYFS** | **Year 1** | **Year 2** |
| **Chronological Understanding** | Can sequence family members by size and name (e.g. baby, child, adult) AU 1 Know they have grown from a baby into a child and that they will get older.Can talk about how they have changed from when they were a baby (e.g. walking, talking, grown). AU 1Know that the types of toys they play with change as they get older AU 1Uses vocabulary for time- today, yesterday, tomorrow AU 1Understandings times of the day go in order and repeat every day (e.g. morning is before lunch time)AU 1 AU 2Knows that some special days repeat annually at the same time (e.g. Bonfire night, Christmas and birthdays) and talks/compares to previous celebrationsAU 2Uses words such as baby, toddler, child, teenager, adult, and elderly to describe the age of people. SP 2Uses past tense with increasing accuracy.SPKnow there are 7 days in a week and the names and order of theseSPUses vocabulary for time-old, new, now, then SP 1 | Sequence some events or 3 related objects in order AU 1Uses words and phrases: old, new, young, days, months AU 1Remembers parts of stories and memories about the pastAU 1 | Puts 3 people, events or objects in order using a given scale. AU Puts up to 6 people, events or objects in order using a given scale SP SUUses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.AU SP SU |
| **Knowledge and understanding of past events, people and changes in the past** | Can talk about a past event in their life (e.g. a birthday, pre-school, something they did over the summer) AU 1Can talk about upcoming events in their life- AU 1 | Tell the difference between past and present in own and other people’s lives SP 1 SU 1 | Uses information to describe the past.AU SP SUUses information to describe differences between then and now.AU SP SU Recounts main events from a significant in history. AU Uses evidence to explain reasons why people in past acted as they did. AU SP SU |
| **Historical Interpretation** | Begin to develop an awareness of the past beyond living memory through books at stories SP 1 | Begins to identify and recount some details from the past from sources (eg. pictures, stories)SP 1 SU 1 | Looks at books and pictures (and eyewitness accounts, photos, artefacts, buildings and visits, internet). AU SP SUUnderstands why some people in the past did thingsAU SP SU |
| **Historical Enquiry** | Begin to develop an awareness of the past beyond living memory through books at stories SP | Finds answers to simple questions about the past from sources of information (eg. pictures, stories) SP 1 SU 1Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions) SP 1 SU 1 | Looks carefully at pictures or objects to find information about the past. AU SP SUAsks and answers questions such as: ’what was it like for a ….?’, ‘what happened in the past?’, ‘how long ago did …. happen?’, AU SP SU. |
| **Organisation and communication** |  | Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking)SP 1 SU 1 | Describes objects, people and events. AU SP SUWrites simple stories and recounts about the past. AU SP SUDraws labelled diagrams and writes about them to tell others about people, events and objects from the past. AU SP SU |