

Progression of Knowledge and Skills in History

	EYFS	Key Stage One	
		Cycle A	Cycle B
Chronological Understanding	- To be able to use words and phrases like yesterday, at the weekend and when I was little to talk about past events. - To be able to talk about past and present events in their own lives and in the lives of family members.	- Use common words and phrases that relate to time: a long time ago, recently, when my were younger, years, decades and centuries - Describe, compare and sort objects, people or events in history (Year 1 focus) - Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given them (Year 2 focus)	- Use common words and phrases that relate to time: a long time ago, recently, when my were younger, years, decades and centuries - Describe, compare and sort objects, people or events in history (Year 1 focus) - Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given them (Year 2 focus)
Knowledge and Understanding of Events, People and Changes	- To be able to identify and talk about how they have changed. - To show interest in different occupations and ways of life. - To begin to know some reasons why people's lives were different in the past	- To identify some similarities and differences between ways of life in different periods e.g. communication and toys - To describe some simple similarities and differences between artefacts - To know about the lives of significant individuals in the past who have contributed to national and international achievements e.g. William Caxton and Tim Berners-Lee	- To identify some similarities and differences between ways of life in different periods e.g. homes and transport - To know about events beyond living memory that are significant nationally or globally e.g. Great Fire of London - To know about the life of a significant local individual from the past and their contribution to Reading e.g. George Palmer. - To know about the lives of significant individuals in the past who have contributed to national and international achievements e.g. Mary Seacole and Florence Nightingale

Historical Enquiry and Interpretation	• To use stories, photographs and artefacts to find out about the past • To be able to use words and phrases like yesterday, at the weekend and when I was little to talk about past events. • To be able to talk about past and present events in their own lives and in the lives of family members.	• Ask and answer relevant basic questions about the past (Year 1 focus) • To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events (Year 2 focus) • Understand some ways we find out about the past e.g. artefacts, pictures, photographs, books and museums (Year 1 focus) • Use books, pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums and the internet to find out about the past with increasing independence. (Year 2 focus)	• Ask and answer relevant basic questions about the past (Year 1 focus) • To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events (Year 2 focus) • Understand some of the ways we can find out about the past e.g. artefacts, pictures, photographs, books and museums (Year 1 focus) • Use books, pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums and the internet to find out about the past with increasing independence. (Year 2 focus)
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