



Plantation Primary History Progression of Skills - EYFS and Key Stage 1



History Skills Progression	Early Years	Key Stage 1	
		Year 1	Year 2
Areas Of Study		<ul style="list-style-type: none"> • Toys in the 1960's • Great Explorers 	<ul style="list-style-type: none"> • History Makers • Charles
Chronological knowledge / understanding <i>(including characteristic features of periods)</i>	<p>Use everyday language related to time</p> <p>Order and sequence familiar events</p> <p>Talk about past and present events in their own lives and in lives of family members.</p>	<p>Develop an awareness of the past through distinction between present and past in their own and other people's lives.</p> <p>Use everyday words and phrases relating to the passing of time</p> <p>Know where all people/events studied fit into a chronological framework by placing a few events and objects in order.</p> <p>Identify similarities and differences between periods.</p>	<p>Develop an awareness of the past by developing a sense of chronology using terms concerned with the passing of time.</p> <p>Use a wider range of common words and phrases relating to the passing of time</p> <p>Know where all people/events studied fit into a chronological framework by placing events and objects in order (up to 5).</p> <p>Identify similarities / differences between periods</p> <p>Recognise that their own lives are different from the lives of people in the past</p>
Historical terms e.g. empire, peasant	Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	Use a wide vocabulary of everyday historical terms	Use a wide vocabulary of everyday historical terms
Knowledge and understanding of events, people and changes in the past	Describe main story settings, events and principal characters.	They know and recount episodes from stories about the past	<p>They show knowledge and understanding of aspects of the past beyond living memory.</p> <p>Have some knowledge and understanding of the main events and people studied</p>

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			Beginning to recognise that there are reasons why people in the past acted as they did.
Historical Enquiry – using evidence/communicating ideas	<p>Be curious about people and show interest in stories.</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Explain own knowledge and understanding, and asks appropriate questions.</p> <p>Know that information can be retrieved from books and computers.</p> <p>Record, using marks they can interpret and explain.</p>	<p>They find answers to some simple questions* about the past from sources of information.</p> <p>They are beginning to ask questions* linked to the past.</p> <p>Understand some ways we find out about the past.</p> <p>Choose and use parts of stories to show some understanding.</p>	<p>Ask and answer questions *</p> <p>They observe or handle sources of information to answer questions about the past on the basis of simple observations.</p> <p>Choose and use parts of stories and other sources to show understanding.</p>
Interpretations of history		They are beginning to identify some of the different ways in which the past is represented	Identify different ways in which the past is represented

* Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:	Early Years	KS1
Continuity and Change – in and between periods	<p>Look closely at similarities, differences, patterns and change.</p> <p>Develop understanding of growth, decay and changes over time.</p>	Identify similarities / differences between ways of life at different times

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Clause and Consequence	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result
Similarity and Difference – within a period/situation	Know about similarities and differences between themselves and others, and among families, communities and traditions.	Make simple observations about different types of people, events, and beliefs within a society.
Significance – of events/people	Recognise and describe special times or events for family or friends.	Talk about who was important e.g. in a simple historical account

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