



History Skills Progression

Reception	<p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across areas of learning. Enriching and widening children's vocabulary will support later reading comprehension.</p>			
		3 & 4 year olds will be learning to:	Children in Reception will be learning to:	By the end of Reception – Early learning Goal.
	Communication			<p>Speaking</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. natural world around them, including the seasons.
Maths	<ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 			



<p>Understanding the World</p>	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their role 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
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Key Stage One National Curriculum Objectives

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about

- 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 (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.)
- Significant historical events, people, places in their own locality



	Reception	Year One	Year Two
	Historical Interpretations		
	<p>To look at photographs, stories, fiction and non-fiction books and artefacts and make observations about differences and similarities.</p> <p>To explore photographs, stories, fiction and non-fiction books and artefacts and say whether they represent the past or the present.</p>	<p>To begin to identify different ways the past is represented (e.g. photos, videos, stories, adults talking about the past).</p> <p>To observe and use pictures, photographs and artefacts to find out about the past.</p> <p>To begin to understand the differences between fact and fiction in stories.</p>	<p>To begin to compare two versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>To begin to understand and explain that a range of evidence and sources can be used to represent and understand the past.</p>
	Historical Investigations		
	<p>To talk about or question why people's lives were different in the past.</p> <p>To talk about how objects i.e. places, toys, clothes, cars have changed over time and begin to think about why.</p>	<p>To sort artefacts/pictures/photos in to 'then' and 'now'.</p> <p>To answer simple questions about the past using artefacts, books, pictures, photos.</p> <p>To begin to ask questions about the past based on sources investigated.</p>	<p>To choose and select evidence, saying how it can be used to find out more about the past.</p> <p>To use a range of sources to find answers to simple questions.</p> <p>To ask questions about the past based on a range of sources.</p>
	Chronological understandings		



	<p>To sort pictures between old and new, past and present.</p>	<p>To sequence events in chronological order. To sequence pictures in chronological order. To sequence objects in chronological order. To use dates/language related to past and present to talk about personal experience.</p>	<p>To sequence artefacts closer together in time. To order dates from earliest to latest on a timeline. To use dates/language related to past and present to talk about people or events from the past. To describe memories of key events in their lives</p>
Knowledge and Understanding of events people and changes in the past			
	<p>To listen to stories about people from the past.</p>	<p>To talk about some similarities and differences between the past and present. To recount events from historical stories based on events in history. To find out about significant individuals from the past and talk about what they did.</p>	<p>To compare different periods in time, talking about changes and similarities. To describe significant individuals from the past and talk about their historical significance, what they contributed, why they are remembered etc. To develop empathy and understanding relating to the actions of those in history.</p>
Presenting, organising and communicating			
	<p>To talk about people and events in the past, using pictures and stories as prompts.</p>	<p>To draw and talk about events in the past.</p>	<p>To explain findings verbally, using speaking and listening activities, using drama. To record information in written form, recording findings.</p>



Vocabulary Progression (red are new words introduced)

History
Living memory
Old
New
Timeline
First
Next
Now
Then
Artefact
Past
Present
Future
Compare
Similar
Different
Map

History
Living memory
Old
New
Timeline
First
Next
Now
Then
Artefact
Past
Present
Future
Compare
Similar
Different
Map
Source
Event
Chronology
Facts
Famous
Influential
Event
Significant
Achievement

Old
New
First
Next
Now
Then
Past
Present
Then
Artefact
Past
Present
Future
Compare
Similar
Different
Map
Source
Event
Chronology
Facts
Famous
Influential
Event
Significant
Achievement
Opinions
Period
Global
National
Contribution