



History Progression Document

Areas of Study	EYFS	Year 1	Year 2
Knowledge	<p>Development Matters:</p> <ul style="list-style-type: none">• talk about members of their immediate family and community• name and describe people who are familiar to them• comment on images of familiar situations in the past• compare and contrast characters from stories, including figures from the past	<p>National Curriculum:</p> <ul style="list-style-type: none">• 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• significant historical events, people and places in their own locality.	

	<ul style="list-style-type: none"> • I can understand the words past and present. • I can talk about the lives of the people around me and their roles in society. • I can talk about some similarities and differences between things in the past and now, drawing on experiences and stories read in class. • I can understand the past through settings, characters and events encountered in books read in class-storytelling. 	<ul style="list-style-type: none"> • I can understand changes within living memory (toys past and present) • I can talk about events beyond living memory that are significant nationally or globally. • I can understand the lives of significant individuals in the past who have contributed to national and international achievements in different periods. • I can talk about significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • I can understand changes within living memory (seaside past and present) • I can talk about events beyond living memory that are significant nationally or globally (The Great Fire of London) • I can understand the lives of significant individuals in the past who have contributed to national and international achievements in different periods. • I can talk about significant historical events, people and places in their own locality.
Chronology	<ul style="list-style-type: none"> • I can describe memories of key events in lives • I can sequence photos etc from different periods of my life. 	<ul style="list-style-type: none"> • I can recognise the difference between past and present and old and new. • I can sequence events or objects in chronological order (ordering toys). 	<ul style="list-style-type: none"> • I can show a developing sense of chronology by placing events and objects in order (e.g. events of The Great Fire of London) • I can recognise that my own life is similar and different from the lives of

			people in the past (e.g. seaside past and present)
Range and Depth of Historical Knowledge			
	<ul style="list-style-type: none"> • I can recognise some similarities and differences between things in the past and now. • I can talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> • I can use a range of sources to find out about characteristics features of the past. 	<ul style="list-style-type: none"> • I can find out about people and events in other times (life during the Great Fire of London, people's holidays in the past)

Interpretations of History	<ul style="list-style-type: none"> • I can understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • I can identify different ways to represent the past: <ul style="list-style-type: none"> - find out something about the past from an older person (parent/grandparent to talk about toys) - find out something about the past by looking closely at objects or photographs - find out something from the past by listening to and reading stories 	<ul style="list-style-type: none"> • I can compare pictures or photographs of people or events in the past (e.g. holidays now and then). • I can recognise that there are reasons why people in the past acted as they did (e.g. why did people go on holiday to the coast). • I can identify some of the different ways in which the past is represented. • I can use two ways to find out about the past (e.g. paintings of TGFOL). • I can explain why eye witness accounts may vary
Historical enquiry	<ul style="list-style-type: none"> • I can sort objects by difference • I can draw on my experiences and what has been read in class 	<ul style="list-style-type: none"> • I can sort artefacts between 'now' and 'then'. • I can ask and answer questions related to different sources and objects. • I can begin to describe similarities and differences in artefacts. 	<ul style="list-style-type: none"> • I can observe or handle sources of information to ask and answer questions about the past. • I can ask and answer a question by using a specific source (e.g. use a picture to answer 'Why did the fire spread so quickly'. • I can discuss the effectiveness of sources.

		<ul style="list-style-type: none"> • I can find answers to some simple questions about the past from sources of information (stories, objects and first-hand accounts). 	
Outcome			
	<ul style="list-style-type: none"> -Talk about lives of the people around me and their roles in society. - drawing -drama/role play -writing -labelling 	<ul style="list-style-type: none"> - Time lines (3D objects/ sequential pictures) - Drawing - Drama - Role play - Writing (fact file) - ICT 	<ul style="list-style-type: none"> - Class display/museum - Annotated pictures -ICT - Drama -Writing (simple recounts)