

Year	Progression of Skills in History at Tweseldown Infant School	National Curriculum Requirements
R	<p>1a. Chronology – Know when their birthday is.</p> <p>1b. Chronology – Know and use the days of the week.</p> <p>1d. Chronology – Begin to use the correct past and present vocabulary (there may be inconsistencies e.g. goed)</p> <p>3a. Continuity and Change – Know and understand that all people were babies once</p> <p>3b. Continuity and Change – Know and understand that people and animals change as they grow</p> <p>5a. Historical Significance – Know and talk about months of the year that are important to them</p> <p>5b. Historical Significance – Know names of family members and friends</p> <p>5c. Historical Significance – Talk about a special event that has happened to them, their family or friends, e.g. celebrations/birthdays</p> <p>5d. Historical Significance – Know and understand how family members are linked e.g. Grandma is Mummy’s Mummy</p> <p>5e. Historical Significance – Begin to know that a person can be more than one thing to one person e.g. their Daddy is also Grandma’s son</p> <p>6a. Interpretation – Understand that something has happened and when something is going to happen</p> <p>6b. Interpretation – Understand the past</p> <p>7a. Historical Enquiry – Be able to answer a question</p> <p>7b. Historical Enquiry – Be able to ask a question</p> <p>7c. Historical Enquiry - Know some similarities and differences between things in the past and now</p>	<p>EYFS ELG</p> <p>Understanding the World – Past and Present</p> <p>1. Talk about the lives of people around them and their roles in society</p> <p>2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>3. Understanding the past through settings, characters, and events encountered in books read in class and storytelling</p>
1	<p>1a. Chronology – Create a simple timeline to sequence processes, events, objects within their own experiences.</p> <p>1b. Chronology – Confidently use vocabulary associated with the past, e.g. old and new, then and now.</p> <p>2a. Characteristic Features – Recognises that buildings, clothing, transport, technology could be different in the past.</p> <p>2b. Characteristic Features – Shows awareness of significant features not seen today.</p> <p>3a. Continuity and Change - Can match old objects to people or situations from the past.</p> <p>3b. Continuity and Change – Can describe how some aspects of life today differ from the past using simple historical vocabulary.</p> <p>4. Cause and Consequence – Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.</p> <p>5. Historical significance – Can recognise and describe special times or events for family and friends.</p> <p>6. Historical Interpretation – Can identify and talk about different accounts of real historical situations.</p> <p>7a. Historical Enquiry – Can talk about similarities and differences between two or more sources using simple historical terms.</p> <p>7b. Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts, etc.</p>	<p>1. Children should be taught about significant historical events, people and places in their own locality.</p> <p>2. Children should know where the people and events they study fit within a chronological framework</p> <p>3. Children should be able to identify similarities and differences between ways of life in different periods.</p> <p>4. Children should be taught about changes within living memory</p> <p>5. Children should be taught about events beyond living memory that are significant nationally</p> <p>6. Children should be taught about the lives of significant individuals who have contributed to national achievements</p> <p>7. Children should have an awareness of common words and phrases linking to the passing of time</p> <p>8. Children should be able to ask and answer questions</p> <p>9. Children should be able to use parts of a story to show they understand key features of events</p>
2	<p>1a. Chronology – Realises that historians use dates to describe events.</p> <p>1b. Chronology – Use phrases describing intervals of time e.g. before, after, at the same time, etc.</p> <p>2a. Characteristic Features – Recognises and describes, in simple terms, some characteristics features of a person or period studied.</p> <p>2b. Characteristic Features – Increasingly uses period specific language in explanations.</p> <p>3. Continuity and Change – Can talk about similarities and differences not just between then and now but between then and another then.</p> <p>4. Cause and Consequence – Can describe in simple terms the cause and/or the consequence of an important historical event offering more than one example of its result.</p> <p>5. Historical Significance – Can recognise and talk about who was important e.g. in a simple historical account.</p> <p>6. Historical Interpretation – Can identify and talk about differences in accounts relating to people or events both from the time (primary source) and from the present (secondary source)</p> <p>7a. Historical Enquiry – Can gather information from simple sources to ask and answer questions about the past</p> <p>7b. Can explain events and actions rather than just retell a story</p>	<p>1. Children should be taught about significant historical events, people and places in their own locality.</p> <p>2. Children should know where the people and events they study fit within a chronological framework</p> <p>3. Children should be able to identify similarities and differences between ways of life in different periods.</p> <p>4. Children should be taught about changes within living memory and where appropriate these should be used to reveal aspects of change in national life</p> <p>5. Children should be taught about events beyond living memory that are significant nationally or globally</p> <p>6. Children should be taught about the lives of significant individuals who have contributed to national and international achievements</p> <p>7. Children should use a wide vocabulary of everyday historical terms</p> <p>8. Children should be able to ask and answer questions</p>

Throughout Early Years and Key Stage 1 children should have exposure to the following 7 key historical skills;

1. Chronology
2. Characteristic Features
3. Continuity and Change
4. Cause and Consequence
5. Historical Significance
6. Historical Interpretation
7. Historical Enquiry