

Ryhope Infant School Academy

Progression of History Skills

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| **Area of Study** | **Nursery/Reception****(Range 6 – ELG)** | **Year 1** | **Year 2** |
| **Chronology** | Know the difference between past and present in their own lives. Begin to understand the order of days, months and seasons. Use simple time related vocabulary. | Place known events and objects in chronological order.Sequence events and recount changes within living memory.Use common words and phrases relating to the passing of time. | Study significant people and events beyond living memory and describe where they fit within a chronological framework, such as a timeline. Identify similarities and differences between ways of life in different periods.Show an awareness of the past, using common words and phrases relating to the passing of time. |
| **Historical Interpretation** | Recount an event or story, verbally or written. Listen to stories to find out about the past.  | Begin to identify different ways to represent the past (e.g. photographs, stories, adults talking about the past, videos, websites etc). Relate own account of an event and understand that others may give a different version. | Identify pictures of artefacts, people or events in the past and compare to the present. Describe changes within living memory and aspects of change in national life. |
| **Historical Enquiry** | Answer simple questions about their own lives and their families. Observe and talk about changes over time. Sort objects into ‘old’ and ‘new’. Answer ‘how’ and ‘why’ questions about their own experiences and in response to stories and events. | Find answers to some simple questions about the past from simple sources of information.Describe some simple similarities and differences between artefacts.Sort artefacts from ‘then’ and ‘now’.Ask and answer relevant basic questions about the past. | Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.Compare artefacts in the ‘past’ and ‘present’. Show curiosity and enquire about the past by asking questions about significant people or events within and beyond living memory.  |
| **Historical knowledge and understanding of events, people and changes in the past.** | Know about similarities and differencesbetween themselves and others such asamongst families, communities andtraditions.Talk about events in the past and present in their own lives and in the lives of their family members. | Understand key features of significant events.(e.g. Remembrance day).Learn about the lives of significant individuals within living memory or beyond.Identify some similarities and differences between ways of life in different periods.  | Understand and describe key features of significant events globally and nationally. Discuss the lives of significant individuals from the past who have contributed to national and international achievements and use knowledge to compare aspects of life in different periods. |
| **Organisation** **and communication** | Talk about events they have done (e.g. at the weekend, yesterday, this morning…)Understand order of events in a visual timetable. | Discuss, draw and write about aspects of the past. Begin to use timelines to organise events.  | Use a wide range of historical vocabulary. Communicate their knowledge through discussions, questioning, writing, drawing and using ICT. Recall what source they have used to find out about the past (e.g. books, online articles, newspapers, family members etc).  |