




SANDRINGHAM INFANT AND NURSERY ACADEMY

Progression of Skills

HISTORY

Chronology

EYFS

- Use everyday language to talk about time.
- Sequence familiar events through role play or pictures or using objects.

Year 1

- Understand the difference between things that happened in the past and the present.
- Describe things that happened to themselves and other people in the past.
- Order a set of events or objects.
- Use a timeline to place important events.

Year 2

- Understand and use the words past and present when telling others about an event.
- Recount changes in my own life over time.
- Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.
- Use a timeline to place important events.

Vocabulary

old, new, now, then, yesterday, living memory, modern, remembers, century, long ago, very old

Chronological order, era, period, before I was born, earlier, before, after, now, then

Knowledge and Understanding of Events, People and Changes in the Past

EYFS

Year 1

- Recall some facts about people/events before living memory.
- Say why people may have acted the way they did.

Year 2

- Use information to describe the past.
- Describe the differences between then and now.
- Look at evidence to give and explain reasons why people in the past may have acted in the way they did.
- Recount the main events from a significant event in

Vocabulary		
Grandparent's time, remembers, mechanical, houses, memories, celebrate, events,	Impact, sequence, when grandparents were young, when I was young	Impact, sequence, when grandparents were young, when I was young

Historical Enquiry		
EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer 	<ul style="list-style-type: none"> Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions. Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing"
Vocabulary		

Organisation and communication		
EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past. 	<ul style="list-style-type: none"> Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, roleplay, storytelling and using ICT.
Vocabulary		
	Photograph, similar, important, simple, different, artefact	Before, After, Democracy

Interpretations of History		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • Talk about their family and friends and events that have happened in the past today and in the future e.g. birthdays, Christmas 	<ul style="list-style-type: none"> • What would it be like to live the topic? • Look at artefacts from Pre-History. • Can the children guess the purpose of the artefacts? • Encourage and prompt children to ask their own questions about the artefacts. 	<ul style="list-style-type: none"> • Reliability of 'eyewitness' accounts. • Compare two different versions of the same account (could be a fun event that happened on the playground earlier in the week) Can the children all remember the exact same information? How could we check the truth? (photos, videos, writing at the time etc). • Did they have photographs during the topic? • Why does this make it difficult to know what happened?
Vocabulary		
	Who, what, why, when, where	Who, what, why, when, where