

Progression in History - EYFS and Key Stage 1

Year Group Project	Chronological Understanding	Changes between ways of life at different times	Cause and consequence	Historical enquiry	Historical Interpretation
Year R	<p>I can describe differences between me as a baby and as I am now.</p> <p>I can sequence images as a baby, toddler and infant.</p> <p>I can sort pictures and objects, matching them to babies, children and adults.</p> <p>I understand and use common words related to the passing of time. In the past, olden days, not nowadays, a long time ago etc.</p> <p>I realise that images from nursery rhymes are not from nowadays by reference to some period detail e.g. clothes, objects no longer used.</p> <p>I understand that simple stories have a beginning, middle and end by correctly sequencing three episodes of a simple fiction story or rhyme.</p> <p>I can create simple timelines to sequence processes, events, objects within my own experience</p> <p>I am confident in use of terms old and new.</p>	<p>I can recognise how life was different for them as a baby/toddler.</p> <p>I can recognise differences between life now and life then.</p> <p>I can identify differences between 'old' and 'new' objects.</p>	<p>I can recognise a character's actions in a simple story. May be in context of non-history text, but children should be able to offer a valid reason possibly using the word 'because'.</p> <p>I can identify the consequences of an action of their own. E.g. I was running too fast, so I fell over.</p>	<p>I can recognise the main features of a historical source.</p> <p>I can identify similarities and differences between two or more historical sources relating to the same historical period, person or event.</p>	<p>I can recognise that a familiar event like a birthday can be represented in different ways e.g. photos, videos, mementos such as saved birthday cards.</p> <p>I can identify that there are different views of familiar events e.g. first day at school.</p> <p>I can talk about different versions of a story and identify the similarities and differences between them.</p>

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Year 1 Through our Window	<p>I can use terms then and now correctly and am comfortable with the term the past.</p> <p>I understand that the world was different in the olden days.</p> <p>I can follow the logic of stories dealing with family generations.</p>			<p>Children can talk about similarities and differences between two or more historical sources relating to the same historical context using simple historical terms. Photos/paintings etc. of town/village.</p> <p>I can use several historical sources to begin to wonder and ask questions about the past. Pictures – does it still look the same? How has it changed? When?</p>	
Year 1 The Royal Portrait	<p>I can sequence within clock and calendar times. Look at timelines with 2 Queens.</p> <p>I can sequence parts of more complex stories where action takes place over a long period of time. E.g. The Queen's life can be split into before she became Queen, her coronation and since then.</p> <p>I realise that we use dates to describe events in time e.g. 1952 Elizabeth becomes Queen. Timelines.</p>	<p>I can talk about how aspects of life differ from the past and use some historical vocabulary.</p> <p>I can talk about the similarities and differences between then and another then. Comparisons between the 2 Queens.</p>			<p>I can identify and talk about differences in sources about important historical people.</p> <p>I can identify and talk about different accounts of real historical situations. Coronation reports, pictures, books.</p>

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Year 2 One Small Step		<p>I can offer reasons why simple changes occur e.g. how communication has changed since the space race. Satellites/ mobiles/ internet etc.</p> <p>I can describe in simple terms how not everyone in the past had the same experience. Comparisons between Neil Armstrong and Christopher Columbus.</p>	<p>I can talk about the reasons why a person from the past acted as they did e.g. why did Neil Armstrong/Christopher Columbus want to explore as they did? The risks and dangers etc.</p> <p>I can talk about the consequences of a historical person's actions. E.g. understanding of space. Earth not flat etc.</p>	<p>I can gather information from a few simple sources to answer questions about the past. Pictures/newspapers/videos etc.</p> <p>I can describe in simple terms how sources reveal important information about the past. When? / Where? / How? / Why?</p>	
Year 2 Titanic	<p>I can use phrases such as 'over three hundred years ago' in my writing. (Not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time).</p>		<p>I can begin to describe causes of important past events, offering more than one reason why an event happened e.g. why the 'unsinkable' Titanic sank.</p> <p>I can describe in simple terms the consequences of an important historical event, offering more than one example of its results e.g. give 2 main effects.</p>		<p>I can identify and talk about differences in accounts relating to significant historical people or events, both from the time (primary source) and from the present (secondary source). Newspapers/ reports/books etc.</p> <p>I can describe in simple terms how people can disagree about what happened in the past and give simple examples. What caused the Titanic to sink? Who or what was to blame?</p>