



Aiming High, Achieving Together

Progression of Skills and Knowledge: History

Areas of Learning	Pre-School	YR	Y1	Y2	Y3
Chronology	Begin to make sense of their own life-story and family's history.	Children talk about past and present events in their own lives and in the lives of family members Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night Comment on images of familiar situations in the past.	Sequence events in their life Sequence artefacts from distinctly different periods of time Match objects to people of different ages Understand the term chronology as 'in order'	Sequence artefacts and photos closer together in time Explain reasons for sequencing a range of sources from different periods of their life	Place the time studied on a time line Use dates and terms related to the topic of study and passing of time Sequence several events or artefacts
Characteristic features of the period/society studied		Use appropriate vocabulary when talking about themselves in the past e.g. 'When I was a baby...' Talk about members of their immediate family and community. Name and describe people who are familiar to them. Talk about the lives of people around them and their roles in society	Explore what school was like 50 years ago? What did the uniforms look like? What resources did they have? Great Fire Artefact Box Explore the role building materials and firefighting methods played in the amount of damage caused Explore what going to the seaside was like 100 years ago? What types of things did people do at the seaside then?	Explore why international travel meant sailing across oceans and not flying Explore gender/class attitudes at the time. How did these limit the roles women were expected/allowed to undertake? What is the role of the monarch? Did each queen have the same power? What was Britain like under the different monarchs?	Tools, technology burials, shelters & settlements, art. Stone, Bronze & Iron Age box & CD Roman Soldier Box The Romanisation of Britain
Change & Continuity	Show interest in different occupations.	Recognise that they have changed and that there is a past	Recognise the difference between past and present in their own and others' lives Know and recount episodes	Identify differences between ways of life at different times	Find out and compare the everyday lives of people in time studied with their own lives today

	Continue developing positive attitudes about the differences between people.		from stories about the past.		Understand and identify reasons for and the results of their actions
Historical enquiry		Sort objects by difference Draw on their experiences and what has been read in class Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why	Find answers to simple questions about the past from sources of information e.g. artefacts, text, paintings, photos	Use a source - observe or handle sources to answer questions about the past on the basis of simple Observations Begin to use the library and internet for research	Use a range of sources to find out about a period of time - deducing information from object Select and record relevant information Use the library and internet to narrow specific research
Interpretation of History		Understand the past through settings, characters and events encountered in books read in class and storytelling Understand the past through artefacts, Photos and paintings Compare and contrast characters from stories, including figures from the past.	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past-how reliable are their memories?	Compare 2 versions of a past event using text, paintings or photos Discuss reliability of photos/accounts/stories	Identify and give reasons for different ways the past is represented Compare different versions of the same story from different sources and discuss why they might be different.
Cause & Consequence			Explore why the school was built? Why was the school expanded? How can the school be improved? Understand why change occurs Explore how transport has evolved due to safety regulations and laws Explore the causes of the fire and its rapid spread. What changes were made when	Recognise why people did things, why events happened and what happened as a result Explore why and how the 'unsinkable' Titanic sank and what changes were made to safety regulations as a result of the enquiry findings afterwards Compare historical figures' lives, motivation, achievements and how/why	Roman Impact pack: Why the Romans came to Britain, plus impact – short term long term

			London was rebuilt?	they are remembered today	
Significance			Why and how is the Great Fire of London still remembered today?	Examine the continued and widespread interest in this story, and why is it still remembered today? How should/could we remember them both today? Is either woman more significant than the other? Create a museum display about the three Queens, but can only choose five items to display for each Queen	Roman Impact pack– what is the most widespread and enduring aspect of their legacy?