

Progression of skills in History

* Based on the Chris Quigley Essentials Curriculum *

	EYFS (UW)			Year 1	Year 2	
	22-36	30-50	40-60	ELG	<p>Year 1 and 2 National Curriculum Objectives:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] significant historical events, people and places in their own locality. <p>Key Stage 1 Pupils should be taught about:</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 	
To investigate and interpret the past		<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. 	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. 	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and to find answers to questions about the past. Ask questions such as: Why Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and to find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. Compare two versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photographs/accounts/stories.

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<p>To build an overview of world history</p>		<ul style="list-style-type: none"> • Talks about why things happen and how things work. 	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Recognise the difference between past and present in their own lives and the lives of others. 	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Identify differences between ways of life at different times.
<p>To understand chronology</p>	<ul style="list-style-type: none"> • Notices detailed features of objects in their environment. 	<ul style="list-style-type: none"> • Developing an understanding of growth, decay and changes over time. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. Sequence events in their life. • Begin to use dates where appropriate. • Match objects to people of different ages. • Sequence 3 or 4 artefacts from distinctly different periods of time. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. Sequence photographs or other sources of evidence from different periods of their life. • Describe memories of key events in their own lives. • Use dates where appropriate.
<p>To communicate historically</p>			<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilization, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilization, monarchy, parliament, democracy, and war and peace.