

History Progression – EYFS Development Matters 2021 and Key Stage 1 NC 2014

	EYFS	Key stage 1 - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.			
	Nursery	Reception	Year 1	Year 2	End of Key Stage Expectations (Taken from the NC2014)
Chronological understanding	<p>As an historian:</p> <p>I can remember and talk about significant events in my own life.</p> <p>I can look at pictures of myself as a baby and talk about how I have changed.</p> <p>I can start to develop an understanding of vocabulary such as: yesterday, last week, at the weekend, this morning, last night.</p>	<p>As an historian:</p> <p>I can sequence pictures to show time order.</p> <p>I can learn about families – children, parents and grandparents – and relate to the past e.g. parents were once babies and then children and so on.</p> <p>I can understand and learn vocabulary that helps me to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, last year, this year, next year, a long time ago.</p>	<p>As an historian:</p> <p>I can put up to three objects in chronological order (recent history) on a time line.</p> <p>I can label timelines with pictures, words or phrases.</p> <p>I can tell others about changes that have happened in my own life since I was born.</p> <p>I can talk about how things have changed since my parents or grandparents were children.</p> <p>I can use dates to talk about people or events from the past (when appropriate).</p> <p>I can understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times?</p>	<p>As an historian:</p> <p>I can place events or artefacts in order on a timeline. I can label timelines with pictures, words or phrases and give reasons for their order.</p> <p>I can make connections between long and short term time scales.</p> <p>I can use dates to talk about people or events from the past (when appropriate).</p> <p>I can connect my new learning of historical people or events to others that I have learnt about before.</p> <p>I can understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times?</p>	<p>Pupils should be taught about: 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] 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] significant historical events, people and places in their own locality</p>
	Historical Enquiry	<p>As an historian:</p> <p>I can share stories that are set in the past and talk about the illustrations.</p> <p>I can understand and use vocabulary such as: how, why, because.</p>	<p>As an historian:</p> <p>I can listen to stories that are set in the past and start to discuss the differences and similarities through settings, characters and events.</p> <p>I can compare things in the past and now linked to children's interests e.g. toys.</p> <p>I can understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why.</p>	<p>As an historian:</p> <p>I can show some understanding of how people find out about the past.</p> <p>I can show some understanding of how evidence is collected and used to make historical facts.</p> <p>I can ask questions such as: What was it like for people? What happened? How long ago?</p> <p>I can answer questions by using different sources, such as an information books, pictures or the internet.</p> <p>I can understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate.</p>	

Knowledge and Interpretation	<p>As an historian:</p> <p>Identify simple similarities and differences between things in the past and now.</p> <p>I can understand and use vocabulary such as: I can see, I saw, same, different, change, what happened?, why, because.</p>	<p>As an historian:</p> <p>I can learn the names of some significant people from the past linked to children's interests, such as Guy Fawkes.</p> <p>I can understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain.</p>	<p>As an historian:</p> <p>I can answer questions using a range of artefacts/ photographs/pictures provided. I can talk about the different ways that the past is represented. I can recount some interesting facts from an historical event. I can talk about some important people from the past. I can talk about how their actions changed the way we do things today. I can recognise that there are reasons why people in the past acted as they did. I can tell you how I found out about people or events in the past. I can find out more about a famous person from the past and carry out some research on them. I can find out something about the past by talking to an older person. I can recognise that some forms of evidence are more reliable than others when finding out about the past. I can show an understanding of the word 'nation' and the concept of a nation's history. I can show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events.</p> <p>I can understand and use vocabulary such as: find out, explain, facts, reasons, events, actions.</p>	<p>As an historian:</p> <p>I can describe historical events. I can describe significant people from the past and talk about what they did. I can explain the causes of an historical event and what the consequences were. I can explain what impact that significant events from the past have had on the way we live today. I can talk about similarities and differences between two different time periods. I can explain how local people or events in history have changed things nationally or internationally. I can explain why someone in the past acted in the way they did. Can I can show that I understand events or people from the past. I can explain why Britain has a special history by naming some famous events and some famous people. I can talk about what type of evidence is reliable when finding out about the past. I can talk about a 'nation', an aspect of its history and the impact it has had on the nation. I can show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events. I can create my own accounts of historical people or events.</p> <p>I can understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods.</p>	
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