



History: Progression of Skills Overview Document



Historical skill	FS1	FS2	Y1	Y2
Chronological Understanding	<p>Begin to understand the passage of time.</p> <p>Visual timetables</p> <p>Learning routines and how the school day passes</p> <p>Begin to learn about days of the week, seasons and months.</p>	<p>Know some similarities and differences between things in the past and now.</p> <p>Learn to say what day of the week, month and season it is.</p> <p>Understand how the seasons change.</p>	<p>Sort objects/pictures into past and present.</p> <p>Understand what is meant by living memory.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects.</p> <p>Use a timeline to place important events as a class.</p> <p>Use words and phrases such as: <i>now, yesterday, last week, when I was younger, a long time ago etc</i></p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Recount changes in my own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>Use a timeline to place important events.</p>
Knowledge and understanding of events, people and changes in the past	<p>Talk to each other and staff about what they know.</p> <p>Learn about significant historical events such as Remembrance Sunday.</p>	<p>Learn about some historical events and significant people.</p> <p>Talk about why things happen and how things have changed.</p>	<p>Recall some facts about significant people and events before living memory.</p> <p>Recount the main events from a significant event in history.</p> <p>Put themselves in the place of people in the past – how might you have acted/felt? Why people may have acted the way they did in the past?</p>	<p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Look at 2 different time periods/events/famous figures and draw comparisons and links.</p>
Historical interpretation	<p>Introduce different customs through stories and books etc.</p>	<p>Understand the past through settings, characters and events</p>	<p>Look at books, videos, photographs, pictures and</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts,</p>

	Use resources such as books/artefacts/role play areas to explore things that happened in the past.	encountered in books read in class and storytelling. Discuss their opinions on past events.	artefacts to find out about the past. Answer questions and find out more about the past using resources.	historic buildings, museums, galleries, historical sites and the internet to find out about the past. Ask questions that prompt further research.
Historical enquiry	Ask questions about what they see and what they hear. Discuss celebrating different festivals – food, clothes, presents, music, routines etc	Ask questions about how things might have been different in the past	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.	Identify different ways in which the past is represented. Use a wide range of information to answer questions. Discuss the causes of events or motives for people to act the way they did in the past.
Organisation and communication	Write/draw pictures/talk about/role play things that have done. Discuss recent events that are important in their lives – birthdays, festivals, celebrations.	Talk about the lives of the people around them and their roles in society. Create art work/D&T projects/write/talk about historical events.	Sort events or objects into groups (i.e. then and now.) Simple sequencing – draw or order pictures to talk about the past. Tell stories about the past. Talk, write and draw about things from the past. Give opinions about the past.	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, role-play, storytelling and using ICT. Give opinions about the past and justify them with and/so/because. Listen to the ideas of others.