



**History Progression of Skills 2020-2021**

	Autumn 1	Autumn 2a (3 WEEKS) Autumn	Autumn 2b (4 WEEKS) Autumn	Spring 1a (4 WEEKS)	Spring 1b (2WEEKS)	Spring 2	Summer 1	Summer 2
Theme	It's all Magic	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!

**EYFS**

<p><b>Understanding the World:</b> People and Communities</p> <p><i>3 &amp; 4 Year Olds</i></p> <p><i>Children in Reception</i></p>		<p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations</p> <p>Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>			<p><b>ELG: Past and Present</b></p> <p>Children at the expected level of development will: -</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered</p>
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								in books read in class and storytelling.
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#### Key Vocabulary

Family, event, lives, community, same, different, similar, compare, relationships, occupation, past, present, future, experiences, share, history, memories, objects, routines, share, roles, old, older, oldest, new, newer, newest, timeline, order

## Year 1

<b>Area of History</b>		Use stories to encourage children to distinguish between fact and fiction		Recognise why people did things, why events happened and what happened as a result	Compare pictures or photographs of people or events in the past			Listen to adults tell stories about the past
Interpretations of History		<b>Key vocabulary:</b> homes, houses, opinion, decade, century, similar, different, fact, fiction		<b>Key vocabulary:</b> old, new, past, present, memory, explorer, time, artefact, mechanical,	<b>Key vocabulary:</b> tradition, similar, different, compare, opinion, older generations, equipment			<b>Key vocabulary:</b> past, year, decade, century, history, events, timeline, changes, opinions, older generation, memories



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				invention, transport				
<b>Area of History</b>  Chronological Understanding		Match objects to people of different ages  Be exposed to historical vocabulary <b>Key vocabulary:</b> September, 1666, London, fire, fire brigade, fire hook, leather bucket, key events, began, ended, baker, Pudding Lane, Thomas Farrinor, King Charles II, Samuel Pepys, Christopher Wren, diary, destroyed, memorial, artefact		Sequence events and objects in chronological order <b>Key vocabulary:</b> ancient, year, decade, century, timeline, date order, long ago, next, then, finally, before, after	Sequence 3 or 4 artefacts from distinctly different periods of time  <b>Key vocabulary:</b> China, tradition, festival, celebration, compare, comparison, same, similar, different, next, then, finally, before, after			Sequence events in their life <b>Key vocabulary:</b> human, life cycle, live, changing, developing, baby, child, adult, past, present, future, era, century, decade, living memory, older generation



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<p><b>Area of History</b></p> <p>Historical investigation</p>	<p>To begin to answers to simple questions about the past from a source of information</p> <p><b>Key vocabulary:</b>  <b>artefact, fire brigade, compare, house, buildings, changed, materials, wood, brick, safety, modern</b></p>		<p>To use a range of sources to find the answer to simple questions e.g. artefacts.</p> <p><b>Key vocabulary:</b>  <b>artefact, research, fact, non-fiction, fiction, memories, photographs, newspaper, websites, investigate</b></p>	<p>Children should begin to use ICT to research and explore historical concepts with supervision</p> <p><b>Key vocabulary:</b>  <b>research, fact, non-fiction, fiction, memories, photographs, newspaper, websites, investigate, historian</b></p>			<p>Ask more complex questions about the past relevant to the topic</p> <p><b>Key vocabulary:</b>  <b>What? When? Where? How? Why? Evidence, expert, knowledge</b></p>
<p><b>Area of History</b></p> <p>Knowledge and Understanding of Events, People and Changes in the Past</p>	<p>To know and recount stories about the past</p> <p>Begin to understand and use historical vocabulary</p> <p>To understand how the lives of significant individuals have contributed to an event in the past.</p>		<p>Use historical vocabulary in context</p> <p>Recognise differences about things past and present.</p> <p><b>Key vocabulary:</b>  <b>Columbus, pioneer, historian, old, new, past, present, memory,</b></p>	<p>Explore why people did things, why events happened and what happened as a result</p> <p><b>Key vocabulary:</b>  <b>Tradition, past, present, future, memory, travel, explore. impact</b></p>			<p>Recognise the difference between past and present in their own and others' lives</p> <p><b>Key vocabulary:</b>  <b>era, compare, describe, similar, same, difference, different</b></p>



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		<b>Key vocabulary:</b> chronological order, timeline, Guy Fawkes, plot, paliement, past, event, change, decade, century, date order, before, after, long ago,		<b>explorer, time, artefact, mechanical, invention, transport, modern.</b>				
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<b>Area of History</b>  Organisation and communication	Children should present, organise and communicate their knowledge through: <ul style="list-style-type: none"> <li>- Discussions where children are able to recall historical information</li> <li>- Drawings</li> <li>- Drama and role play</li> <li>- Making models</li> <li>- Writing</li> <li>- ICT</li> <li>- Outdoor learning</li> </ul>							
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## Year 2

<p><b>Area of History</b></p> <p>Interpretations of History</p>	<p>Compare pictures or photographs of people or events in the past</p> <p>Compare different sources – different versions of the same story</p> <p><b>Key vocabulary:</b> evidence, research, fact, fiction, opinion, evidence, compare, same, different</p>	<p>Compare two versions of a past event</p> <p>Look at representations of the period – museums, cartoons etc</p> <p><b>Key vocabulary:</b> evidence, research, fact, fiction, reliable, opinion, memory, evidence, historian, expert, artefact</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p><b>Key vocabulary:</b> inventions, generation, impact, change, encounter, cause, effect</p>	<p>Compare pictures or photographs of people or events in the past and identify different ways to represent the past</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p><b>Key vocabulary:</b> 21st century, 19th century, Victorian, factory, materials, plastic, popular, simple mechanical, inventions, generation, impact, change, cause, effect</p>
<p><b>Area of History</b></p> <p>Chronological Understanding</p>	<p>Sequence artefacts closer together in time sequence events</p> <p><b>Key vocabulary:</b></p>	<p>Begin to place the time studied on a timeline</p> <p><b>Key vocabulary:</b> chronological order, era,</p>	<p>Describe memories of key events in their lives and the lives of others</p> <p><b>Key vocabulary:</b> tradition, similar,</p>	<p>Sequence photos etc from different periods of their life</p> <p><b>Key vocabulary:</b> chronological order, era, period, century,</p>



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		chronological order, era, period, century, decade, year, order		period, century, decade, year, order, timeline, sequence	different, compare, opinion, older generations			decade, year, order, timeline, sequence, generation, date order, past, present, future, old, older, oldest, new, newer, newest, ancestor, recent,
<b>Area of History</b>  Historical investigation		Ask more complex questions about the past relevant to the topic  <b>Key vocabulary:</b> investigate, research, experts, historians		Use sources to answer questions about the past on the basis of simple observations  <b>Key vocabulary:</b> investigate, research, experts, historians, letters, newspapers, websites, artefacts, detective	Observe small details – artefacts/pictures  <b>Key vocabulary:</b> study, observe, compare, contrast, similar, evidence, investigate			Begin to use the library/ non-fiction texts and internet for research  <b>Key vocabulary:</b> research, investigate, opinion, non-fiction, facts, fiction, evidence, experts, historians
<b>Area of History</b>  Knowledge and Understanding of Events, People and		Recognise why people did things, why events happened and what happened as a result		Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Find out about everyday lives of people in time studied and begin to compare with our life today			Identify differences between ways of life at different times  <b>Key vocabulary:</b> past, decade, history, events, era, period, timeline, changes,



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Changes in the Past		<b>Key vocabulary:</b> Guy Fawkes, Robert Catesby, The Gunpowder Plot, London, member, conspirators, Houses of Parliament, Government, King James I, Protestant, Catholic, letter, treason, traitor, Tower of London, bonfire night. war, world, countries, army, soldiers, poppies, remembrance		<b>Key vocabulary:</b> Florence Nightingale, soldier, hospital, lamp, Red Cross, medal, Turkey, Scutari, Crimean War, charity, injured, 'Lady of the Lamp'. Mary Seacole, Jamaica, Kingston, nurse, ships, travelled, survive, rescue, danger, innovative	<b>Key vocabulary:</b> modern, historical, generation, era, compare, describe, relate, different, similar, memories, impact, significant, opinion			<b>artefacts, compare, describe, similar, same, difference, different, influence, impact, significant</b>
<b>Area of History</b>  Organisation and communication	Children should present, organise and communicate their knowledge through: <ul style="list-style-type: none"> <li>- Discussions where children are able to recall historical information - they will begin to including some dates (or periods of time) and key vocabulary</li> <li>- Drawings</li> <li>- Drama and role play</li> <li>- Making models</li> <li>- Writing</li> <li>- Debate</li> <li>- Form own opinions</li> <li>- Research</li> </ul>							



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