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**Progression of Knowledge and Skills in History**

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|  | **Chronological awareness** | **Knowledge and understanding of events in the past** | **Historical interpretation** | **Historical enquiry** | **Organisation and communication** | **Understanding cause and effect through history** |
| **Year R** | * Begin to sequence events in their life e.g. growing from baby to child * Compare two artefacts from different periods of time (e.g. those linked to nursery rhymes) | * Begin to recognise the difference between past and present in their own and other’s lives * Use talk to reflect upon past experiences | * Begin to identify a way in which the past is represented such as photographs, nursery rhymes, objects * Talk about the lives of people around them and their roles in society. | * With support find answers to simple questions about the past from sources of information e.g. artefacts * Understand the past through settings, characters and events encountered in books read in class and storytelling (Explorers texts) | Communicate their knowledge through:   * Discussion – talk about pictures/objects of themselves * Drawing pictures * Drama/role play * Making models * Writing simple captions for a picture * Using ICT | Begin to offer explanations for why things might have happened (e.g. why candles were used instead of torches in the past), making use of recently introduced vocabulary from stories and non-fiction texts |
| **Year 1** | * Sequence events in their life * Sequence 3 or 4 artefacts from distinctly different periods of time * Use simple timelines to sequence processes, events and objects within their own experiences e.g. toys from past and the present | * Recognise the difference between past and present in their own and other’s lives * Know and recount episodes from stories about the past | * Use stories to encourage children to distinguish between fact and fiction * Compare adults talking about the past – how reliable are their memories? * Begin to understand that we have different views of familiar events | * Find answers to simple questions about the past from sources of information’s e.g. artefacts, texts, pictures | Communicate their knowledge through:   * Discussion/retell main episodes of famous past events * Drawing pictures * Drama/role play * Making models * Writing simple sentences to describe an event * Using ICT | * Give a simple reason why someone did what they did in a historical setting e.g. Why did Samuel Cody continue to develop his own aeroplanes? * Draw upon simple consequences from people’s actions in the past e.g. the consequences of not having enough life boats on the Titanic |
| **Year 2** | * Sequence artefacts closer together in time * Sequence photographs etc. from different periods of their life * Describe memories of key events in lives * Sequence parts of a more complex story e.g. Rosa Parks life/events in her life | * Recognise why people did things, why events happened and what happened as a result * Identify similarities and differences between ways of life at different times * Offer reasons why simple changes may occur * Recognise that not everyone in the past had the same experiences | * Compare two versions of a past event, not all written accounts in books give exactly the same reason for something * Discuss reliability of photos/accounts/stories. * Understand that people can disagree about what happened in the past without one of them being wrong | * Use a source – observe or handle sources to answer questions about the past on the basis of simple observation * Make simple deductions about what text means based on what’s included | Communicate their knowledge through:   * Discussion – using specific vocabulary/explain why events have happened * Drawing pictures – label and annotate * Drama/role play * Making models * Writing sentences to describe an event * Using ICT | * Give a simple reason why someone did what they did in a historical setting e.g. why Rosa Parks refused to give up her seat on the bus * Draw upon simple consequences from people’s actions in the past e.g. Remembrance Day - how soldiers gave their lives for us. * Give a clear explanation of an important event in history, offering two or three reasons why that event took place.   e.g. The Great Fire of London, why did it spread so quickly? |