



Progression in History Skills

	Caterpillars	Nursery	Reception	Year One	Year Two
	<p>Chronological Understanding Create Family Tree showing parent/s and sibling/s Sequence two photographs of self eg newborn and now. Using language related to time.</p>	<p>Chronological Understanding Create Family Tree showing Parent/s, grandparents, sibling/s. Sequence three photographs of self eg newborn, toddler and now. Use of school day/timeline and creation of physical timelines of their day/week. Using language related to time.</p>	<p>Chronological Understanding Create Family Tree showing Parent/s, grandparents, sibling/s. Create a personal Timeline using photos. Create Timeline of History Topics covered or events in our school year. Use of school /day timeline and creation of physical timelines of their day.</p>	<p>Chronological Understanding History Mystery artefacts Create Timelines linked to History Topics.. Place objects/ photographs/pictures in a Timeline Begin to use past and present tense when relating to a story, news or event. Use of school timeline and creation of physical timelines</p>	<p>Chronological Understanding Create Timelines linked to History Topics covered and Great Britain Timeline indicating key events studied within that Timeline. Place dates linked to topics within the Timeline. Place objects/ photographs/pictures in a Timeline Use past and present tense when relating story, news or event Use of school timeline and creation of physical timelines</p>



Progression in History Skills

	<p>Knowledge and Interpretation To use vocabulary from lists To talk about changes to their own appearance in their lifetime. Recognise Poppy as a symbol of Remembrance.</p>	<p>Knowledge and Interpretation To use vocabulary from lists To talk about change to their own appearance in their lifetime. Recognise Poppy as symbol of Remembrance and know links to World Wars. To know Guy Fawkes links to Bonfire Night.</p>	<p>Knowledge and Interpretation To use vocabulary from lists Recognise Poppy as symbol of Remembrance and know links to World Wars. To know some local links to events. To know Guy Fawkes and Gunpowder Plot as significant and match events to Bonfire Night. To recount two simple facts.</p>	<p>Knowledge and Interpretation To use vocabulary from lists Recognise Poppy as symbol of Remembrance and know links to World Wars. To know some local links and significant individuals from the local area. (Frank Hornby) To know Guy Fawkes and Gunpowder Plot and King James 1st as significant and match events to Bonfire Night. To know local link (Firework Factory) Begin to interpret evidence to describe past events and individuals studied- both local and national. To recount (verbally) more than two facts about events/ individuals studied. Begin to link cause and effect of their significance.</p>	<p>Knowledge and Interpretation To use vocabulary from lists Recognise Poppy as symbol of Remembrance and know links to World Wars. To know some local links and significant individuals To know Guy Fawkes and Gunpowder Plot and King James 1st as significant and match events to Bonfire Night. To know local link (Firework Factory) Use evidence to describe significant events/ individuals studied in topics- both local and national To recount (verbally) a number of facts and dates about events/ individuals studied. To describe the cause and effect of their significance.</p>
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Progression in History Skills

	<p>Historical Investigation and Enquiry Listen and respond in an age appropriate manner upon change when observing old and new objects/ photographs with an adult. To begin to ask how and why questions.</p>	<p>Historical Investigation and Enquiry Respond to change when observing old and new objects/ photographs with an adult. Ask questions about changes observed. Comment upon change in personal lifetime.</p>	<p>Historical Investigation and Enquiry Ask simple questions and make some responses to eras, events and individuals studied.comment on images of familiar situations from the past.</p> <p>Begin to compare similarities and differences between the past and now. To discuss old/ new/ then/ now.</p> <p>Understand the past through settings, characters and events in books read in class and storytelling.</p>	<p>Historical Investigation and Enquiry Take part in History Mystery investigation using artefacts from the past. Ask a range of questions and make responses to history eras, events and individuals studied. Compare similarities and differences between old/ new/ then/ now Debate historical events such as are toys better now or then? Why was Queen Victoria significant? Ask questions when interviewing senior members of family or school during historical enquiry through oral history. To begin to explain and identify Primary Source Material. Discuss photographic evidence and what it tells us about the past.</p>	<p>Historical Investigation and Enquiry Ask questions and make responses to history eras, events and individuals studied. Ask a range of questions when interviewing senior members of family or school during historical enquiry through oral history. Explain and identify Primary Source Material. Discuss photographic evidence and what it tells us about the past. Know the significance of Primary source materials as direct evidence from the past. Understand that events from the past can change the future. Discuss different possible answers to questions about the past.</p>
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Progression in History Skills

	<p>Presenting, organisation and communicating. Role Play- crowns/ cloaks to introduce King/ Queen/ monarchy Using talk to organise, sequence and clarify thinking, feelings, ideas and events. Talking about family tree or anniversary (eg Remembrance)</p>	<p>Presenting, organisation and communicating Role Play- crowns/ cloaks to introduce King/ Queen/ monarchy Using talk to organise, sequence and clarify thinking, feelings, ideas and events. Discussion with adult or peer group stimulated by photographs and displays of lessons Sketches, paintings of artefact or individual or celebration/ festival Talking about family tree or anniversary (eg Remembrance) Use of school timeline and creation of physical timelines</p>	<p>Presenting, organisation and communicating Role Play- crowns/ cloaks to introduce the King/ Queen/ monarchy and individuals through the people who help us topic. Using talk to organise, sequence and clarify thinking, feelings, ideas and events. Sketches, paintings of artefact or individual or celebration/ festival Talking about family tree or anniversary (eg Remembrance) Discussion with family/ staff members about their memories of Southport (change within living memory) Oral History. Use of Oracy 21 book to record children's wonderings about history. Use of school timeline and creation of physical timelines</p>	<p>Presenting, organisation and communicating Begin to show a wide vocabulary of everyday historical terms, e.g monarch, parliament, government, war, remembrance. Children to record wonderings in Oracy 21 book. Children are encouraged to answer mastery questions and debate ideas. Role Play- Victorians school day to live a day as a Victorian child. Loan Box artefacts to role play and discuss History Detective trip to Southport (Victorian Evidence Hunt) Talking about family tree or anniversary (eg Remembrance) Talk and write about things from the past. Discussion with family/ staff members about their memories (change within living memory) Oral History. Use of school timeline and creation of physical timelines</p>	<p>Presenting, organisation and communicating Show a wide vocabulary of everyday historical terms, e.g monarch, parliament, government, war, remembrance. Children to record wonderings in Oracy 21 book. Children are encouraged to answer mastery questions and debate ideas. Discussion with adult or peer group stimulated by photographs Displays of lessons Sketches, paintings of artefact or individual or celebration/ festival. Completion of art work or written work/ scribed comments linked to topics covered Talk and write about things from the past. Discussion with family/ staff members about their memories (change within living memory) Oral History. Use of school timeline and creation of physical timelines</p>
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