

St John's C of E Infant School
History Knowledge, Skills and Vocabulary Progression Map

History

	EYFS	Year 1	Year 2
Range and Depth of Historical Knowledge	<p>Knowledge- Know about their own life, what they did today, yesterday, going to do tomorrow. Know, facts about at least 3 important people or events in the past.</p> <p>Skill- Recognise some similarities and differences between things in the past and now. Talk about the lives of the people around them and their roles in society.</p> <p>Vocabulary Understand and use vocabulary such as: I can see, I saw, same, different, similar,</p>	<p>Knowledge- Know facts about at least 3 famous people and 3 events in the past.</p> <p>Skill- Recognise the difference between past and present in their own and others' lives. Recount episodes from stories about the past.</p> <p>Vocabulary- Past, long time ago, before</p>	<p>Knowledge- Know facts about at least 4 important people and 3 significant events in the past.</p> <p>Skill Make comparisons between the important people and events in history. Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.</p> <p>Vocabulary- Past, present, future, before, after because change, explain</p>
Chronological Understanding	<p>Knowledge Know if something is old or new</p> <p>Skill Recognise the difference between past and present and old and new.</p> <p>Vocabulary Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</p>	<p>Knowledge- Know events in their own life</p> <p>Skill Place known events and objects in chronological order. Sequence events and recount changes within living memory.</p> <p>Vocabulary Use common words and phrases relating to passing of time: old, new, a long time ago, past, present.</p>	<p>Knowledge Know events in their own life and that of their families.</p> <p>Skill Describe where the people and events studied fit within a chronological framework. Identify similarities and differences between ways of life in different periods.</p> <p>Vocabulary Show an awareness of the past, using common words and phrases relating to the passing of time: in order, a long time ago, recently, decades and centuries, in my lifetime, modern, old-fashioned.</p>

St John's C of E Infant School
History Knowledge, Skills and Vocabulary Progression Map

<p>Historical Enquiry</p>	<p>Knowledge- Know how to sort objects</p> <p>Skill Sort objects by difference. Draw on their experiences and what has been read in class.</p> <p>Vocabulary Understand and use vocabulary such as: how, why, find out, I wonder what/if/when/why</p>	<p>Knowledge- Know how to ask questions</p> <p>Skill Find answers to simple questions about the past from sources of information e.g. artefacts. Ask and answer relevant basic questions about the past using a wide range of sources and artefacts (speaking and listening focus). Sort and compare artefacts and pictures from 'then' and 'now'</p> <p>Vocabulary Then, now, before, after because, find out, I wonder what/if/when/why</p>	<p>Knowledge- Know facts from key events studied</p> <p>Skill- Observe and handle sources to answer questions about the past on the basis of simple observations. Use why, what, who, how, where to ask questions and find answers. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understands key features of events</p> <p>Vocabulary- Then, now, before, after, why, predict, find out, I wonder what/if/when/why, because</p>
<p>Historical Interpretation Skills</p>	<p>Skill- Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Vocabulary- Past, before</p>	<p>Skill- Relate their own account of an event and understand that others may give a different version. Use stories to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories?</p> <p>Vocabulary- change, remember, truth, real</p>	<p>Skill- Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories</p> <p>Vocabulary- true, accurate, reliable,</p>
<p>Organisation and Communication Skills</p>	<p>Skill- Talk about the lives of the people around them and their roles in society. Drawing drama/role play writing – labelling.</p>	<p>Skill- Discuss events using simple appropriate vocabulary. Write simple captions and sentences, label and annotate drawings and photographs. Orally retell/perform.</p>	<p>Skill- Write captions and sentences. Label and annotate a picture/painting showing significant features. Use increasingly period specific vocabulary and dates in writing, oral explanations. Retell events in simple, structured way using temporal markers. Can use 'another reason' and 'also' which connects ideas.</p>

St John's C of E Infant School
History Knowledge, Skills and Vocabulary Progression Map

			Vocabulary Make increasing use of subject- specific precise vocabulary.
When I am a Historian I can	<ul style="list-style-type: none"> • I can talk about my life in the correct tense I have, I am, I am going to • I can ask appropriate questions. • I can make comparisons between old and new. 	<ul style="list-style-type: none"> • I can talk about the past, the present and the future • I can talk about and significant historical figures. • I can observe differences and similarities • I can use a timeline. 	<ul style="list-style-type: none"> • I can talk about the past, the present and the future. • I can talk about and compare significant historical figures. • I can observe differences and similarities and give reasons why there have been changes. • I can talk about the effect the past has had on the present. • I know if something is a reliable source. • I can accurately use a timeline.