

# St. Michael's Nursery and Infant School – Progression through History (Skills and Knowledge)

## EYFS to the end of KS1

	Nursery	Reception	Year 1	Year 2	NC Key Stage Expectations
Chronological understanding	<p>As an historian: Am I beginning to make sense of my own life-story and family's history? (UTW-History)</p> <p><b>Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</b></p>	<p>As an historian: Can I talk about the lives of the people around me and my role in society? Can I talk about some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class? Can I understand the past through settings, characters and events encountered in books read in class and storytelling? (UTW-History-ELG)</p> <p><b>Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</b></p>	<p>As an historian: Can I put up to three objects in chronological order (recent history) on a timeline? Can I label timelines with pictures, words or phrases? Can I tell others about changes that have happened in my own life since I was born? Can I talk about how things have changed since my parents or grandparents were children? Use dates to talk about people or events from the past? (when appropriate)</p> <p><b>Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the ..... times?</b></p>	<p>As an historian: Can I place events or artefacts in order on a timeline? Can I label timelines with pictures, words or phrases and give reasons for their order? Can I make connections between long- and short-term time scales? Use dates to talk about people or events from the past? (when appropriate) Can I connect my new learning of historical people or events to others that I have learnt about before?</p> <p><b>Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the ..... period, in ..... times?</b></p>	<ul style="list-style-type: none"> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Know where the people and events they are studying fit within a chronological framework.</li> <li>Identify similarities and differences between ways of life in different periods.</li> <li>Use a wide vocabulary of everyday historical terms.</li> </ul>
Historical Enquiry	<p>As an historian: Am I beginning to question why things happen? Am I beginning to understand why and how questions? (CAL)</p> <p><b>Can I understand and use vocabulary such as: how, why, because?</b></p>	<p>As an historian: Can I make comments about what I have learnt and ask questions to make sure I understand? (CAL – ELG)</p> <p><b>Can I understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?</b></p>	<p>As an historian: Can I show some understanding of how people find out about the past? Can I show some understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for people? What happened? How long ago? Can I answer questions by using different sources, such as an information book or pictures?</p> <p><b>Can I understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate?</b></p>	<p>As an historian: Can I understand and talk about how people find out about the past? Can I show understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for people? What happened? How long ago? Can I answer questions by using a specific source, such as an information book? Can I research the life of someone who used to live in my area using the Internet and other sources to find out about them? Can I research the life of a famous Briton from the past using different resources to help me?</p> <p><b>Can I understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate?</b></p>	<ul style="list-style-type: none"> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>Understand some of the ways we find out about the past and identify different ways in which it is represented.</li> </ul>

Knowledge and Interpretation	<p>As an historian: Am I beginning to make sense of my own life-story and family's history? Am I beginning to show interest in different occupations? (UTW-History)</p> <p><b>Can I understand and use vocabulary such as: I can see, I saw, same, different, change, why, because?</b></p>	<p>As an historian: Can I describe my immediate environment using knowledge from observation, discussion, stories and non-fiction texts? (UTW-ELG)</p> <p><b>Can I understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain?</b></p>	<p>As an historian: Can I answer questions using a range of artefacts/ photographs/pictures provided? Can I talk about the different ways that the past is represented? Can I recount some interesting facts from an historical event? Can I talk about some important people from the past? Can I talk about how their actions changed the way we do things today? Can I recognise that there are reasons why people in the past acted as they did? Can I tell you how I found out about people or events in the past? Can I find out more about a famous person from the past and carry out some research on him or her? Can I find out something about the past by talking to an older person? Can I recognise that some forms of evidence are more reliable than others when finding out about the past? Can I show an understanding of the word 'nation' and the concept of a nation's history? Can I show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events?</p> <p><b>Can I understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?</b></p>	<p>As an historian: Can I describe historical events? Can I describe significant people from the past and talk about what they did? Can I explain the causes of an historical event and what the consequences were? Can I explain what impact that significant events from the past have had on the way we live today? Can I talk about similarities and differences between two different time periods? Can I explain how local people or events in history have changed things nationally or internationally? Can I explain why someone in the past acted in the way they did? Can I choose and use parts of stories or other sources to show that I understand events or people from the past? Can I explain why Britain has a special history by naming some famous events and some famous people? Can I talk about what type of evidence is reliable when finding out about the past? Can I talk about a 'nation', an aspect of its history and the impact it has had on the nation? Can I show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events? Can I create my own accounts of historical people or events?</p> <p><b>Can I understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods?</b></p>	
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## Understanding the next steps for progression as children move into KS2 .....

	Year 3	Year 4	NC Key Stage Expectations
Chronological understanding	<p>As an historian:</p> <p>Can I use dates and historical terms to describe events?</p> <p>Can I use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?</p> <p>Can I place events, artefacts and historical figures on a timeline using dates?</p> <p>Can I understand the concept of change over time, representing this, along with evidence, on a time line?</p> <p><b>Can I understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, era, change, chronology, ancient, century, decade?</b></p>		<p><b>Pupils should:</b></p> <ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
Historical Enquiry	<p>As an historian:</p> <p>Can I use evidence to ask questions and find answers to questions about the past?</p> <p>Can I suggest suitable sources of evidence for historical enquiry?</p> <p>Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?</p> <p>Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p>Can I use my research skills in finding out facts about the time period I am studying?</p> <p>Through my research, can I compare and contrast different forms of evidence?</p> <p>Can I research what it was like for men, women and children in a given period from the past and use different forms to present my findings?</p> <p><b>Can I understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate, suggestions, archaeologist?</b></p>		

<p>Knowledge and Interpretation</p>	<p>As an historian:</p> <p>Can I suggest why certain events happened as they did in history?</p> <p>Can I suggest why certain people acted as they did in history?</p> <p>Can I explain how events from the past have helped shape our lives today?</p> <p>Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?</p> <p>Can I give a broad overview of life in Britain during the time period studied?</p> <p>Can I compare some of the times studied with those of other areas of interest around the world?</p> <p>Can I describe the social, ethnic, cultural or religious diversity of past societies?</p> <p>Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?</p> <p>Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ?</p> <p>Can I suggest causes and consequences of some of the main events and changes in history?</p> <p>Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?</p> <p><b>Can I understand and use vocabulary such as: compare, contrast, reasons, events, cause, effect, consequences, impact, overview, characteristic features, civilisations, culture, diversity, aspects, beliefs, attitudes, historical accounts, explain?</b></p>	
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