



History Progression Map

EYFS	Year 1	Year 2
<p>Past and Present ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Talk about who lives in their house</li> <li>• Be able to describe themselves</li> <li>• Talk about who is in their family. Describe them, including what is their job.</li> <li>• Talk about other people in the community i.e., doctor, police officer</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Compare what we can do now to what we could do as babies.</li> <li>• Look at life when our teachers &amp; parents were children</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Talk about similarities and</li> </ul>	<p>Continuity and Change:</p> <ul style="list-style-type: none"> <li>• Begin to identify old and new things across periods of time through pictures, photographs and objects.</li> <li>• Begin to understand that some things change and some things stay nearly the same.</li> </ul> <p>Similarities and Differences:</p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between the past and the present.</li> </ul> <p>Historical Significance</p> <ul style="list-style-type: none"> <li>• Talk about why the event or person was important and what changed/happened.</li> <li>• Explain reasons why someone might be significant.</li> </ul> <p>Historical Interpretations</p> <ul style="list-style-type: none"> <li>• observe and use pictures, photographs and artefacts to find out about the past.</li> </ul> <p>Historical Investigations</p> <ul style="list-style-type: none"> <li>• observe or handle evidence to ask simple questions about the past;</li> </ul>	<p>Continuity and Change</p> <ul style="list-style-type: none"> <li>• Begin to identify old and new things across periods of time through pictures, photographs and objects.</li> <li>• Begin to understand that some things change and some things stay nearly the same.</li> </ul> <p>Cause and Consequence</p> <ul style="list-style-type: none"> <li>• Understand that a cause makes something happen and that historical events have causes.</li> <li>• Explain that historical events are caused by things that occurred before them.</li> <li>• Understand that a consequence is something that happens as a result of something else.</li> </ul> <p>Similarities and Differences</p> <ul style="list-style-type: none"> <li>• Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female.</li> <li>• Recognise some similarities and differences between the past and the present.</li> </ul> <p>Historical Significance</p> <ul style="list-style-type: none"> <li>• Talk about why the event was important and what happened.</li> </ul> <p>Historical Interpretations</p> <ul style="list-style-type: none"> <li>• - start to understand that there can be different versions of the same event from the past;</li> </ul>

differences between different religions/celebrations and recall special personal events in their lives.

- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;
- sort some objects/artefacts into new and old and then and now.

#### Chronological Understanding

- sequence artefacts and events that are close together in time;
- sequence pictures from different periods;
- describe memories and changes that have happened in their own lives;
- use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.

#### Knowledge and Understanding of Events and People in the Past

- understand that there are reasons why people in the past acted as they did;
- - describe significant individuals from the past.

#### Presenting, Organising and Communicating

- - talk, write and draw about things from the past;

- - observe and use pictures, photographs and artefacts to find out about the past;
- - start to use stories or accounts to distinguish between fact and fiction;
- - explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.

#### Historical Investigations

- - observe or handle evidence to ask simple questions about the past;
- - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;
- - use evidence to explain the key features of events;
- - sort some objects/artefacts into new and old and then and now.

#### Chronological Understanding

- - sequence artefacts and events that are close together in time;
- - order dates from earliest to latest on simple timelines;
- - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.

#### Knowledge and Understanding of Events and People in the Past

- - know and recount episodes from stories and significant events in history;

- - use historical vocabulary to retell simple stories about the past.
- talk and write about things from the past using some historical vocabulary.

- - understand that there are reasons why people in the past acted as they did;
- - describe significant individuals from the past.

Presenting, Communicating and Organising

- - talk, write and draw about things from the past;
- - use historical vocabulary to retell simple stories about the past.
- - talk and write about things from the past using some historical vocabulary.

